

Table of Contents

Applicant Information Sheet

Executive Summary.....	1
A. Establishing the Need.....	3
1. Demonstrating a Need.....	3
2. Demographic Analysis.....	3
3. Recruitment and Marketing.....	9
B. Education Plan.....	12
1. Mission and Philosophy.....	12
2. Goals and Student Academic Achievement Expectations.....	18
3. Curriculum.....	29
4. Support for Learning.....	58
C. Business Plan.....	81
1. Planning and Establishment.....	81
2. Governance and Management.....	87
3. Finance.....	93
4. Facilities.....	101
D. Operations Plan.....	103
1. Student Policies and Procedures.....	103
2. Human Resource Information.....	108
3. Implementation of the Charter.....	120

Appendices

E. Budget and Finance

Budgets

F. Board of Trustees Supporting Documents

1. Resumes
2. Board Member Agreements
3. Conflict of Interest Forms
4. Personal Statements

G. Additional Required Documents

1. Articles of Incorporation
2. Bylaws
3. Board of Trustee Performance Expectations
4. Code of Ethics
5. Student Discipline Policy
6. Management Agreement
7. Corporate Table of Organization
8. Assurances

H. Course Curriculum**I. Additional Optional Documents**

1. Support Letters
2. Audit

Applicant Information Sheet

New Charter School

Name of Proposed Charter School: PHILLIPS Public Charter School**Name of Entity Applying for Charter Status in DC:** PHILLIPS Programs for Children and Families**Contact Person:** Piper Phillips Caswell**Address:** 7010 Braddock Rd., Annandale, VA 22003**Daytime Telephone:** 703.941.8810 **Email:** piper.phillips@phillipsprograms.org**Name of Person Authorized to Negotiate:** Piper Phillips Caswell until appointment of Board of Trustees Chair, who will then become the individual authorized to negotiate.*Must be member of local founding group and not serving as a consultant or affiliated with an educational service provider.***Authorized Signature:** _____**Type of Application:**

xNew School

☐ Conversion of Existing School: ☐ Public ☐ PrivateIf conversion, name of the school being converted: [Click here to enter text.](#)Do you wish to retain the existing school site? ☐ Yes ☐ No**Proposed Start Date:** Fall 2015 **Proposed Year One Budget:** \$10,185,790**Requested Enrollment Ceiling¹**

	6	7	8	9	10	11	12	TOTAL
2015-16	0	40	30	39	59	48	74	290
2016-17	35	30	45	44	43	55	48	300
2017-18	34	35	35	50	46	45	55	300
2018-19	30	38	35	45	50	52	50	300
2019-20	30	32	38	45	49	52	54	300

Proposed Location of School, if known (address or area(s) of city): Ward Six**Name of Education Service Provider (ESP) (if applicable):** PHILLIPS Programs for Children and FamiliesList all schools that the ESP currently operates (or has been approved to operate):

¹ This schedule of enrollment ceilings will be included in the proposed school's charter agreement. If the school enrolls more students than are included in this schedule for a particular year, it will not be funded for those additional students. The school may enroll greater numbers in a particular grade, as long as it does not exceed the total enrollment ceiling.

School	Location	Year Opened	Grades Served (now and at capacity)	Number of students (now and at capacity)
PHILLIPS School - Annandale	7010 Braddock Road, Annandale, VA 22003	1967	1-12 (1-12)	165 (198)
PHILLIPS School - Laurel	8920 Whiskey Bottom Road, Laurel, MD 20723	1972	3-12 (3-12)	70 (162)
Building Futures - Fairfax	7010 Braddock Road, Annandale, VA 22003	2011	9-12 (9-12)	11 (20)
Building Futures - Loudoun	13850A Freedom Center Lane, Leesburg, VA 20176	2011	9-12 (9-12)	7 (10)

Names of Organizations Involved in Planning (if applicable): FOCUS, EdOps, Charter School Essentials, Ober Kaler,

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?² ☒ Yes ☐ No

² DC Council is currently considering a bill that would require all public charter schools to act as independent LEAs for purposes of IDEA and Section 504 of the Rehabilitation Act. For more information about this, contact PCSB at applications@depcsb.org.

Executive Summary

Organizational Capacity

PHILLIPS Programs for Children and Families has a forty seven year history serving students with special needs and families of students with special needs through school and community-based academic and mental health programs. Its innovative service models and demonstrated results have gained PHILLIPS such notable recognitions as two US Department of Education Blue Ribbon Secondary School awards (1993, 2001), the *Washington Post* Award for Excellence in Nonprofit Management (2010) and a 2014 national Youth Thrive commendation from the Center for the Study of Social Policy “for making a critical difference in the lives of youth.”

Currently, PHILLIPS operates two special education schools (grades 1-12) and two non-traditional, experiential learning programs that blend academic instruction and career skills development in a building trades setting. PHILLIPS schools provide a highly individualized learning milieu and use a variety of proven instructional models and interventions to teach and support students with significant emotional, behavioral, social and/or learning challenges. In these positive, supportive environments, PHILLIPS staff promote learning and confidence and customize instructional approaches so all students can achieve at their highest potential and experience success in school and in life.

Filling the Gap

The opportunity to establish and operate PHILLIPS Public Charter School (PHILLIPS PCS) is as exciting as the need for it is compelling. PHILLIPS PCS will be a different kind of school for students in the District of Columbia. While there is much variety in charter school programming in 2014—including college prep, language immersion, character education, curricular specialization and Montessori—there is still a significant gap in services. DC does not have adequate educational options for at-risk students who require an alternative approach to traditional public school or to traditionally-structured public charter schools. Data reveal that many District students struggle with getting to school, staying in class, performing at grade level, and interacting positively with peers and adults. Those students, whether they are identified as having special needs or are in the general education population, need a different kind of learning environment. Those students are the ones who will enroll and thrive at PHILLIPS PCS.

The Approach - *A positive framework, the right curricula, and a unique structure that ensures both.*

The PHILLIPS PCS educational model will be grounded in the core components of Positive Youth Development (PYD).¹ A strengths-based approach to working with young people, PYD promotes programming that empowers individuals and increases their opportunities for academic

¹ Research Findings on Evaluations of Positive Youth Development Programs. By Richard F. Catalano, Ph.D. et al. Social Development Research Group, University of Washington School of Social Work, 1998.

success by building their competence, confidence, connection, character and caring (the 5Cs). This approach ensures youth physical and emotional safety, gives them a sense of belonging and ownership, improves their self-worth, allows them to discover their identity, fosters high quality and supportive relationships with peers and adults, helps them recognize conflicting values and develop their own, fosters the development of new skills and encourages them to have fun and hope for the future. The Education Plan of this proposal further describes PYD, why it is the right approach to employ in establishing a program for the students at PHILLIPS PCS, and how it will provide a cultural and environmental context for the curricula to be used at the school.

PHILLIPS PCS will weave Universal Design for Learning (UDL) principles with a Multidisciplinary Integrated Curriculum (MIC) to create a uniquely powerful curricular framework for the school. These proven models for instruction together create an ideal fit for PHILLIPS PCS students. UDL promotes multiple means of presenting content, of action and expression by students, and of engaging student interest and motivation. In short, it makes learning accessible to all. MIC's emphasis on academic rigor, applied learning and adult connections in the community add the dimension of "keeping it real." PHILLIPS' historic focus on business partnerships and alliances with local organizations create opportunities for students to find mentors and meaning in their lessons. Their learning gains a real world context and authenticity not always found in the classroom, benefitting students with and without special learning needs. The PHILLIPS Success Center will provide structure to ensure the whole school community is focused on superb and responsive instruction for students, and that all planning, teaching and every school process and activity are implemented within the PYD framework.

Expanding to Meet the Need

PHILLIPS longstanding interest in establishing a public charter school in the District of Columbia is born of its many years educating DC students, and the recognition that the diversity of students that PHILLIPS has helped to succeed is similar to that found in many District communities. While all students at PHILLIPS nonpublic programs have disability classifications, they are extremely diverse. Many are performing on or above grade level, but struggle mightily with their behavior. Some are gifted intellectually but battle mental health problems and find it difficult to hold friends. Others yet have learning or developmental disabilities, make school a challenging and frustrating environment. PHILLIPS has always enrolled and successfully served blended student populations and is eager to do so in a public charter school setting.

We hope for a charter approval and to be selected to operate Options Public Charter School as of SY2015-16. The budget, education/curriculum, business and operations plans in this application reflect our understanding of the needs of Options PCS and our desire to bring Options and its students the educational opportunities and successes that are due them. PHILLIPS recognizes that, if it is approved to start a charter but not selected to operate Options, the organization will need to complete a new budget, develop an alternate facility plan and revise its timelines for a startup in SY 2016-17.

A. Establishing the Need

1. Demonstrating a Need

2. Demographic Analysis

PHILLIPS PCS proposes to serve the students at Options Public Charter School, currently in need of and formally seeking a new program operator. Many Options students are underperforming academically and bringing to school a variety of additional needs related to emotional and behavioral challenges that, along with inadequate services, have prevented them from succeeding in other settings. Rather than provide a hypothetical view of how PHILLIPS PCS students may present, our demonstration of need and demographic analysis will reflect the information we have been able to gather on the actual students that attended and are currently enrolled at Options Public Charter School. Below we will provide comparative data both District-wide and from schools in other wards where we anticipate PHILLIPS PCS students may live. The data was gathered from publicly released materials regarding the Options operator search, from an August meeting and tour of the school with the Court appointed Custodian and Receiver, Joshua Kern, and from follow up communications and clarifications.

Per Joshua Kern, the Options student population has the following features and characteristics:

- Projected enrollment for SY2014-15 is 275 students (down from 386 students in SY2013-14)
- SY2013-14 demographics:
 - 65% of students reside in wards seven and eight
 - 65% of students identified with one or more disability
 - Of the students identified with one or more disabilities, 74.5% received Level IV services
 - 18% of students were over-age and under-credited, or at least two years behind grade level given their age
 - 2% of students were wards of the state
 - 8% of students were homeless;
 - 7 to 10 students were absent each week because they were incarcerated
 - 100% of students qualified for free or reduced priced meals

Sources cited by the Receiver for these data included: October 16, 2013 Options' Child Count data submitted to the Office of the State Superintendent of Education (OSSE); Options 2013-2014 weekly attendance data; and DC Public Charter School Board (PCSB) 2014 School Performance Report.

Additional information, provided by Nancy Meakem from the public receiver team on August 25, 2014, gives updated information for students projected to attend Options in SY2014-15.

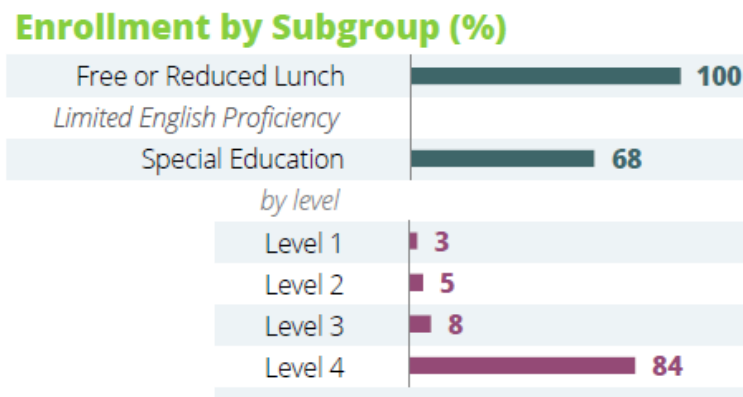
These numbers are the most current and presumably accurate reflection of the population our proposed school would serve. However, they do not break the special education data down by level or by category, which we are attempting to do through further discussion and data collection:

Enrollment as of August 4, 2014:

- 294 enrolled for SY2014-2015, 250 of whom are returning students and 44 of whom are new to the school and not yet assessed for (grade, disability, honors status)
- 250 returning students
 - 137 Students with disabilities (55%)
 - 62 students tentatively identified as honors students
 - 54 Middle school students
 - 17 Grade 7
 - 37 Grade 8
 - 196 High school students
 - 51 Grade 9
 - 40 Grade 10
 - 66 Grade 11
 - 39 Grade 12

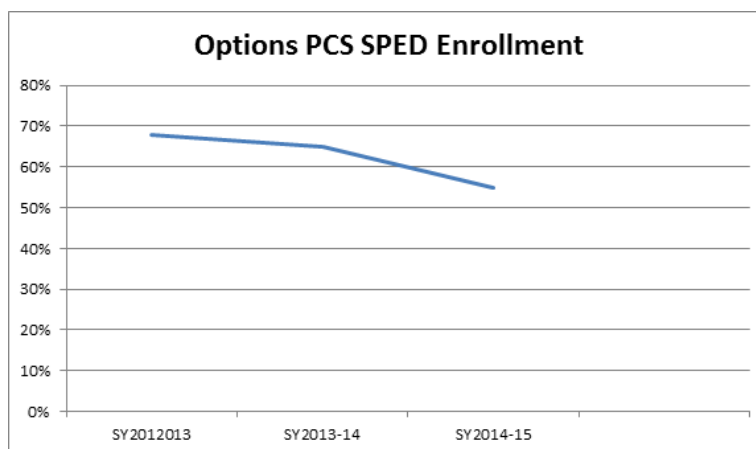
The 2013 DC School Equity Report, jointly released by the PCSB, DC Public Schools (DCPS), Office of the Deputy Mayor for Education (DME) and OSSE, reveal the following additional data breakdowns. Please note however that the most recent School Equity Report available (and the only one we believe published to-date) presents data from the 2012-13 school year.

Options PCS subgroup enrollment, including special education levels breakdown



The above chart shows that in SY2012-13, 68% of Options students were identified with

disabilities and receiving some form of special education, and that furthermore, 84% were classified at level IV, the highest level of services offered by the school. This data, when looked at with the more recent numbers provided by the Receiver, show a downward trend though still a significant percentage of students with special needs at the school:



Options SPED Enrollment

SY2012-13 - 68%

SY 2013-14 - 65%

SY 2014-15 - 55% (reflecting 250 of 295 enrolled to-date)

It is difficult to interpret the declining SPED numbers, but to serve the Options population of students, it will be important to try to understand this trend. For example, might the problems leading to the school being placed under receivership have influenced parents and/or LEAs to remove or divert their students with special needs from the school?

Turning to information regarding the school's attendance and unexcused absence rates, the School Equity Report shows Option's in-seat attendance rate at 89% as compared to a District average of 88%. Unexcused absences data show 26% of Options students missing 1-5 days as compared to 39% of District students overall. Options numbers remain in the 24-26% range for students missing 1-5, 6-10 and 11-25 days of school, unexcused. District students overall show a reduction in the percentage of students missing school unexcused, from 1-5 days (39%), 6-10 days (20%) and 11-25 days (9%). These data too are somewhat difficult to interpret, given the public receiver team's reports that the school has battled attendance issues in the past year, even noting weekly attendance data that showed 7-10 students absent each week due to incarceration.

Since schools are given discretion in how they count attendance and absences, we would wonder if Options' methodology resulted in higher than city average in-seat attendance and lower than

city average absences (1-5 days) of students despite the challenging student behaviors and attendance problems reported by the receiver team at the school. Specifically, we wonder if the reporting included attendance and unexcused absence data from the now-closed Options Academy, attended by students with severe behavioral needs, who would presumably have more attendance problems than the overall Options school population.

Options PCS Attendance and Unexcused Absences

In-Seat Attendance Rate (%)

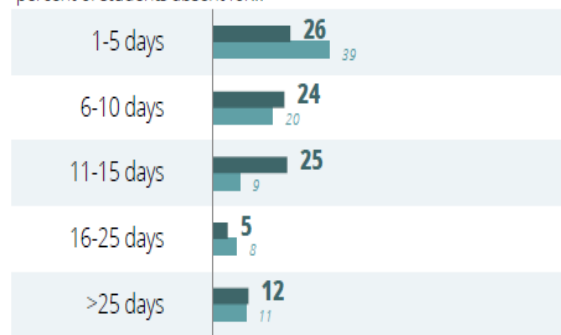
This School 89
City Average * 88

How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

Unexcused Absences (%)

percent of students absent for...



This School ■
City Average * ■

To widen the lens a bit, we examined a sampling of data reflective of other schools' student demographics and outcomes in wards seven and eight (where a majority of Options students reside) as compared to Options demographics and outcomes. Options PCS is physically located in ward six. Below are data from three schools, one public and two charter schools. We are including data from a middle school, Maya Angelou PCS, and Anacostia High School, in wards seven and eight respectively. Should PHILLIPS be unsuccessful in its bid for Options, PHILLIPS PCS would likely be located in one of these wards as the need for this type of program is clearly indicated based upon the evidence available.

Student Demographics and Outcomes

Sample Data from Middle/High Schools in Wards 6, 7 & 8

School	Ward Grade	Enroll	AA	Wh	Hisp	Econ Dis*	EL L	SPE D	DCAS Perf* *	DCAS AA	DCAS White	DCAS Hisp	DCAS Econ Dis	DCAS ELL	DCAS SPED
All DC schools	all PreK - 12th	80,230	73 %	8%	16%	66%	9%	13%	Math 53% Read 49%	Math 47% Read 44%	Math 91% Read 92%	Math 59% Read 52%	Math 46% Read 42%	Math 50% Read 40%	Math 24% Read 19%
Anacostia HS (DCPS)	8 9-12th	697	99 %	-	-	99%	0%	29%	19% 20%	19% 20%	-	-	19% 20%	-	7% 7%
Options PCS	6 6-12th	386	99 %	1%	-	100%	0%	65%	20% 16%	20% 16%	-	-	20% 16%	-	14% 16%
Maya Angelou PCS	7 7-8th	196	99 %	-	<1%	100%	1%	32%	38% 37%	37% 36%	-	-	38% 36%	-	11% 2%

* Economically Disadvantaged

**Performing at or above proficient levels

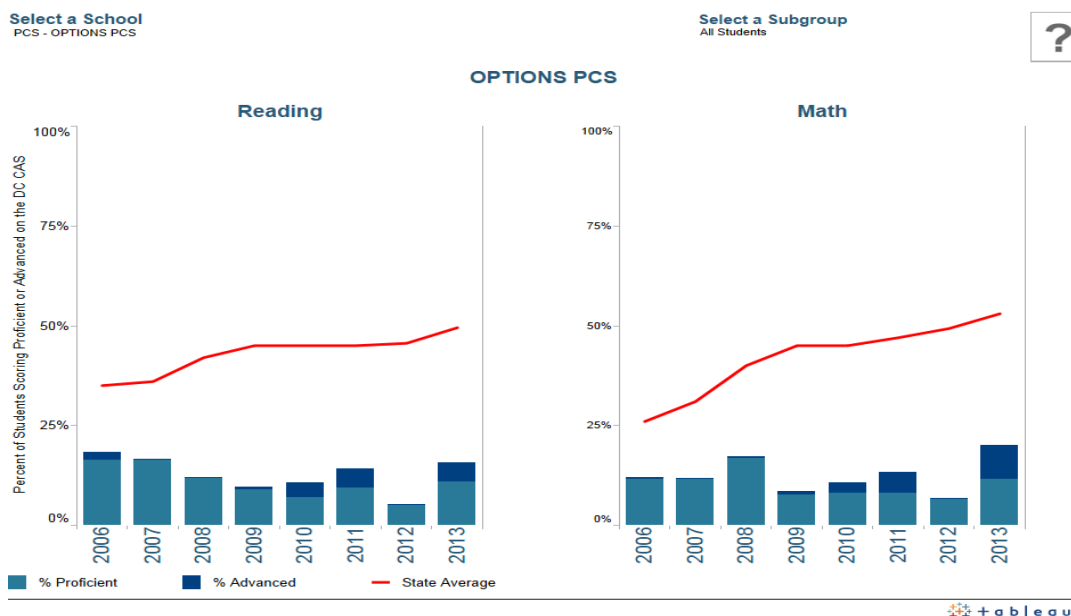
The above table represents data from SY2011-12 and SY2012-13, whichever was the latest available for a particular category. Sources consulted include: LearnDC², the DC Public Charter School Board Dashboard, and Friends of Choice in Urban Schools (FOCUS) Data Center.

PHILLIPS PCS students will be similar demographically to those shown in the sample data above; predominantly African American students from wards 6, 7 & 8 with large numbers of their families living in economic hardship and high proportions (relative to DC schools as a whole) with identified special learning needs, developmental disabilities or emotional/behavioral challenges. We note that neither the DCPS school nor the public charter schools presented in the sample achieve results that approached the District-wide academic outcomes as measured by their DC CAS proficiency/advanced scores: Anacostia (19% math, 20% reading), Options (20% math, 16% reading), Maya Angelou (38% math, 37% reading), All DC (53%, 49%). SPED student proficiency rates were significantly lower: Anacostia (7% math, 7% reading), Options (14%, 16%), Maya Angelou (11%, 2%), All DC (24%, 19%) We believe these DC CAS score demonstrate a clear and critical need for a different kind of educational program, not just for the current students at Options, but for those in and around the Options PCS neighborhood.

² The Statewide Longitudinal Education Data System (SLED) is a single, comprehensive repository of student and education-related data needed to improve education planning, management, reporting, instruction and evaluation in DC. LearnDC is operated by the DC Office of the State Superintendent of Education (OSSE).

In examining student DC CAS performance over time, we note in the chart below that while DC overall proficiency rates have risen steadily since 2006, both in math and in reading, Options scores have been inconsistent, started and stayed lower than DC overall in the same period of time, with slight incremental improvements starting in SY 2010 followed by a sharp decline in SY2012, and finally what appear to be increasing proficiency scores in the most recent testing cycle, SY2013.

Student Performance Over Time at Options PCS Percent of Students Scoring Proficient or Advanced on the DC CAS



This finding is consistent with verbal reports from the public receiver team currently operating the school, which have placed new staffing and services in the program that may be setting the nascent stages for a turnaround at Options. The above table illustrates these patterns and shows how far the school remains below the District average in terms of student performance, even when accounting for the improvements of the past year. That Options is being managed and stabilized by a public receiver is by definition a demonstration of need. And we believe that PHILLIPS, with its proven academic programs for underperforming students with severe behavioral needs, is uniquely qualified to meet the needs of Options current students as well as those with similar profiles that may enroll in the future.

3. Recruitment and Marketing

a. Recruitment of Students

As we are applying for a charter in the hopes of becoming the operator for an existing school, our approach to student recruitment will initially be different than if we were intending to open a school and build enrollment from zero to capacity. In its first year, we expect to serve 290 students, many of whom are already enrolled at Options PCS and some of whom would be new students to the school.

Assuming passage of The Special Education Quality Improvement Act of 2014, we will apply upon notification of our charter approval to the DCPCSB for permission to establish an admission preference for students with disabilities, which aligns with the needs of the current population at Options where 65% or more of the students have Individualized Education Programs (IEPs). We are projecting a SPED population of 68.6% in the school's first year given its current enrollment, increasing to 73.3% by year two, thus expanding the District's public options and parent choices for this population of students. See table below.

SPED Enrollment Projected by Level

SPECIAL EDUCATION (%ages)					
	L1	L2	L3	L4	TOTAL
2015-16	10.3%	16.2%	17.2%	24.8%	68.6%
2016-17	10.0%	20.0%	20.0%	23.3%	73.3%
2017-18	10.0%	20.0%	20.0%	23.3%	73.3%
2018-19	10.0%	20.0%	20.0%	23.3%	73.3%
2019-20	10.0%	20.0%	20.0%	23.3%	73.3%

Below, find total school enrollment, by grade, projected over the same five year period:

Total Enrollment Projected by Grade

	6	7	8	9	10	11	12	TOTAL
2015-16	0	40	30	39	59	48	74	290
2016-17	35	30	45	44	43	55	48	300
2017-18	34	35	35	50	46	45	55	300
2018-19	30	38	35	45	50	52	50	300
2019-20	30	32	38	45	49	52	54	300

PHILLIPS PCS will be joining My School DC, the common application lottery. If our charter

application is approved, it will be our first year operating in DC as a charter school, therefore we will be putting many operational details in place as we also develop the educational program and prepare for our first school year. We believe that parents wishing to enroll their children in a charter school will have quicker and greater exposure to PHILLIPS PCS via its participation in My School DC.

Additional rationales include those identified by the My School DC team, including the likelihood of:

- Saving staff time on receiving, tracking and processing applications and running the lottery,
- Increasing the number of applications by informing more parents about the school choice process and about PHILLIPS PCS, and
- Reducing the late-date roster shuffling as the parents of students accepted to multiple schools decide where they will enroll.

In addition to the common lottery, we will recruit students via outreach to other public and charter school leaders, community education events and fairs and the wide distribution of PHILLIPS PCS promotional materials through a variety of online and print media.

While we will publicize the school generally throughout the community, we will also focus targeted recruitment efforts within the special education community so as to add to the relatively few options currently available publicly for families with students that have severe special learning and behavior needs. To that end, we will publicize the program via outreach to:

- Special education legal advocacy groups such as the Children's Law Center and private attorneys,
- Special education clinical practitioners and educational advocates,
- Charter school leaders via The DC Special Ed Cooperative,
- Private school leaders via DC Council on American Private Education (DC CAPE) and Independent Education
- Nonpublic school leaders via the DC Association for Special Education (DCASE),
- Special education units of DCPS and OSSE,
- Special education State Advisory Panel
- Office of the Ombudsman for Public Education,
- Parent Educational Advocacy Training Center (PEATC), including via their parent listserv

Student recruitment will begin in February 2015 and continue through the opening of the program in fall of that year.

Because we are seeking to operate a school already enrolled with students, and because 65+% of its students will have some level of special educational needs, we do not anticipate vying with other DCPS and public charter schools within ward six, where Options is located. PHILLIPS PCS will complement, not compete with the educational service arrays already offered in that community and throughout the District.

As the school will target a specific population, recruitment efforts will ensure a fair and equitable open enrollment process by making the program known widely, particularly via the My School DC common lottery, and accessible to all that want to enroll.

We anticipate that a percentage of students will leave the school each year, either within the school year or over the summer. PHILLIPS PCS will back-fill grades during the school year through continual outreach to school leaders and other educational stakeholders to publicize vacancies. Options currently has forty seven twelfth graders, likely to leave the school after the current school year. As students in the other grades advance to the next grade via promotion, the enrollment gap that will need to be filled will be in the sixth grade starting in year two, which will require us to make focused recruitment efforts toward elementary school leaders and parents. This will be accomplished via methods already outlined but directed specifically at constituencies that support older elementary school students rising toward middle school.

B. Education Plan

1. Mission and Philosophy

a. Mission and Philosophy

Mission

PHILLIPS Public Charter School (PHILLIP PCS) is committed to providing a unique and engaging positive youth development approach that enables all students to complete high school prepared for college or career, including those students at-risk of not meeting their full potential due to underachievement, emotional or behavioral challenges and disabilities.

At PHILLIPS, we say, *Their Potential, Our Commitment!*

PHILLIPS Public School Charter Philosophy

PHILLIPS PCS believes that all children can improve their educational outcomes, despite adverse conditions, through a well-coordinated combination of thoughtful services that prepare them to become independent, productive young adults. A strengths-based approach is fundamental to all of our practices, thus PHILLIPS has chosen to extend our positive programming practices and utilize a Positive Youth Development (PYD) framework for our DC public charter school. The PYD approach supports a balance between services designed to prevent, intervene or treat problems and efforts that promote development through preparation, participation and leadership experiences. Thus, PHILLIPS PCS will operate with the following aims:

- Identify and build on its students' strengths,
- Support students in their overall educational, social, and emotional development,
- Provide access to safe, supportive and empowering places and youth spaces,
- Provide explicit rules, responsibilities, and expectations for success,
- Encourage hope for children, youth and their families,
- Build and support educational and related services to enhance child and youth development and opportunities to engage in meaningful roles and activities,
- Encourage children and youth to make informed decisions and serve as active agents in their own development,
- Build and support meaningful, respectful, sustained relationships between youth and adults, and
- Collaborate across community youth-serving and non-youth-serving sectors, including the employment, and business sectors.

The PYD philosophy complements PHILLIPS organizational values, making it both an appropriate framework for this new PHILLIPS school and an easy one to integrate within our current cultural values. PHILLIPS values:

Integrity: We do what we say we will do. We tell the truth. We act thoughtfully based on the child/client's interest, not on the organization's.

Compassion: We welcome and accept others. We empathize with others. We listen to and respect others.

Commitment: We aim to be the best. We persevere against the odds. We do what it takes.

Safety: We are vigilant in promoting the physical and emotional safety of all. We help people feel secure in our environment. We are responsible for preventing and correcting safety issues.

Individualization: We respect the perspective of the child and family. We build the program to fit the child and family. We highlight strengths and embrace the potential of the child.

Effectiveness: We aim for continuous improvement. We learn from our mistakes, as well as our successes. We make changes based on objective data. **Community:** We include each other in decision-making and problem solving. We support and are accountable to each other. We have fun together.

b. Educational Focus

The PHILLIPS Success Center will drive the implementation of our PYD philosophy. We will adapt the principles utilized in our successful non-public schools and apply them to all students, including those not receiving specialized services. It is a virtual place where student and program success are planned, implemented, monitored and achieved. Led and overseen by the Principal, the Success Center provides a team centered approach with collaboration between all staff at the school. Its primary function is to enable student progress by collecting and managing data and making and implementing recommendations in response to what the data reveals. The school Leadership Team directs the Success Center, sending concerns, ideas and recommendations to two staff teams for analysis and action: The Instructional Support Team (IST) and the Special Education (SPED) Services Team. Additionally, the Leadership Team works closely both with PHILLIP's Community Matters partners -- those in the community supporting and being supported by the school (e.g., Girls & Boys Club, business partners providing career program student internships, Advisory Neighborhood Commission, etc.) and with Family Matters - Parents Matter (FMPM) -- the community of PHILLIPS PCS parents, guardians, custodians and families, joined in the common purpose of success for all students.

The Instructional Support Team (IST) and SPED Services Team will focus on their respective

areas, each one addressing both grade level and individual student concerns, coordinating with each other as needed and referring matters for action to the next team level of the Success Center, comprised of the Concern for Students Team (CST), the Curriculum Fidelity Group (CFG) and Positive Partners. The IST and SPED Services Team will review data on an individual and grade level basis to monitor student progress. This will be done on a monthly basis and will flow from the data collected through Power School and other sources (instructional methods), reported by the Director of Research and Evaluation to the Leadership Team and subsequently to these two groups for action.

The Concern for Students Teams (6) meet weekly on a grade level basis to discuss any individual student and/or grade level needs. This effort will be coordinated with all teachers from that grade level and staff from various disciplines within the school including counseling, behavior staff and related services. Each Concern for Students Team will be led by grade level staff. This function coordinates with the Instructional Support Team communicating issues and resolutions.

The Curriculum Fidelity Group is charged with ensuring that curriculum reflects the principles and practices of the Universal Design for Learning framework and developing Multidisciplinary Integrated Curriculum in collaboration with teaching staff. This team will meet frequently with the Curriculum and Instructional Specialists working closely with teaching staff to develop and modify curricula. This process will be implemented over a three-year period as existing curriculum and teaching methods are developed and informed. This group will also work closely with the Leadership Team on guiding professional development for staff.

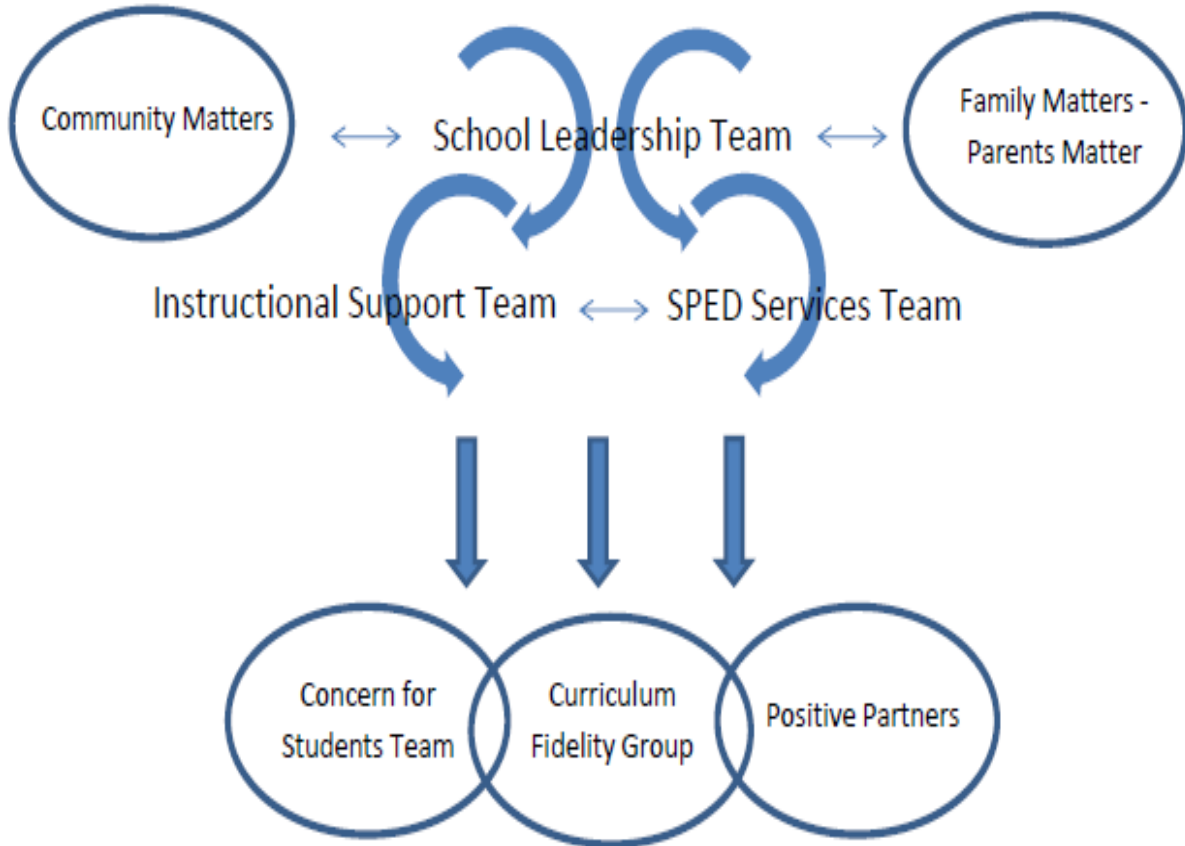
Additionally, and very importantly, Positive Partners will pair each student with a caring adult within the school community responsible for fostering positive connections with them. Partners will be assigned with input from counseling, behavior and teaching staff. This will be a fluid process and will reflect organic and already established relationships. Staff will develop a checklist to assist in making effective partner recommendations.

All of these teams, people and practices together execute the PYD philosophy. See Functional Implementation of PYD flow chart on the following page.

THE SUCCESS CENTER

Functional Implementation of PHILLIPS PCS

Positive Youth Development Model



The following table outlines the members and functional roles and meeting frequency of each Success Center Team.

Composition and Roles of the Success Center Teams

Success Center Teams	Composition	Role
Leadership Team	Principal , Assistant Principal, Director of Research and Evaluation (from ESP), Psychologist, Behavior Supervisor, Curriculum & Instructional Specialist, and SPED Specialist	Oversees all school progress, on aggregate level, PARCC and school-wide assessments. Reviews data. Makes referrals/recommendations to IST and SPED Services Team. Meet monthly.
Instructional Support Team (IST)	Assistant Principal , Psychologist or designee, Curriculum & Instructional Specialist, Behavior Specialist, SPED Specialist, Teacher/s as needed, others as needed (e.g. SLP)	Coordinates implementation of recommendations by Leadership Team. Oversees student progress on grade level and individual student basis. Reviews data. Refer students for evaluations, to be coordinated/implemented through SPED Services Team. Oversee Rtl* and refers to Concern for Students Team. Meet as needed.
SPED Services Team	SPED Specialist , Psychologist or designee, Behavior Specialist, Teacher/s as needed, Counselor and others, as needed	Ensures effective implementation of IEPs and 504 plans, and compliance with IDEA, DCRA and all relevant special education regulations. Reviews data. Meet as needed.
Concern for Students Teams (CST)	Full grade level teaching teams, related services staff, counseling staff, behavior staff designees	Reviews all concerns raised by IST and SPED Services Team. Makes recommendations and implement. Meet weekly.
Curriculum Fidelity Group (CFG)	Curriculum & Instructional Specialist , teachers, related services staff	Ensures proper implementation of UDL** and MIC.*** Grade specific planning and evaluation, and recommendations for professional development/staff training. Meet bi-weekly.
Positive Partners	Coordinator (designee of Principal), every staff member at school	Staff-student pairings. Each staff mentors and takes special interest in 2-4 students, spending time at least 1x per week with partner (E.g., eat lunch, help with homework, visit family)

* Response to Intervention

** Universal Design for Learning

*** Multidisciplinary Intervention Curriculum

Key Evaluation Findings on Positive Youth Development Approach

David Murphey summarized “what schools should do” to effectively use the PYD approach: School should promote academic achievement for all students; implement relevant, skill-building curriculum; create multiple opportunities for meaning participation by youth (e.g., mentoring, student government, develop empathy and self-esteem); foster a caring environment (e.g., all must feel welcomed, activities can promote social and emotional competence); and increase the number of bonds young people have with caring adults (e.g., active engagement with caring adults, including family members).³

Each of these elements reflects key practices at PHILLIPS PCS. With a rigorous curriculum designed to be accessible to all learners along the continuum, including ELL and accelerated students, PHILLIPS PCS will promote academic achievement. This will be accomplished through utilizing the philosophy and approach of Universal Design for Learning which provides a framework for developing curriculum that is designed to provide equal opportunities to learn by incorporating flexible approaches individualized to the student’s needs. Additionally, incorporating a multidisciplinary integrated curriculum connects learners to deeper understanding and engagement. Integral to a strengths-based approach is the development of a positive culture that fosters a sense of belonging. This culture is a significant feature of current PHILLIPS schools and will be instilled in the school environment with all staff at PHILLIPS PCS. With staff setting the tone of positive interactions, this approach is reinforced with parent interactions as well as with other stakeholders. We pride ourselves on our accepting model and believe all children have value and worth and we can help them cultivate that. These two approaches, a stimulating and accessible curriculum paired with a caring and supportive culture are fundamental to our practices and provide the educational focus for our PYD philosophy. We believe the troubling student outcome data presented in earlier sections of this proposal are reflective of schools at a loss about how to find and cultivate the academic and potential of young people. The PHILLIPS PCS education focus will add quality options for DC families looking for successful school experiences for their children.

³ Research Brief: *What Works - Promoting Positive Youth Development In Your Community*, David Murphey, (2000).

2. Goals and Student Academic Achievement Expectations

PHILLIPS PCS will adopt the Alternative Accountability Framework (AAF). The proposed program will very likely meet eligibility requirements for the AAF as its expected student population will include at least 60% of students having one or more of the following risk factors: receiving special education services (\geq Level 3), ≥ 2 years over-aged and under credited for their grade level, pregnant or mothering, currently under court supervision, expelled from another school for federally recognized reasons, history of having been incarcerated or adjudicated, homeless, or is/was in foster care. Furthermore, PHILLIPS PCS' expressed mission is to serve the needs of at-risk students and high level special education students. And finally, the proposed PHILLIPS PCS program will serve grades six through twelve. The program design includes the aim for its students to earn a DC high school diploma in preparation for entry into college or career placement.

Upon approval to use the AAF, PHILLIPS PCS will examine the goals of other high performing schools and consult with the Public Charter School Board to ensure that we are setting our program sights appropriately high to achieve the best possible results for our students. Once revised and finalized, the goals will be closely aligned to specific indicators of quality, with traditional and nontraditional measures, metrics and targets unique to the PHILLIPS PCS program and its students. Once approved, the goals will be incorporated into PHILLIPS PCS charter as the school's goals and student achievement expectations. Our draft PHILLIPS PCS goals and student achievement expectations follow:

1. To provide the necessary interventions and supports to assist the students in meeting or exceeding the curriculum standards preparing them for college and career placement.
2. To decrease the rates of suspension and truancy, and increase overall attendance rates thus reducing the amount of out of school time with the end goal being successful completion of high school.
3. To provide a robust on and off site job training program that results in job readiness skills that lead to certification in specific strands and/or job placement or readiness for trade school programs.
4. To develop strong partnerships in the community aimed at creating out of school positive opportunities for students, which are found to increase student engagement (based on the PYD approach) resulting in increased mentoring, internship and job placement opportunities. This will include interacting with businesses, parents and community groups.
5. To provide a safe environment that supports youth who may be at risk or disenfranchised due to multiple factors.

PHILLIPS PCS Assessments

PHILLIPS PCS will use the PARCC and NSCS assessments to measure student achievement and a variety of mean as shown in the table below to measure progress toward goals. Measures may be revisited as data is collected.

Indicator	Metric	Target	Frequency	Grade Level
Student progress	NWEA/MAPs	Mean will meet or exceed the expected growth percentile at each grade- Reading, language usage, math	Three times annually	6-12
Student Achievement	PARCC	Reading - 30% will achieve at the Proficient or Advanced level	Annual	6-12
	PARCC	Math - 30% will achieve at the proficient or advanced level	Annual	6-12
	NCSC-Nat'l Center & State Collaborative	80% will achieve Proficient and Advanced	Annual	6-12
Leading Indicators	Attendance	Student attendance will meet or exceed 90%	Weekly	6-12
	Suspensions	Student suspensions will decrease by 50%	Quarterly	6-12
	Sense of well-being via survey	Students will rate sense of well-being at 90%	Quarterly	6-12

Continuous Quality Improvement Plan: The CQIP will be facilitated through the Success Center. Utilizing a data-driven, cyclical proactive program such as CQI ensures that a formal

process is in place to continuously monitor data and progress. PHILLIPS Programs has always collected and analyzed data to drive decisions pertaining to academics, behavior and social goals of our students. A CQI plan encompasses four steps that monitor progress: Plan- using evidence-informed or evidence-based programs and practices targeted for our specific population and their needs, followed by the Do stage- provide the services as designed and collect ongoing data both formally and informally; Study - in this phase the data collected is reviewed and analyzed leading to Act - adjust any practices, programs and interventions to reflect what the data has demonstrated. These adjustments can be both formal and informal. The Director of Research and Evaluation will provide oversight of the CQIP and disseminate monthly reports to school leadership for development of recommendations. Leadership at PHILLIPS PCS will meet and review data monthly, quarterly and annually to act on results that yield recommendations for such things as an increase in application of interventions, adjustments to staffing ratios, or modifications of interventions.

The Success Center at PHILLIPS PCS will serve several key functions in overseeing student progress within the academic, social, and behavioral strands. The Leadership Team will be comprised of key leadership positions including the Principal, Assistant Principal, Psychologist, Behavior Supervisor, Clinical Supervisor, Curriculum and Instructional Specialist, and Special Education Specialists. This team will meet monthly to review data and communicate with staff regarding any recommendations. Data will be entered on an ongoing basis by teaching staff into Power School and will be reported in aggregated data for academic progress, attendance information etc. by the Director of Research and Evaluation. Some measures, such as student well-being and parent surveys will be reported annually. In addition to overseeing data and making recommendations to faculty for improvement, the Success Center also supports the IEP and 504 Plan processes managed by the Special Education Specialists. A detailed description of all functions within the Success Center is discussed in the Educational Focus section.

Measures of Academic Progress ® (MAP) will be utilized three times during the school year to assess growth and opportunities to guide the educator in adjusting curriculum and interventions to target specific needs. The MAP assessments are based on the Item Response Theory; a measurement tool designed to identify relative strength and weakness in reading, language use, mathematics and is aligned to the Common Core State Standards (CCSS). Because the assessment is not grade level dependent, results indicate both strengths for acceleration as well as weaknesses for intervention.

Several intensive academic intervention programs have assessment processes embedded in them. Samples of those that will be selected from for use by identified students include:

Lexia: Embedded in this individualized reading intervention program is an assessment system, Assessment Without Testing ®, which provides the educator with norm-referenced performance data that is action driven. It is designed to flow with ongoing instruction rather than interrupting

it. On an on-going basis the educator can monitor progress through the “Performance Predictor” which predicts the chance of the student meeting end-of-year benchmarks thus providing the educator a “Prescription of Intensity” which informs the educator regarding a change in the need for instructional intensity. This data report will be utilized for the individual student, by class, by grade and overall to inform the education team and allow for close monitoring, and adjustment as needed.

Wilson Reading System ®, has a criterion referenced diagnostic test which may be administered for any student who has been referred to the Instructional Support Team within the Success Center. Assessment materials also monitor ongoing progress should the Wilson RS program be implemented for an individual student. The results of these assessments guide the Wilson reading trainer in adjusting interventions to reflect areas of continued student difficulty. Wilson provides intervention tools for all three Tier levels using the RtI model.

Read 180: Scholastics Read 180 is a blended model of instruction with the teacher providing whole group instruction at the start and end of lessons with students working in groups and rotating through group and independent reading in-between. It is a data-driven reading intervention program with formative assessment instruments that guide the teacher to adjust instruction to meet the student’s needs. Read 180 has met the What Works Clearinghouse (WWC) at the medium level of effectiveness for reading comprehension and large effect for general literacy achievement. Read 180 is aligned with the CCSS.

Lindamood Bell Visualizing and Verbalizing: This program is designed to address weaknesses in language comprehension and thinking. Instruction in VV targets the function of concept imagery for the comprehension and expression of oral and written language and addresses critical thinking skills. This program is endorsed by The Council of Administrators of Special Education (CASE) as a research-validated intervention. RtI guidelines make recommendations of the amount of intervention time along with the qualifications of the instructor based on percentage still testing at-risk for reading failure. These recommendations are aligned with screening and monitoring tools such as the MAP.

Edmark Reading Program: This program is used for students who need an alternative to phonics instruction. Edmark Reading utilizes research-based instructional strategies and is geared towards students who have not mastered beginning reading, most commonly used with children/youth with intellectual or developmental disabilities.

Executive Function Assessments: There are many tools that assist the learner and the educational staff in understanding strengths and opportunities related to executive functioning, high-level cognitive functions. Executive functioning can have major impact on school success, irrespective of academic capabilities or intent. Executive functioning skills are typically considered to include planning, organization, time management, working memory, and

metacognition. Additionally, using the above skills impacts how we regulate ourselves. Regulation skills include response inhibition, self-regulation of affect, task initiation, flexibility and goal-directed persistence. Clearly these skills are central to the success of individuals, whether pursuing academic, personal or job related goals. The assessments utilized, on a bi-annual basis, include recommendations for interventions. Students will have executive function goals incorporated into their student goals (may include Section 504 plans and IEP's as appropriate).

Functional Behavioral Assessments: Used as a means of identifying and solving behaviors that may be interfering with student progress, the FBA will be an integral tool utilized at PHILLIPS PCS. The initiation of completing a FBA will be in response to concerns brought by any faculty or parents to the Instructional Support Team or Concern for Students team in the Success Center. The FBA focuses on student-specific behaviors encompassing social, affective, cognitive and/or environmental factors connected to the behaviors exhibited. Understanding the “why” of behaviors provides useful information in developing a behavior plan. Behavior plans are designed to be positive and align with the philosophy of positive youth development.

Curriculum Based Measurement - Educators use data based on classroom instruction to have ongoing feedback to determine if the instructional intervention is effective. These measures can be done as frequently as weekly on classroom instruction and interventions such as fluency and math calculation providing objective data that can guide teacher practice.

Right Response: PHILLIPS PCS will adopt the use of the Right Response model. The method is proactive, holistic and immediately effective when taking a course of action with a situation that requires the need to manage aggression or behavioral challenges. Data is collected on a daily basis, individualized by student incident, and used to improve and develop ongoing interventions. Measures include time out of class, number of removals, number of emergency physical interventions, such as restraint, and time it takes for de-escalation to occur. While the model of Right Response is further detailed in the section on Safety, Order, and Student Discipline, it is mentioned within the assessment section because of its dual role in providing behavioral data thus enabling the staff to assess behavioral intervention strategies and make informed decisions on any need for changes.

Career and Technology Education (CTE) Assessments

Assessment in the area of CTE is ongoing at PHILLIPS PCS. There are five types of assessment utilized by PHILLIPS PCS staff; teacher observation, situational assessments, standardized testing, behavioral data and interest inventories. The information obtained from one or a combination of these is used to determine the student's program of studies and to measure progress. In planning for transition to postsecondary activities, PHILLIPS PCS will work with the student and their family to identify and link with postsecondary services and supports.

PHILLIPS PCS CTE program will utilize a variety of formal inventories to assess both career and technology education as well as transition skills. They can be administered by the educator, or are self-administered, yielding a wealth of information regarding student readiness, strengths and weaknesses in order to develop skills through additional training and experiences. Some assessments to be used, inclusive of interest inventories, attitude inventories and skills based assessments, will be:

Brigrance ® Transition Skills Inventory (TSI): Used for planning for both middle and high school students, this tool assesses independent living, employment and post-secondary skills for transition. Inclusive in the assessment are more than one hundred in-depth criterion-referenced assessments. The Brigrance Transition Skills Activities aligns with the TSI and will be used to support instructional activities.

Casey Life Skills Assessment-

This tool assesses youth-centered skills needed for their well-being, confidence and safety. The tool is designed to assess these skills whether the youth is in high school, postsecondary education and for employment. The youth benefits from this assessment of their skills in such domains as self-care, communication and relationships, daily living, housing and money management, work and study, career and education planning, permanency and looking forward. A myriad of additional assessments provide support to counselors and staff working with the youth where any of the following needs may be beneficial in developing a plan for the youth; those who are pregnant, parenting infants, parenting young children, GLBT&Q youth, who may be homeless or of American Indian ancestry.

CDM: Career Decision-Making System Revised (Level 1 and 2)

This inventory identifies occupational interests, values and abilities in a self-scored assessment that assists in matching to career options. Providing information on relating one's abilities, values and course preferences can yield important information when the student makes decisions, allowing them to be self-determining. The CDM is used by students in middle-high school, veterans and those preparing to enter the job market.

Informal Assessments: These tools are used in conjunction with the CTE faculty to both inform the student as well as staff regarding skill development while yielding information to assist in the planning of each student's career readiness. We also conduct situational assessments in authentic settings to determine needs.

ASSESSMENT AREAS (Well-Being, Social/Emotional)

PHILLIPS PCS will administer various tools, surveys and scales to provide continuous feedback to faculty and leadership on the wellbeing of our youth. In particular, these tools aim to overlap with the school's Positive Youth Development approach and practices. For example, the tools

will focus on the evolving developmental needs of students while striving to involve children, youth and their parents/guardians as partners in positive youth outcomes and program evaluation. Also, the selected tools are vetted by other youth development research teams, ensuring safety and fairness. Further, the assessments allow the school to focus on key constructs that are relevant to the PYD approach. For example, the assessments address constructs such as belonging, connections, competence, confidence, directive guidance, friendships, hope, positive social exchange, self-regulation, support, relationships and communication experiences, work and study life experiences, and what is working well for students and families. The next section details the tools, surveys, and scales of particular interest to our school and program design.

FAMILY AND YOUTH SATISFACTION

PHILLIPS Family Satisfaction Survey is self-administered by parents after key meetings with the PHILLIPS school staff and team. The 1-page tool assesses overall satisfaction with: educational and behavior services; support for the youth and family, preparation for exiting the school, child progress, program quality, and overall success with the child or youth. Parents indicate if they would recommend the school and its services using the Net Promoter Index. Data analysis includes presentation of means (on a four-point scale) as well as content analysis on open-ended questions about what is working for students from the parents perspective. Recent internal data analysis uses Richard Lerner's constructs: competence (e.g., social competence - interpersonal skills); cognitive competence (e.g., decision making); academic competence (e.g., school grades, attendance); confidence (e.g., internal sense of overall positive self-worth and self-efficacy); connection (e.g., positive bonds with people and exchanges between the students and his or her peers, school, and family); character (e.g., respect for societal and cultural norms, possession of standards for correct behaviors, a sense of right and wrong); and caring and compassion (e.g., a sense of sympathy and empathy for others). Quarterly reports are possible with particular tool; and findings inform program refinement and evaluation.

SOCIAL SUPPORT

Social support generally refers to the different types of support that individuals receive from others. It can be categorized into emotional (e.g., showing affection), instrumental (e.g., providing transportation), informational (e.g., giving advice), and appraisal (e.g., helping make a decision).⁴ Social support is extremely important for healthy development and can come from a variety of people such as peers, family, teachers, and other caring adults. Research shows that social support is associated with psychological well-being and can protect against a range of negative outcomes including poor academic performance and delinquency.⁵

⁴ Berkman, L.A., & Glass, T. 2000, Social Integration, Social Networks, Social Support, and Health. In: Berkman L., & Kawachi, I. (Eds.), *Social epidemiology* (137-173). New York: Oxford University Press.

⁵ Center for the Study of Social Policy, 2014, Social connections: Protective and promotive factors. New York, NY.

Key Tools

The Belonging Scale consists of 9 items designed to assess youths' the sense of belonging. The scale is a modification of the original scale developed by Gambone and Arbreton.⁶ Key indicators include: I feel like I belong at my program; I feel like my ideas count at my program; people really listen to me at my program; I feel like I'm successful at my program; my program is a comfortable place to hang out; at my program, if I didn't show up, someone at my program would notice I was not around; and I feel like I matter. Data analysis can calculate a total mean score by associating the following numeric values with the answer options: never=1; sometimes =2; most of the time=3; and always =4.

The Close Friendships Scale was developed by Child Trends. These friendships are characterized by the mutual experience of: support and encouragement; caring and validation; companionship; loyalty/standing up for one another; and trust. To date, our understanding of how positive peer friendships relate to youth outcomes is limited, however a recent pilot study on a nationally representative sample of adolescents found that they are positively related to good grades and negatively related to outcomes such as getting in fights delinquency (Lippman et al., forthcoming). It includes five items that measure peer friendships in teenagers (I support my friends when they do the right thing. I encourage my friends to be the best they can be. I help close friends feel good about themselves. I am there when my friends need me. I would stand up for my friend if another kid was causing them trouble). Data analysis can calculate a total score by associating the following numeric values with the answer options: not at all like me=0; a little like me=1; somewhat like me=2; a lot like me=3; and exactly like me=4. The maximum score for this scale equals 20. Total scores allow for quick overviews of how individuals are doing, as well as easy comparisons in aggregate between pre- and post-tests.

The Hope Scale was developed by Child Trends. Hope is defined as a broad trust that the future will turn out well, in one's own life and in general. It includes three items that measure hope in middle and high school youth (I expect good things to happen to me; I feel excited about my future; and I trust my future will turn out well). Data analysis can calculate a total score by associating the following numeric values with the answer options: not at all like me=0; a little like me=1; somewhat like me=2; a lot like me=3; and exactly like me=4. The maximum score for this scale equals 12. Total scores allow for quick overviews of how individuals are doing, as well as easy comparisons in aggregate between pre- and post-tests. This scale has been tested with a nationally representative sample of teenagers aged 12-17. It has been found to have excellent reliability (alpha=.88) and concurrent validity (associated with better grades and a lower likelihood of smoking, fighting, and depressive symptoms).

⁶ Gambone, M. A., and Arbreton, A. J. A. (1997). Safe Havens: The contributions of youth organizations to healthy adolescent development. Philadelphia, PA: Public/Private Ventures, 1997.

The Inventory of Socially Supportive Behaviors (ISSB) Short Form is a 19-item self-report measure that is abbreviated from a longer, 40-item version targeting middle and high school youth.⁷ It assesses how often individuals received various forms of assistance during the preceding month, such as directive guidance (e.g., offering advice), nondirective support (e.g., listening and reflecting), positive social exchange (e.g., expressing confidence and encouragement), and tangible assistance (e.g., providing materials or services). Key items include: During the past four weeks, how often did other people do these activities for you, to you, or with you...gave you some information on how to do something; helped you understand why you didn't do something well; suggested some action you should take; gave you feedback on how you were doing without saying it was good or bad; made it clear what was expected of you; told you what he/she did in a situation that was similar to yours; let you know that he/she will always be around if you need help; told you that you are okay just the way you are; expressed interest and concern in your well-being; agreed that what you wanted to do was the right thing; and did some activity together to help you get your mind off things; and pitched in to help you do something that needed to get done. Students will rate the frequency of such experiences on 5-point Likert scales (1=not at all, 2=once or twice, 3=about once a week, 4=several times a week, and 5=about every day). To score this inventory, we will average frequency score, by dividing the sum of all of the item scores by the total number of available items (the number of items that were completed by the respondent).

The Questionnaire on Self-Regulation assesses individual's ability to regulate negative emotions and disruptive behavior, and to set and attain goals. Indicators include: goal-setting and self-control/impulsivity. The tool targets elementary and middle school children. It is a self-report questionnaire with 13 questions.⁸ Key indicators include: 1. I have a hard time controlling my temper; 2. I get so frustrated I feel ready to explode; 3. I get upset easily; 4. I am afraid I will lose control over my feelings; 5. I slam doors when I am mad; 6. I develop a plan for all my important goals; 7. I think about the future consequences of my actions; 8. once I have a goal, I make a plan to reach it; 9. I get distracted by little things; 10. As soon as I see things that are not working, I do something about it; 11. I get fidgety after a few minutes if I am supposed to sit still; 12. I have a hard time sitting still during important tasks; and 13. I find that I bounce my legs or wiggle with objects. Items are scored as never true=1; sometimes true=2; mostly true=3; and always true=4. Five items (1, 2, 3, 4, 5) represent the child's ability to regulate his/her emotions. Three (6, 7, 8) represent the child's goal-setting ability; and another four (9, 10, 11, 12, 13) represent the child's ability to regulate behavior. Data analysis will focus on the scores; the higher scores represent stronger ability to self-regulate.

The PHILLIPS Student Exit Survey is administered by staff a few days before the student exits

⁷ Barrera, M., Jr., and Baca, L.M. 1990, Recipient reactions to social support: Contributions of enacted support, conflicted support and network orientation. *Journal of Social and Personal Relationships*, 7, 541-551.

⁸ Bandy, T. & Moore, K. (2010). Assessing self-regulation: A guide for out-of-school time program practitioners. Results-to-Research Brief #2010-23, Child Trends.

the program. The 6-item survey asks students to identify services use and most helpful; personal changes made at school; recommended changes; future plans; and if they would recommend the program to others. Data findings are shared with the school's leadership staff on a quarterly basis for program refinement and evaluation.

PERSONAL EFFECTIVENESS COMPETENCIES

These competencies are valued by employers, and are often referred to as “soft skills.” Personal effectiveness competencies are generally learned in the home or community and reinforced and honed at school and in the workplace. Personal effectiveness competencies include key area of job readiness: interpersonal skills; professionalism; dependability and reliability; initiative and willingness to learn.

Key Tool

The Casey Life Skills Assessment – Youth Form (CLS-Youth/measure) consists of items that assess skills, knowledge, and awareness in seven areas (career and education planning, relationships and communication, self-care, daily living, housing and money management and looking forward). The CLS-Youth developed by Nollan, Horn, Downs, Pecora, and Bressani, targets adolescents and young adults, ages 14 to 21.⁹ Time required is 30 to 40 minutes to complete the entire measure. Both web-based and paper and pencil versions of this measure are available for use. The CLS-Youth can be used in its entirety as a measure of progress over long time intervals. Individual areas on the measure may be used alone as a post-assessment after a period of working on improving specific skills or as a repeated measure to assess progress in that area over time. When comparing the scores, assessment will focus first on positive changes and the biggest improvements the youth has made. We will analyze why scores in each area have changed or not changed and whether the student feels more or less confident in these areas.

Work and study life items include: I know how to develop a resume; I know how to fill out a job application; I know how to prepare for a job interview; I know what the information on a pay stub means; I can fill out a W-4 payroll exemption form when I get a job; I know what employee benefits are; I know what sexual harassment and discrimination are; I know the reasons why my personal contacts are important for finding a job; I know how to get the documents I need for work, such as my Social Security card and birth certificate; I know how and when I can see my child welfare or juvenile justice records; and I know an adult who will go with me if I need to change schools. **Relationships and communication items** include: I can speak up for myself; I know how to act in social or professional situations; I know how to show respect to people with different beliefs, opinions, and cultures; I have friends I like to be with who help me feel valued and worthwhile; I am a part of a family and we care about each other; I have friends or family to spend time with on holidays and special occasions; I know at least one adult I can depend on; I

⁹ Ansell-Casey Life Skills Assessment and Life Skills Guidebook Manual (2000). Seattle, WA: Casey Family Programs.

think about how my choices impact others; I can deal with anger without hurting others or damaging things; and I show others that I care about them. We can report on an average score between 1 and 5 with 5 representing mastery in the skills area. The original version of this tool (the Ansell-Casey Life Skills Assessment) for caregivers and for youth has been found to have strong psychometric properties: Cronbach's alpha for the full-scale assessment is reported as 0.97 for the youth version.¹⁰

¹⁰ Casey, K. J., Reid, R., Trout, A. L., Hurley, K. D., Chmelka, M. B., & Thompson, R., 2010, October.

3. Curriculum

PHILLIPS PCS anticipates a diverse population of students, many of whom will not have experienced success in other school settings. Some will be motivated and family-supported pupils, attracted to PHILLIPS for its non-traditional and challenging instructional approach. Others will have risk factors stemming from economic hardship, family instability -- even violence, and the daily stress of living in unsafe communities. They will be seeking a haven from further dangers that can lurk at large public schools. And others yet, in fact the majority, will come to PHILLIPS PCS with identified emotional and behavioral disorders, learning and/or developmental disabilities that have negatively impacted their ability to succeed in school. EVERY student must be given the best chance and greatest tools available to achieve their learning potential.

PHILLIPS PCS proposes to weave Universal Design for Learning principles with a Multi-disciplinary Integrated Curriculum to create a uniquely powerful curricular framework for the school. Effective and proven as individual models for instruction, together, they create an ideal fit for PHILLIPS PCS students. UDL promotes multiple means of presenting content, of action and expression by students, and of engaging student interest and motivation. In short, it makes learning accessible to all.

Universal Design for Learning (UDL)



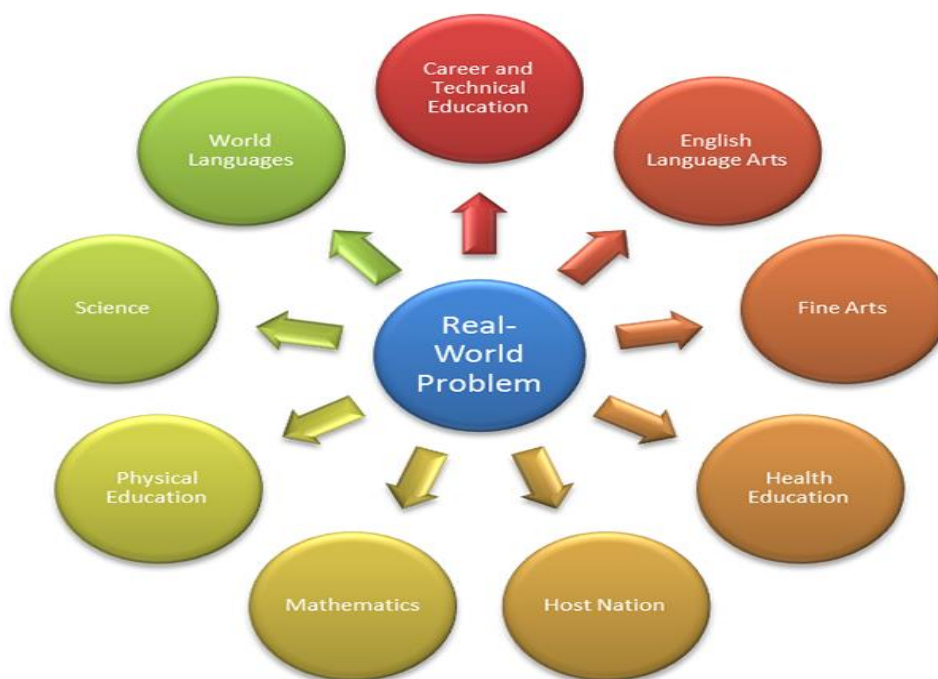
Universal Design for Learning (UDL) is a set of principles that helps the educator create curricula that allows equal access to curriculum to all learners. This framework supports the learner in acquiring the skills to understand learning, not simply to learn a prescribed set of knowledge. The framework outlines three principles to support the learner. It: 1) Allows for the provision of multiple means of representation, 2) Provides multiple means of action and expression, and 3) Provides multiple means of engagement. The tenets of UDL guide how information is presented and how the student responds and demonstrates knowledge with flexibility. UDL created curriculum supports and accommodates all students including struggling

and English Language Learners (ELLs) students.

All UDL curricula encompass four components. They begin with goals (or learning expectations) that are aligned to standards. The goals themselves acknowledge that the learner needs variability and differentiation which requires curricula that offers many options - tools, strategies, scaffolds - that guide each learner to reach their goal. Second, methods utilized in the curriculum, such as procedures or approaches, are at the heart of what makes this framework so appropriate for all learners. UDL facilitates differentiation of methods which can be flexible and varied, reflecting the learner's needs. Third, the use of multiple materials addresses the need to engage the learner by motivating them through their interests. Many supports are offered to access the material allowing students to work at their level, including acceleration. Learner variability is accommodated. Finally, assessments enable the student/teacher to measure knowledge, skills and engagement by removing barriers that would otherwise interfere with an authentic process.

Multidisciplinary Integrated Curriculum (MIC's) emphasis on academic rigor, applied learning and adult connections in the community add the dimension of "keeping it real." PHILLIPS' historic focus on business partnerships and alliances with local organizations create opportunities for students to find mentors and meaning in their lessons. Their learning is given a real world context and authenticity not always found in the classroom. This will benefit students both with and without special learning needs.

Multidisciplinary Integrated Curriculum (MIC)



Multidisciplinary Integrated Curricula are ideally suited for diverse student communities such as what we anticipate at PHILLIPS PCS since the projects and learning opportunities are so varied and relevant. We believe that combining UDL with MIC within PHILLIPS' curricular framework will reflect and strengthen the Positive Youth Development culture we will be building at the school.

Research has shown that poor school attendance and not passing core subjects are combined high risk indicators for dropping or failing out of school. Both of these problems exist in the population PHILLIPS PCS proposes to serve, and each will be addressed via our Positive Youth Development design for the school culture and program. We will create a positive supportive community that gives students a sense of belonging and mastery, making PYD an ideal framework for a school with the goals of reducing truancy and improving academic achievement.

Positive Youth Development (PYD) is an approach or perspective that focuses on children and young people's capacities, strengths and developmental needs — not solely on their risks, problems, or overall compromising behaviors. Thus, the PYD approach recognizes the need to broaden beyond problem reduction and crisis management to strategies that increase young people's connections to positive, supportive relationships and challenging, meaningful experiences.

Based on our research of demographic data in the community we plan to serve, approximately 70% of students at PHILLIPS PCS will likely present with varying risk factors such as; those who are over aged for their grade, performing at least two years, or more, below grade level, may be involved with different systems in the community including courts, have experienced trauma, may have diagnosed emotional, behavioral, social or learning disabilities and have a history of unsuccessful school experiences. Engagement will be key to reaching these at-risk students who will need to connect to caring staff that develop relationships with them and offer a relevant and stimulating curriculum and hope for their futures. Modeling a curricula that is traditional in application and presentation does not reflect the acknowledgement that many of these students have not performed satisfactorily in a traditional school environment and suggests that careful consideration be made to determine best practices for engaging the at risk learner. Thus, PHILLIPS PCS has opted to utilize a multidisciplinary integrated curriculum model. As educators we can create motivation amongst students by ensuring that the curriculum is related to their interests, experiences and the goals they envision for themselves and that they feel connected to it. The integration of curricula will be across disciplines and will facilitate making connections for the students enhancing their application of knowledge and skills to the real world.

Teaching staff, in collaboration with the Curriculum and Instructional Specialist (CIS) will follow the tenets of UDL and MIC to design the curricular program and write lesson plans. Per the planning calendar, the CIS and selected teaching staff will develop the integrated curricular

framework beginning with grades 6, 7&8, followed over years 2 and 3 with 9&10, then 11&12 grades. However, the CIS and teachers will begin implementation the first year by selecting at least one thematic unit between English/Language Arts, Social Studies and Art or Music, developing it and teaching it during the school year. Because of the intent to assume an existing charter, where an existing curricular structure is in place, PHILLIPS PCS will evaluate the current programs to determine if they fit our model, evaluate current levels of intervention and make informed decisions quickly on any curricular and intensity of intervention changes. While there is a sense of urgency to align curriculum with the model, some detailed aspects of modifications will be incorporated over time.

Teachers must be masters at understanding clearly the process of identifying and adapting curricula, particularly instructional materials and methods, to make it accessible to all learners. All teaching staff will be trained in UDL annually and will participate in periodic observations and follow-up training at the discretion of the CIS. Resources abound through the Center for Applied Special Technology (CAST) to assist staff and even parents and students in creating UDL supported activities, e.g., the UDL Curriculum Toolkit is a web application designed to support the creation of curricula based on the principles of UDL.

The Center for Applied Special Technology (CAST) created a process for planning and developing curricula to provide access, participation, and progress for all learners. Referred to as planning for all learners (PAL), this process begins with both general and special education teachers, along with other specialists, meeting to focus on the foundation of instruction. The team sets goals aligned with standards, and then analyzes and identifies methods, materials and assessments and any barriers that might impede the learners. With that information the foundation is laid for applying UDL to the lesson/unit development. Detailed guidelines and resources are provided to implement each step in the process.

Staff at PHILLIPS PCS will meet on teams to assess accessibility of curriculum and form PAL's. This will be directed in conjunction with the CIS and Sped Specialists and all teaching staff. Leaders in this process will delineate a timeframe and content map to follow to ensure implementation of UDL across all curricular areas.

a. Student Learning Standards

English/ Language Arts

PHILLIPS PCS will implement the Common Core State Standards (CCSS) in English/Language Arts. The intent of the CCSS is to build on existing state standards to better prepare students for college, career and beyond. They stress the development of critical-thinking, problem-solving, and analytical skills, all competencies needed in college and career readiness. The literacy standards infuse all elements of communication including reading, writing, speaking, listening

and language.

Selecting the CCSS is based on our desire to teach within a framework of consistent goals that are applicable to the preparation for college, career readiness and life beyond school. Given that the population served will reflect a continuum of learning needs for students with disabilities and those who are English language learners instruction must incorporate supports and accommodations, as provided through the strategies based on the principles of UDL. The CCSS also positions teachers to be more collaborative, which will enhance the opportunities for multidisciplinary curriculum integration, a focus of the curricular program at PHILLIPS PCS.

Math

PHILLIPS PCS will implement the Common Core State Standards (CCSS) in Math. These standards move away from past standards that were too general, now stressing conceptual understanding and the principles that underlie them. Mathematical concepts are built on a progression of knowledge, skill and understanding. Students today must be prepared to compete in the global marketplace and need to be proficient in processes. The application of real world problems brings relevance to the student and their acquisition of mathematical knowledge and skills. Being able to explore math concepts in more depth, with the focus on conceptual understanding, will enhance learner outcome. As in ELA, the math CCSS require the incorporation of supports and accommodations designed to meet students' unique needs to enable their access to the curriculum.

Science

More so than ever, literacy in the scientific and technological arenas is essential to our world. The National Research Council has designed a new framework for K-12 science standards that identifies scientific ideas and practices that all students should possess. PHILLIPS PCS has elected to follow this framework, the Next Generation Science Standards. As in the new CCSS for math, greater emphasis is placed on cultivating a deeper understanding of content and the application of that content, not on memorizing or recalling facts. The NGSS are also aligned with the CCSS in English/Language Arts and Mathematics, overlapping in substantive ways. The implementation of the principles of UDL will support the instruction of students with disabilities and ELL's within the NGSS.

Social Studies

PHILLIPS PCS will implement DC standards in social studies. With the practice of an integrated curriculum, the CCSS English/Language Arts standards will be interwoven with the social studies standards. In alignment with the integration of curriculum, particularly between English/Language Arts and Social Studies, the CCSS will support and supplement the current

standards in the development of more critical analysis, inquiry and research as it applies to social studies. Civic engagement is a central element of positive youth development, and an approach to engaging students which will facilitate project-based learning opportunities for students as they interact with history and history in the making.

As with all standards adopted by PHILLIPS PCS, the implementation of UDL principles will enhance to the curriculum for students with disabilities or English Language Learners.

Technology

The role of digital learning is greater than ever, and likely to only grow. PHILLIPS PCS has elected to adopt the International Society for Technology in Education (ISTE) Standards. They support the creation of a foundation that teaches the same 21st century skills as do the CCSS including problem solving, critical thinking, creativity and collaboration. The adoption of these standards supports our integrated curriculum and reinforces the practice of UDL for our students with multiple learning needs that require flexibility, creativity, relevant and engaging learning. In keeping with the goal of expanding technology integration, we will utilize the diagnostic tool offered through ISTE to evaluate our improvements in providing technology on an ongoing basis.

Arts

PHILLIPS PCS will implement the National Core Arts Standards (NCAS). These standards cover the disciplines of dance, media arts, music, theater and visual arts. They are comprised of four core categories; creating, performing/presenting/producing, responding and connecting. While not specifically aligned with the CCSS in English/Language Arts and Mathematics, a recent study conducted by the College Board for this comparison purpose did find meaningful connections to the CCSS an. Through Arts education, children/youth that may have difficulty communicating in other forms, can find satisfying and creative means of expression. Involvement in the arts has been linked to positive outcomes such as community engagement and increased graduation rates.¹¹ The involvement of students in arts endeavors clearly supports the positive youth development approach. The arts will be integrated with the core subjects.

Additional Academic Area(s)

English Language Learners

English Language Learners (ELLs) need their language and literacy development scaffolded to

¹¹ Israel, Douglas. 2009. *Staying in School: Arts Education and New York City High School Graduation Rates*. New York, NY: The Center for Arts Education.

acquire the necessary skills. We must be cognizant of the fact that these young people are not only learning to read, write, speak and listen in English, they are also expected to merge their culture and life's experiences into a new environment. These students may also present with other educational, social, emotional or behavioral needs and ferreting that out beyond the language barriers can be challenging.

The training and orientation of the staff to being sensitive to and observant of the ELL student's needs is imperative. Reinforcing the PYD framework, PHILLIPS PCS will have other youth engage with ELL students to effectively support their transition to the practices and routines within the school environment and to supporting them in feeling safe enough to take language and cultural risks at school. Each of them, as with all students, will also be partnered with a caring adult within the school to assist them in their transition into the school community.

Studies are underway to address the paradigm shift in the CCSS and its relationship to the ELL student. Because all domains of language acquisition span across all content areas the CCSS presents a challenge to ELL students. Teachers in the classroom will need significant resources and training to prepare educators to serve this population.

Clearly these students will require additional supports and modifications as they acquire English language proficiency. It can take up to several years for the student to be fully proficient in English. Instructional strategies following the UDL will be utilized. Part of teacher training will include the understanding and practice that all subject matter teachers recognize that each must be literacy teachers, for the ELL students as well as those with language based learning disabilities. This will be reinforced through the practice of UDL. Oversight of this training and implementation will be the responsibility of the Assistant Principal and Special Education Specialist who supervise teaching staff.

Students with Disabilities

PHILLIPS PCS is modeled on the acceptance of all students. We will create a culture within the framework of positive youth development that connects students to staff forging strong bonds with caring adults. Connecting to the general education curriculum (with incumbent modifications/accommodations as appropriate) will be facilitated by the integration of sound practices that engage and stimulate all learners. PHILLIPS has a long history of educating children and youth with complex learning, emotional, social and behavioral needs. However, many of our students perform at grade level, and above, and thus we are experienced with offering a range of curriculum to meet the diverse learning needs of all the students.

Students who qualify under the Individuals with Disabilities Education Act (IDEA) or qualify for additional services through a 504 plan must and will have high expectations for performance. Our philosophical, moral and legal obligation is to ensure that all students maximize their

potential and are challenged to rigorous academic, social and behavioral expectations. This begins with sound evaluations that assess student functioning in various domains followed by the development of plans that incorporate these needs. It is easy to say that all students can meet state standards, but practice suggests otherwise. Specific, targeted instructional practices that have been researched and shown effective will be employed in addressing the significant delays that many of these children will demonstrate. There are many tools that will be employed in supporting students accessing the curriculum. These include specific programs (which are highlighted in the Resources and Instructional Methods section), including technology resources, for example dictation and text to speech software. Related services also address student needs in accessing the curriculum.

PHILLIPS PCS will provide a continuum of special education services to meet the needs of the students. Through the Success Center we will provide diagnostic and evaluation services coordinated by the Special Education Team. This process will comply with all regulations pertaining to the development of a 504 plan or an IEP. Review of data comprised of formal and informal assessments will be utilized to determine the level of services provided. This data will be drawn from formative and summative assessments, standardized tools and state testing, classroom observations, behavioral data and achievement and intellectual testing performed by the psychologist.

The timeline followed is:

Request for Services	Timeline	
Instruction	Ongoing	
Screening by Instructional Support Team (IST)	Ongoing	
*Staff/Parent requests evaluation *Parent consents to evaluation * Eligibility determination complete	Within 90 calendar days, or sooner	
IEP written and approved	30 days	
Annual review	Annually	
Re-evaluation	Within 3 years	
* Due process Hearing Timeline * Hearing request received by school * Hearing decision	45 calendar days	
Timeline to appeal hearing decision to court	180 calendar days	

Health

PHILLIPS PCS will adopt the National Health Education Standards (NHES). They provide a framework in designing curricula and assessing student progress. The standards address what students should know and be able to do to promote personal, family and community health. Important skills for all youth include the ability to analyze influences on healthy behaviors, use good decision-making skills to enhance health and advocating for one's own health. The principles of PYD reinforce the health standards.

b. Methods of Instruction

Due to the anticipated intensive remedial needs of many of PHILLIPS PCS students, materials need to be of high interest, meaningful and relevant to the students. They must reflect the diversity of learners and specifically address reading competencies, be accessible through technology to allow for multiple presentation styles to meet diverse learning needs, and aligned with the CCSS. It is imperative that there be extensive curricula to draw from to meet divergent learning styles and levels which will be supported through our practice of utilizing the UDL framework.

We plan to replicate the highly individualized approaches that PHILLIPS Schools use to provide instruction with fidelity and its success in wrapping each student with the supports and interventions that have been tailored for them at PHILLIPS PCS. Each student's needs are assessed through a team approach consisting of the administrators, teachers, counselors, behavior staff and related staff. This process guides the team on planning for specific academic, social and behavioral needs of the student. While up to one third of the students at PHILLIPS PCS will ostensibly not be in need of specific additional supports, each student will be screened to create a profile consisting of assessments, observations and recommendations, if needed. Students whose needs may fall in the level 1 -4 range will be assessed and monitored through the IEP process. This process will be guided through the Success Center's Special Education Team.

Faculty will form the basis of their instructional methods and approaches with the practice of UDL and a multidisciplinary integrated curriculum. Teachers will continually check for student understanding. This is accomplished by the use of formative assessments on an ongoing basis, but at least three times quarterly, coupled with assessments built into intervention programs. Formative assessments will be aligned with the CCSS and to learning benchmarks. State-wide summative assessments such as the PARCC will be utilized as well. Students who do not reach targets will be assessed for further support following the Response to Intervention RtI process. All students, regardless of their learning needs will be monitored and identified for additional interventions, including acceleration.

Staff will review academic progress and attendance through data collected by the teachers and entered into Power School, along with data driven within intervention programs, such as Wilson Reading Systems, Curriculum-Based Measurements (CBM), classroom observations and various other assessments. PHILLIPS Schools are well versed in tracking progress and using results to inform academic instruction. Grade level teams will meet weekly to determine and discuss students in need of additional support (Concern for Students Team) as well as to review data for that grade level. Any staff can “refer” a student to the weekly team meeting. This is done in advance so the team has the opportunity to gather data and information to consider. Many of these “referrals” will be generated by the Instructional Support Team as well. Meetings will generate recommendations for changes to be made, sometimes following additional fact gathering and meetings, and implemented. This process will be captured within a Concern for Students form that is used to refer the student, document concerns and findings and make recommendations with timelines for implementation and review. Each grade level will have a team leader who will facilitate the process and weekly meetings.

It is important to highlight again the individualized approach that yields optimal results, matching instructional methods and materials to the specific learning, social and behavioral needs of the student. The educators, and support staff, will employ a myriad of approaches and methods. They will be tailored to meet the diverse needs of a diverse population including children on grade level not exhibiting needs that require additional supports, students in need of academic acceleration, remediation, ELL and social/emotional/behavioral needs. It is also important to understand that teaching/instructional methods can flow and blend with the goal of making it seamless for students. Methods may be more appropriate in different environments, for different content areas, differing ages, grades, experiences. What is critically important is the experience and flexibility for the teacher to change, yield, go, stop in response to student engagement and understanding. The following form the framework for the curriculum principles and methods of instruction:

Multidisciplinary Integrated Curriculum- Engaging and stimulating lessons will be the driver of the curriculum design’s focus. With this in mind, PHILLIPS PCS will integrate curriculum across disciplines to provide meaningful connections across content. Essential elements of a multidisciplinary curricular approach include:

- academic and technical rigor
- authenticity - using real-world context
- applied learning - students utilize team-work, communications and problem solving skills
- active exploration - learning extends beyond the classroom to the community
- adult connections - adult mentors and community partners work with students
- assessment practice - performance-based opportunities and assessments

The four goals of a multidisciplinary integrated curriculum are:

1. Increase Active Learning - Students collaborate on real-world projects and problems through active engagement,
2. Develop Student's Educational and Career Planning Skills - Students are exposed to a variety of careers and understand the variety of career choices they have, leading to pursuing postsecondary education or training.
3. Reach a Diverse Population - Integrated curricula offers students the ability to express their interests and use their skills through their learning style/preference,
4. Build Community Support for Improving Middle/High Schools - Through the engagement of the community support for the students and school is increased leading to improved outcomes.¹²

The goals and outcomes of an integrated curriculum mirror the approach of Positive Youth Development in that they involve the student in the community and foster connections. The PYD approach establishes the importance of community involvement, leading to positive outcomes of competence, usefulness, belonging and empowerment. Additionally a multidisciplinary integrated curriculum yields benefits in student engagement and connections to their own lives. Building interdisciplinary connections brings together concepts and methods and creates real-world challenges leading to a deeper understanding of core content. Benefits of the integrated curriculum help build cooperation, problem-solving and more meaningful relationships between students and teachers.

In addition to an integrated curriculum, the principles of the **Universal Design for Learning** will form the framework for the development of PHILLIPS PCS curricula's goals, methods, materials and assessments. The three principles of UDL include content that is presented in different ways (as through multiple intelligences theory, differentiated instruction, sheltered instruction, multicultural instruction); the expression of knowledge and skills which can be varied (multiple intelligences); and the need to engage and motivate learners (as in using multidisciplinary integrated curriculum, multiple intelligences, differentiated instruction, sheltered and multicultural instruction).

The Center for Applied Special Technology (CAST) developed planning for all learners (PAL), a process to develop curricula. This four-step process is undertaken in a collaborative team. Staff at PHILLIPS PCS will meet on PAL teams to assess accessibility of existing curriculum. This will be directed in conjunction with the Curriculum and Instructional Specialists and Special Education Specialists and all teaching staff. Leaders in this process will delineate a timeframe

¹² A. Steinberg, 1997, Real Learning, Real Work, New York Routledge.

and content map to follow to ensure implementation of UDL across all curricular areas. Because existing curriculum will need to be assessed, this process will consist of targeted dates of completion with approval from the Principal.

Other instructional approaches which are utilized within PHILLIPS Schools include:

Differentiated Instruction - Diane Ravitch defines differentiated learning as a type of instruction that “maximizes each student’s growth by recognizing that students have different ways of learning, different interests, and different ways of responding to instruction.” Designed to respond to all learners needs, this method allows the teacher to address divergent needs without compromising the content. Key principles of differentiated learning include ongoing formative assessments, address needs of diverse learners, include group work, choice and allow all students to explore big ideas/concepts.

Sheltered Instruction - This methodology addresses the need for reduced linguistic content that does not compromise the rigor or integrity of the subject. Using various strategies, teachers can modify the language demands making it more accessible. This might include the use of graphic organizers with visual representation, as mentioned earlier, to using demonstrations and cooperative work groups. The Center for Research on Education, Diversity, and Excellence (CREDE) researched effective educational practices to identify those that promote academic excellence for those at risk including linguistic and cultural minority students. Key practices were identified and are offered through professional development workshops in Washington DC. However, it should be noted that the research findings report that there is no one model, that programs must be designed around the specific characteristics of the students including their literacy skills and educational backgrounds.

Multicultural Instruction - Of equal importance in the world of education today is the need to present content in a non-biased and accurate way to represent the cultures and groups that comprise our pluralistic country. As well, students must view content from a culturally diverse perspective to understand concepts, issues and problems.

Within these overarching constructs the educator must have the ability to utilize varied instructional forms to meet the demands of an engaging curriculum that develops skills and knowledge. Instructional practices may include direct instruction, interactive instruction, indirect instruction, independent instruction, and experiential learning.

- Direct Instruction - this consists of many approaches such as explicit teaching, drill and practice, demonstrations, guided and shared, lecture
- Interactive Instruction - consists of debates, role playing, cooperative learning groups, problem solving, peer partners, discussions, interviewing, tutorial groups, conferencing

- Indirect Instruction - consists of inquiry, case studies, writing to inform, reading for meaning, concept mapping, concept formation, concept attainment
- Independent Instruction - consists of essays, journals, logs, contracts, homework, research projects, learning centers
- Experiential Learning - field trips, simulations, games, experiments, role -playing, building, surveys, storytelling, model building, performance, arts expressions
- Instructional Skills - explaining, demonstrating, questioning

These approaches can be integrated with instructional methods that address various learning needs in any classroom - students with disabilities, linguistically and/or culturally diverse students, students in need of acceleration and/or remediation. These instructional *methods* will include:

Multiple Intelligences (MI) - created by Howard Gardner (1999), the theory of MI theorizes that our intelligences are skills and abilities we need to navigate learning. How we present concepts and ideas and how they are understood and demonstrated can be determined by the strengths and inherent abilities and talents of the learner. There are eight defined areas, with a ninth commonly found in discussions of MI but not confirmed. They include bodily-kinesthetic, intrapersonal, interpersonal, verbal-linguistic, logical-mathematical, musical-rhythmic, visual-spatial, naturalist and existentialist. Using student strengths to inform teaching approaches can improve student learning. It should be noted that everyone has intelligences in all areas, but may have abilities and preferences in others. Teaching from a MI approach allows the educator to engage students more fully in the learning and demonstration of the knowledge/skills.

Cooperative Learning - While commonly thought of as group work, cooperative learning requires elements that need to be taught and practiced to maximize the benefits of such a method. There is a synergy required of the team members resulting in positive interdependence. Students must be able to work face-to-face, making this model more difficult for some learners. Likewise individual accountability and social skill development needs to be in place to have an effective outcome. Finally the group must evaluate their outcomes from an academic and social standpoint.

Tiered Lessons - For group instruction, this method allows the educator to present concepts at multiple levels of complexity and allows the student to utilize varying pathways to learn and demonstrate acquisition of the concept. Tiered lessons allow the teacher to chunk the instruction with the goal of conceptual understanding at multiple levels.

Learning Centers - While popular in elementary classrooms, learning centers allow the student to be introduced to a concept, have a concept reinforced or extend the learning via novel and

engaging activities. As well, learning centers differentiate materials to meet diverse learner needs.

Graphic Organizers - These highly flexible visual representations of concepts are powerful tools for many learners. The possibilities are endless, with both designs available through various publishers and self- design. The organizers can present information in a linguistic format, non-linguistic format, or a combination of the two, which is beneficial to those students struggling with language. Forming brain images of concepts deepens understanding by helping to form interpretations and clarify thinking.

Technology - This plays an important role in students accessing curriculum. Technology materials will include tools that support student learning by providing supports and accommodations which will include interactive whiteboards, such as Smart Boards, computers, tablets, and multiple software programs. Through our subscription to Apex Virtual Learning, multiple courses will be available for students online. Software program examples include speech to text such as Dragon Dictation. Books can be loaded onto computers and tablets and provide students with access to material beyond their reading ability as well as supporting comprehension of material that may be compromised due to decoding and/or fluency challenges. Kurzweil, for example, offers a myriad of editing features and reference tools that enhance accessibility to material along with the text to speech feature. These technological advances enhance the ability for all learners to demonstrate their knowledge and skills. These resources can profoundly impact accessibility to students with disabilities, the ELL student and struggling readers. Students will be taught the responsibilities associated with digital citizenship, tools that are essential in today's growing reliance on technology.

Research has examined the relationship between learning and the brain. Being informed about neuroplasticity can have an amazingly positive impact on how students perceive themselves and the possibilities they can pursue. Explicit instruction in the use of cognitive and metacognitive strategies, along with an understanding of one's basic learning profile can create a dynamic paradigm. Recognizing that we can all learn and "get smarter" through study and practice is equally important for students and teachers. In keeping with this idea, PHILLIPS PCS students will participate in self-assessments regarding their learning styles and preferences, will participate in introductory lessons on brain-based learning and identify strategies to assist them at strengthening their skills. This effort will be led by the Curriculum and Instructional Specialist through the Success Center in conjunction with the entire faculty.

Behavioral data will be collected on an ongoing basis, as frequently as daily to assess behavioral progress. Educators that have concerns about students not already identified in need of some behavioral observation and subsequent intervention will be assessed following recommendations. PHILLIPS PCS will utilize the Right Response (™) method, used as the framework of the

positive behavior program at both PHILLIPS Schools. This proactive, holistic and immediately effective technique is grounded in prevention, de-escalation, post-vention and physical safety approaches. All staff will be certified annually in the method.

As students enroll in PHILLIPS PCS they will be assessed for English language proficiency. In accordance with their needs, students will be identified for English language intervention resources. Assessments of reading, speaking, listening and writing will be administered and assist the educators in identifying specific resource and intervention plan. ELL students will be placed with their appropriate aged/grade peers.

At this time there are few interventions found to have a positive effect on the language development of ELL students. The *Pathway Project* was found to have statistically significant positive effect on the students in the language development domain. However, no substantive effect was found in the reading domain. Features of the *Pathway Project*, a professional development model that trains teachers, include teachers first assessing students' strengths and needs, and then developing lessons to address the needs. Cognitive strategies are employed, consisting of goal setting, using prior knowledge, asking questions, making predictions and evaluating quality. PHILLIPS PCS will continue to research best practices in language interventions for the ELL student.

ELL educators will work in tandem with classroom teachers and other support staff to integrate the student into the school culture, classes and activities. Professional development will be provided to teachers to enhance their understanding and techniques for instruction related to the ELL student. ELL teachers may work with the student in both pull out, small groups and plug in to classes.

PHILLIPS PCS will offer open enrollment, however students identified with an Individual Education Plan (IEP) will be given enrollment preference provided such preference is consistent with part B of the Individuals with Disabilities Education Act of 1975 (20 U.S.C. 1411 et seq.) and Part B of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 7221-7225g.). This is based on currently proposed legislation that is due for a DC Council vote allowing "a preference in admission."

PHILLIPS PCS will abide by all federal, state and local education requirements to serve all students including students with disabilities and limited English proficiency.

In order to facilitate a seamless process of managing ongoing data collection, review and recommendations for any student at PHILLIPS PCS, we will develop the Success Center whose primary mission will be to ensure that all students' progress is monitored and overseen by a cadre of staff devoted to the improvement of our student body. All staff at PHILLIPS PCS will

work in concert with each other to support all students. The Success Center will coordinate the QIP process and that of special education services. They will operate the Instructional Support Team process of reviewing data and making recommendations and coordinate grade level Concern for Students meetings and recommendations. Concern for Students meetings can address students in need of acceleration as well as remediation or additional supports/interventions. Recommendations will be coordinated with the Curriculum and Instructional Specialist to provide professional development as needed. Counseling and behavior staff work in tandem to monitor needs and support classroom staff in regards to issues that may be impacting the student. A more detailed description of the Success Center can be found in the Education Focus section.

Strategies for Providing Intensive Academic Support

Academic Support

Instructional staff will implement various teaching methods under the framework of Universal Design for Learning. Mastery of the learning process is not simply content knowledge, but of learning strategically. The UDL construct supports teachers in designing lessons and the design of curricula (goals, methods, materials, and assessments) to make it more accessible to meet the needs of all learners. Understanding what UDL is essential. Simply put it is correlated to three networks;

1. Recognition network - the “what” of learning,
2. Strategic networks - the “how” we learn, and
3. Affective networks - the “why” of learning.

Understanding these three components provides the framework to design curricula and lessons and embed sound teaching approaches and strategies to address all learner needs.

PHILLIPS PCS will utilize various reading intervention programs, for example Edmark, Lexia, Lindamood Bell programs and Wilson Reading System ® to address intensive academic support to meet readers’ needs. It is essential that reading interventions be targeted and monitored closely, as reading skills form the foundation for the greatest access to learning in school. Because students will have specific course content requirements these intervention programs will be used in conjunction with classroom instruction and/or applied in individual or small group settings. Math remediation will be provided in a similar fashion; in the classroom and applied to individual and small groups. Various intervention programs will be identified or designed in collaboration by the Curriculum and Instruction Specialist and the Special Education Specialists and teaching staff.

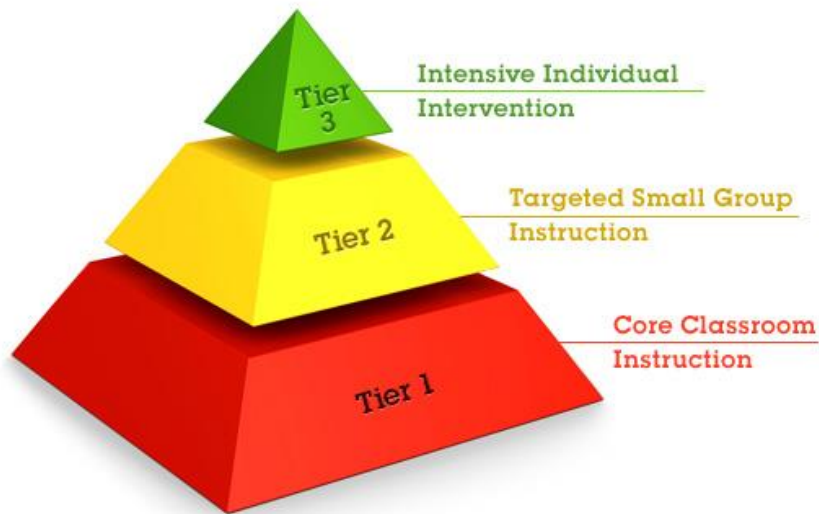
PHILLIPS PCS will adhere to the Child Find mandate and to the Response to Intervention (RtI) statute in IDEA 2004. In keeping with this, PHILLIPS PCS will employ ongoing progress monitoring of students in order to identify any students in need of additional instructional supports. The purpose of ongoing progress monitoring is to determine if students are performing as expected based on goals and alignment with the CCSS in Reading/Language Arts and Mathematics. Curriculum-based measurements (CBM), assessments based on the curriculum being taught, are the tools used to monitor progress at the Tier I level. Tiered interventions will be provided on an as needed basis and will be closely monitored for student progress by the Instructional Support Team.

Tier I instruction is found in the general education classroom and utilizes the instructional approaches and methods described herein, including differentiated instruction, the use of multiple intelligences approaches and so forth. All curricula utilized will be of a high quality and aligned with the CCSS. Students will be assessed through tools developed from the CBM and ongoing progress monitoring will occur. Should a student not be performing as expected they will be referred to the Instructional Support Team and the RtI Tier 2 for additional supports.

Tier 2 interventions and progress monitoring will be conducted using interventions known to be helpful for similar learning needs. Those providing intervention will be teachers, and/or related service providers. Instruction is typically provided in small groups for a targeted amount of time weekly and for a pre-determined period of time, generally over 9-18 weeks. In the event progress monitoring indicates that the student is not making the expected progress they will then be referred for a comprehensive special education evaluation to determine whether they meet the criteria for special education services or for a 504 Plan.

PHILLIPS PCS anticipates that 33-35% of the students will be served in the general education classroom without additional supports beyond Tier 2 interventions.

Tier 3 special education services may be similar to services at Tier 1 and Tier 2 however the intensity of services will be different. A decision will be made by the IEP team as to the intensity of the services, deriving how many hours of service and type of service are appropriate.



RTI (Response To Intervention)

3 Tiers of Support

PHILLIPS PCS has designed the program to serve a student body where approximately 70% of the students receive some level of special education services. Students receiving services at levels 1-3 will be in general education classrooms but may attend some classes or receive related services outside the general education classroom. Some services may be provided in small groups within the general education classroom but by a special education teacher or related service provider. Students receiving level 4 services will be in special education classrooms for the majority of the day (level 4 services are 24 hours or more weekly) but will attend some classes with the general education. It is expected that students receiving level 4 services participate with general education classes and school wide activities as appropriate.

PHILLIPS PCS will have an Instructional Support Team (IST), as a part of the Success Center, comprised of the assistant principal, psychologist, behavior supervisor, special education specialist, general and special education teachers, curriculum and instructional specialist, and others as needed. This team will review referrals to them by any staff, parents or the student themselves to address concerns surrounding academic, social/emotional or behavioral needs. This team will convene as needed and may refer individual student concerns to the Concern for Students Team by grade level. In conjunction with each area of discipline; special education, counseling, academics, and behavior this team will coordinate with teachers and other faculty to inform, train and support staff in providing needed supports and interventions to the student. All referrals will be made in a written format and all recommendations will be outlined in a written document from the IST. As well, all recommendations will be monitored and progress will be reported back to the IST orally and in writing until the team “discharges” the student from their oversight or the student receives an IEP or 504 Plan. In the event the student receives an IEP or

504 the IEP team will perform the same function as the IST but in coordination with the IEP.

The IST will use various criteria and rating tools, screenings and observations to provide ongoing monitoring of the targeted area of need. Typically the prescribed intervention will be reviewed every 30 days after its implementation.

Strategies for Meeting the Needs of Accelerated Learners

PHILLIPS PCS plans to offer enrichment classes as well as acceleration opportunities for students. We recognize the power of accelerated learning opportunities for our students and their engagement and outcomes. The basic tenets of accelerated learning mirror our philosophy and approach:

- A positive learning environment - which correlates with our use of the positive youth development approach and Success Center goal of monitoring progress across the continuum with the goal of offering engaging and stimulating learning experiences for all learners,
- Learner involvement and incorporation of all learning styles/preferences - which reflects activity-based learning emphasized through our adoption of UDL for curriculum and lesson design, as well as the use of multiple intelligences and other instructional methods that incorporate learning preferences,
- Contextual learning - hands-on experiences involve immersion in the learning, as well as reflecting, evaluating and re-immersing in the process.

We will make learning engaging, stimulating and accessible to all students.

The provision of differentiation to accommodate the accelerated learner will include fast-paced classes and multi-aged groupings in addition to differentiation techniques used in the classroom. Enrichment opportunities will include curriculum compacting, learning contracts for advanced material, online courses, teacher or community mentoring, independent studies, advance placement classes and dual enrollment in high school and college. Additionally, students in middle school will have the opportunity to take classes at the high school level and high school students will be able to take advanced classes.

Research on gifted education models found some evidence of effectiveness with discipline-specific approaches. The use of advanced curricula delivered at an accelerated pace is suggested

as the most effective model in a review by Van Tassel-Baska and Brown.¹³ PHILLIPS PCS also recognizes that learners do not necessarily fit into one category, it is likely that some of the students will present as both gifted and talented *and* learning disabled, typically referred to as twice-exceptional. PHILLIPS PCS will need to identify areas of strengths and weaknesses in order to develop appropriate interventions and opportunities for acceleration and remediation for the same student.

The Curriculum and Instructional Specialist will work with faculty in providing professional development opportunities to advance their knowledge of best practices within the realm of accelerated education.

c. Resources and Instructional Materials

Technology resources will be utilized in classrooms to support learning. These will include computers, iPad/tablets, Smart Boards, as well as software programs that support learning. Kurzweil and other text to speech programs assist students in accessing reading material. At the same time the reference tools embedded in such programs enhance acquisition of information as well as support the demonstration of knowledge and skills obtained by interacting with this program. The technology resources are tools that not only increase accessibility, but also are motivators for all learners.

Apex Virtual Learning courses will be utilized within the school program at all grade levels. All courses are standards-based and can be used for a variety of purposes including credit recovery, remediation, intervention, acceleration, original credit and preparation for assessments. This array of courses allows a smaller school to expand its course offerings to encompass the need for acceleration, diversification and study in areas of interest to a particular student or small group of students. Both a blended approach as well as individual virtual learning opportunities will be utilized. These courses are accredited by the Northwest Accreditation Commission (NWAC), an accreditation division of AdvancED as well as are authorized by the College Board. PHILLIPS PCS will also utilize Apex online courses within the credit recovery program. These personalized and student-centric learning experiences can support students at risk of dropping out be successful. The Apex Learning Tutorials support students needing remediation and intervention. The real-time data available to teachers allows them to then deliver instruction individualized to meet that student's needs. Equally important is providing the courses to students seeking Advanced Placement offerings that might not be available in a smaller school setting. Some of the math courses are available in Spanish, providing reinforcement in math courses for a Spanish speaking student who may be in the early phases of English proficiency.

¹³ Van Tassel-Baska, J. & Brown, E.F. (2007) Toward best practice: An analysis of the efficacy of curriculum models in gifted education. *Gifted Child Quarterly*, 51 (4), 342-358.

English/Language Arts:

Wilson Reading System ® - Specified teaching staff along with reading specialists will be trained in Wilson Language Training which offers an evidence-based multisensory reading and spelling curricula aimed at all ages including adults. Wilson is a highly touted intervention for both children and adults with reading disabilities addressing decoding/encoding, vocabulary and fluency. Addressing the preponderance of significant reading delays through a proven method will provide the support needed to students at varying ages and levels of reading skills acquisition. Utilizing an evidence based intervention forms the foundation of sound instruction. As well, criterion based assessments measure student progress and inform the instructor on a real-time basis of progress and opportunities.

Lexia: It is our experience that one reading intervention program will not meet the needs of the varied reading difficulties presented by students with various causes of reading challenges. Therefore PHILLIPS PCS will employ more than one reading intervention. While Wilson RS is teacher directed, Lexia is a technology-based reading intervention. It is noted as an effective intervention for the ELL student as well. Students can work independently while the teacher receives diagnostic performance data. Lexia provides the teacher with data-driven plans which can be differentiated as needed to direct student instruction. Research in scientific studies published in various journals, such as Bilingual Research Journal and Journal of Research in Reading, have been shown to be effective for struggling middle and high school students.

Math:

PHILLIPS PCS will research math curricula during the planning process and on a continual basis via the What Works Clearinghouse (WWC) for best practices in education. Because many students will have language based learning needs, including the ELL student, the review of math texts must include an understanding of how the text is presented and how language heavy it is. Learning is language dependent in many areas including math. English Language Learners, along with students having a language based disability, can be challenged to fully understand concepts, applications and underlying logic, even in subjects in which their aptitude may be high. Therefore, understanding of the linguistic demands of a lesson and knowing strategies to support the learner are essential tools of the teacher.

The curricula utilized will be tied to the CCSS. As well, course offerings will allow the strong math learner to progress at a rate appropriate for them. This will also be accomplished through inclusion in higher level math course offered 6-12th grades, myriad course offerings available through Apex Virtual Learning and the support of the content area teacher.

Saxon Math: Saxon instructional methods are based on an integrated and connected approach with an incremental structure with content appearing throughout the year's courses. Saxon's

method of returning to previously taught concepts solidifies the student's understanding and retention of concepts and methods. Research suggests that the method of breaking larger concepts into smaller incremental chunks results in improved student achievement. The incremental approach afforded by Saxon provides the student with more time to digest information before moving on to the next step. Saxon Math met What Works Clearinghouse (WWC) evidentiary standards for curriculum at the 6-8th grade level. Saxon Math has also been shown to increase math performance in ELL students.

We have also initially identified the Math Connects curricula and the new Common Core edition of Glencoe Algebra 1, Geometry and Algebra 2 texts. These texts are designed to support the teacher in differentiating instruction that reach students performing below, at and above grade level in math. Additionally, the curriculum offers a diagnostic and prescriptive review to utilize with Response to Intervention (RtI). Glencoe offers the Core Plus curricula for the advanced math student which was cited for having potentially positive effects on high school math achievement from the WWC.

Science:

The National Science Foundation delineates core practices for ambitious science teaching. Aimed at addressing students with differing racial, ethnic, and socioeconomic backgrounds, the Science Learning Framework was chosen following extensive research by the Foundation. Formed around intellectual engagement and attention to equity, the four practices of the Science Learning Framework encourage “high-leverage” thinking. Basing science curricula around how ideas are presented and discoursed in the science classroom, and elsewhere, are essential components to quality science instruction. The utilization of the ambitious science teaching construct will form an approach to our science curricula and how science is taught.

Science is discovery, the presentation of big ideas, not the memorization of facts (which sometimes turn out to be incorrect). Understanding science, a conceptual framework aligned with the Next Generation Science Standards, designed by The University of California Museum of Paleontology, Berkeley and funded through the National Science Foundation, is an important framework designed to help science teachers inform their teaching practices. Embedding best practices in teaching science is a fundamental approach that PHILLIPS PCS will incorporate in preparing students in the sciences. Motivating students to think about big ideas and not to be simply memorizing information opens the door to real scientific inquiry.

Further research will be undertaken during the planning process. Science curricula will be aligned with the NGSS. The Educators Evaluating the Quality of Instructional Products (EQuIP) Rubric provides the criteria for the evaluation of overall quality of materials in terms of alignment with the NGSS. This will be an important tool used as there is a plethora of materials to consider throughout the science curricula from 6-12th grades.

Social Studies:

There are many rich curricular materials, particularly interactive and project-based, that lend themselves to robust analytical and inquiry-based opportunities for students. As well, living in the Nation's Capital affords our students with multiple opportunities to interact with history in the making. What better way to engage in the legislative process than follow a bill through the legislative process including the actual mark up, debate and vote by our lawmakers. With the integration of curriculum, there will also be ample opportunity for the English/Language Arts curriculum to reinforce social studies themes and vice versa.

Students will be developing intellectual reasoning, reflection and research skills positioning them to interpret history and promote civic competence as a part of our community and country in a culturally diverse and rapidly changing world. Engaging the students in project-based and integrated curricular explorations enables them to “touch” history, which can often be perplexing to youth as they live in the present.

Curriculum Development Timeline

A Curriculum and Instructional Specialist will be employed to overlap with the existing curriculum process at Options PCS to review and make/implement recommendations for changes. Curricular materials will be adopted in conjunction with the overarching framework of a multidisciplinary integrated curriculum that must meet the diverse demands of students in need of remediation, motivation, targeted interventions as well as acceleration and providing depth to areas of study. In either scenario, a new charter or assuming an operator role with an existing charter, the Curriculum and Instructional Specialist will work with faculty in creating curriculum maps and choosing materials. Professional development plans will also be developed to address training needs of faculty in utilizing the framework of a multidisciplinary integrated curriculum and UDL principles. These will begin before the completion of the 2014-2015 school year.

d. Assessing Learning

Assessment of student progress is an essential component of the program as it informs teachers on progress and opportunities. A structured evaluative process, referred to as the Success Center, will be in place at PHILLIPS PCS. All incoming students will receive initial screenings, or reviews of existing evaluations that may be associated with an IEP or 504 Plan. The Success Center will be overseen by the Leadership Team, and by the Instructional Support Team (IST) who will coordinate/collaborate with the CST/Grade level teams. Any faculty can refer a student to the IST however most will do so at the CST. Likewise a student already identified for special education services and receiving services on a level 1-4 basis will be coordinated through the Special Education function of the Success Center, inclusive of the IEP process or that of Section 504 of the Rehabilitation Act of 1973 process. Crucial to early identification and support of

academic and/or behavioral needs, PHILLIPS PCS will incorporate the Response to Intervention (RtI) approach. Faculty highly experienced and skilled in academic, social/emotional and behavioral needs will assess students that teachers or families have raised concerns about. The Success Center will function in conjunction with the counseling, behavior and related services staff within PHILLIPS PCS who will be active participants in Success Center initiatives per our detailed discussion of the components of the Success Center in the Education Focus section.

Embedded in many of the curricula identified for use are assessments with resultant recommendations for further intervention by the teacher. These will be tracked by the classroom teacher in coordination with the curriculum and instructional specialist and leadership. Monthly and quarterly data will be obtained to allow for the greatest flexibility in reassessing instructional methods and strategies. It is important to recognize that summative assessments are not useful in informing curriculum and instruction. Therefore interim and formative assessments will be utilized to monitor ongoing student progress. When assessing the ELL student there are several key factors to consider and incorporate into practice. Testing in English for the ELL student is often not a valid representation of that student's knowledge in the content area. Therefore, suggested accommodations for assessing the ELL student include: computerized assessments that may include a bilingual glossary, read-aloud of content based items, additional time, differing levels of linguistic complexity and testing in their native language that produces the most valid assessment results.

The National Center for Research on Evaluation, Standards & Student Testing (CRESST) out of the UC Davis School of Education will provide our teachers and the curriculum and instructional specialist guidelines for assessing the ELL student. The World class Instructional Design and Assessment (WIDA) publishes ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) which will be administered to any student identified as an English Language Learner.

Parents will be involved in all aspects of assessment conducted through the Success Center and the Instructional Support Team. It is the mission and belief of PHILLIPS PCS that parent involvement will only enhance positive outcomes for students. We will develop programs that integrate parents into the school culture including parent support groups, parent training classes and volunteer opportunities for parents through our Family Matters- Parents Matter initiative (FMPM).

Parents are an integral part of the child's Individual Education Plan team for those students receiving services through an IEP. Frequent communication on progress will include oral and written interactions, at a minimum quarterly. Parents are invited, and expected, to attend all IEP related meetings and PHILLIPS PCS will adhere to regulations on sufficient notice as regulated under IDEA. PHILLIPS Schools have a long standing practice of doing whatever it takes to

include parents in IEP meetings including arranging for transportation to ensure their participation.

As described in the Graduation/Promotion Requirements section, PHILLIPS PCS will also hold two parent/teacher/student conferences in the fall and spring, and provide written comments in the winter and end of school year along with report card distribution. Faculty will also conduct home visits and offer parent evenings and activities coordinated through the Success Center and Family Matters - Parents Matter initiative.

e. Vertical Alignment and Promotion Requirements

Middle School/High School - Report cards will be distributed on a quarterly basis to parents. Final grades for each subject will be an average of the quarterly grades. Parent-teacher conferences will be held twice a year, in November following the end of the 1st quarter and again in March/April following the end of the 3rd quarter. Students will be an integral part of the conference and will follow the student-led conference format. Written comments will be prepared by subject teachers, following a rubric, at the completion of the 2nd and 4th quarters. In addition to content grades the report card will also have measures including executive functions, social and peer interactions and school involvement. All students will also receive a mid-quarter progress report noting satisfactory or unsatisfactory progress in content areas. This formal notification is intended to communicate clearly with students and parents on current progress. Any students receiving an unsatisfactory indicator, a C- or lower, or a full grade decrease from the previous quarter in the mid-quarter report will be referred to the Instructional Support Team for review by the team for the possibility of additional instruction or other support.

The report card format will be developed by the leadership team and will reflect a grading scale aligned with the course objectives and their alignment with CCSS and encompass philosophical shifts from typical grading policies.

PHILLIPS PCS grading policy, for middle and high school includes the following:

A letter grade is used to show the level of achievement of the course objectives for the quarter. The grading system is:

A	90-100%	outstanding level of achievement
B	80-89%	High level of achievement
C	70-79%	Satisfactory level of achievement
D	60-69%	Minimal level of achievement
F	59% or less	Failure to achieve minimal level of achievement
I	Incomplete	A temporary grade assigned to indicate that performance objectives have

		not been completed.
N	No credit	Greater than 20% absence (11 or more per quarter)
P	Pass	Grade earned upon successful completion of non-graded course

Students are expected to make-up all missed assignments. Staff will work with the student to schedule make-up sessions in keeping with our practice that all work needs to be completed. Missing assignments are expected to be completed within five school days of original due date. Incomplete grades will only be issued with approval of the Principal or Assistant principal or his/her designee. Incomplete grades must be converted to a letter grade by mid-term of the next quarter.

Grade point averages will be computed on the following equivalents:

A=4

B=3

C=2

D=1

F=0

Credit Policy

A credit is defined as the completion of 120 hours of instruction in a subject and achievement of an average grade of “D” or above. However, PHILLIPS PCS will actively monitor and provide interventions for students performing at a “D” average. A half credit can be earned by completing 60 hours of instruction.

Attendance Policy

Students are expected to attend school on a daily basis. For an absence to be excused, the parent/guardian must contact the school by phone or send a written note to school with their child. Students who are absent three or more consecutive days for an illness must have a doctor’s note. The following absences are considered excused or unexcused:

Excused Absence - Absences include illness of student, court summons, death of immediate family, hazardous weather conditions, family crisis as determined by PHILLIPS PCS staff with input from the family, and suspensions.

Unexcused Absences - A student is absent from school for a day or any portion of a day or from an individual class or any portion of a class for any reason other than those defined as excused.

Promotion Policy

The promotion policy of PHILLIPS PCS requires a minimum number of credits be earned for promotion:

Promotion to grade 7 - satisfactory completion of 6th grade with no failing classes

Promotion to grade 8 - satisfactory completion of 7th grade with no failing classes

Promotion to grade 9 - satisfactory completion of 8th grade with no failing classes

Promotion to grade 10 - 6 credits earned (must include an English credit)

Promotion to grade 11 - 6 credits earned (must include two English credits)

Promotion to grade 12 - 6 credits earned (must include three English credits)

Graduation - PHILLIPS PCS students must earn at least 24 credits to graduate and fulfill the requirement of serving 100 hours of community service.

Students in special education who have worked towards a high school diploma, but have not fulfilled the requirements by age 22, will be awarded a certificate of attainment per DC procedures. However, all efforts will be made to provide the student with the necessary intervention, credit recovery opportunities, etc. to meet the requirements and receive a High School Diploma. Special education students for whom a diploma is not reasonable are eligible for a certificate of IEP.

High school students will take and complete the required courses in alignment with DCPS for graduation including:

- 4 English
- 4 Math (must include Algebra I, Geometry and Algebra II)
- .5 Fine Art
- 2 Foreign Languages
- .5 Music
- 1.5 Health & Physical Education
- 1 Lab Science
- 3 Science
- .5 DC History
- .5 US Government
- 2 World history I & II
- 3.5 Electives

All students attending PHILLIPS PCS in high school, 9-12th grades, will receive or have the option to participate in Career Education. For those earning a high school diploma the courses

are counted towards their elective credit requirement. The content of this coursework varies from in-house modules to off-campus work experience either in enclaves, job shadowing, and job sampling or independent employment. Additionally, 100 hours of service learning hours needs to be achieved by graduation. PHILLIPS PCS will work with students to provide guidance in accessing community resources where they may fulfill this requirement.

The scope and sequence of courses for high school students illustrates a typical progression of courses that result in 24+ credits that position the student to be eligible for competitive four-year colleges. The scope and sequence is in Appendix H.

PHILLIPS PCS will utilize ongoing assessments to track progress and inform instructional practice. This real-time data will be utilized to target students with indicators suggesting they are vulnerable to not completing courses to graduate. Data will be inclusive of grades, course performance, attendance as well as other social, emotional and behavioral indicators.

We will offer credit recovery opportunities to students in jeopardy of not graduating on time or in support of completing credits and graduating. Credit recovery will be designed to minimize time constraints as it is an individualized online offering. PHILLIPS Schools have already instituted this offering and have had success at supporting students who may be one to two credits short of graduation requirements complete the course work and earn their diploma.

Targeting students at risk of dropping out is a hallmark endeavor at PHILLIPS. Identification will occur through several functions, including following students who already receive services through a 504 plan or IEP, to others demonstrating early warning signs of failure to connect to school. There are two primary indicators most often connected to subsequent school dropout. The first indicator is failing performance in courses. The second is poor attendance. Students missing school for more than 10% of the time are at risk of not completing school. PHILLIPS PCS will monitor attendance on a close basis in conjunction with the COA regulations of the OSSE. In addition, students who do not pass a course or do not earn enough credits for advancement to the next grade are also at risk. We also know that 9th grade is a crucial year for intervening. PHILLIPS PCS is well positioned to provide interventions and to do so prior to 9th grade and thereafter, addressing the problems of potential school failure tied to poor performance and high absences. We also know from research that we can identify students at the 6th grade level (and likely sooner) who are less likely to graduate based on three factors; when school attendance is less than 80%, were identified with a behavior problem, and were failing math or English. Such indicators would result in intensive interventions as determined through the Instructional Support Team in the Success Center.

Students will need to meet the graduation requirements of DC, including earning 24 credits and serving 100 hours of community service to earn a diploma from PHILLIPS PCS. An important

program component is the robust career program offered at PHILLIPS PCS. Our plan is to develop several certification opportunities to align with the career and technology education program. PHILLIPS PCS will work with the business community in Washington, DC to place students in jobs and will also develop in-house opportunities leading to partial and full certifications that lead to increased employment opportunities. For example, currently PHILLIPS School ~ Annandale operates two programs in the Northern Virginia region referred to as Building Futures. Building Futures provides students with academic programming, supportive services, and related services while they learn the building trades as part of their school day.

PHILLIPS PCS plans to collaborate with local community colleges in offering college readiness courses which can lead to attending academic courses and transferring to a 4 year college or to trade programs within the community college offerings. Currently PHILLIPS School ~ Laurel works with the Community College of Baltimore (CCBC) in introducing community college options. Classes such as Exploration of Careers and Skills and Concepts for College Success are presented by community college faculty at PHILLIPS School ~ Laurel. Included in this introduction are visits to the college campus and interactions with the various career certification programs offered. Early exposure to career and education options helps set a level of expectation and opens the door to endless possibilities.

PHILLIPS PCS will offer credit recovery courses which can be accessed beyond the typical school day to meet the target completion date of the student. This will be achieved by enrolling in courses through the Apex Virtual Learning Program with oversight offered by teaching staff. These courses can be completed in the afternoon/evening or weekend as well as condensed, such as 4 hours a day for a designated number of weeks, thus shortening the length of time to recover credits and motivating the student to finish. Online courses are identified as a successful intervention for students at risk of not graduating. This paradigm shift is interwoven with our approach of positive youth development. Helping the student control their learning, environment, and schedule can result in dramatic success. Imagine the student parent who is juggling the responsibility of childcare, with work and the desire to complete school and prepare them for a better life. Credit recovery can be a lifeline and will be a possibility at PHILLIPS PCS.

4. Support for Learning

a. Planning Year

PHILLIPS PCS is being designed in a way that we believe will meet perceived needs of the current students at Options Public Charter School (as well as many other students throughout the District), and as such, PHILLIPS Programs has initiated a separate proposal to the court-appointed public receiver's team to become the operator of Options as of SY 2015-16. There are certainly key variables not yet known, namely: Will PHILLIPS be selected through a competitive process to assume responsibility for the operation of Options' program? The entity selected to operate Options must be approved to establish a charter school by the DCPCSB by the start of the 2015-16 school year. Since we do not yet know whether we will be selected as Options' next operator, we are developing our planning process to be ready to open as of the 2015-16 school year **if** selected for the Options program. That said, we recognize both that there is no guarantee of being selected and that the fall cycle charter applications are being reviewed with anticipated openings for approved schools in SY 2016-17, not SY 2015.

The calendar below lays out a timeline for opening as if PHILLIPS PCS will become the new operator for Options. Because of PHILLIPS' long history of running specialized educational programs, we have much programming already developed for the anticipated population. In this scenario, the site identification would already be complete, so we believe these ambitious timelines are realistic. Should PHILLIPS not be selected to become the operator for Options, we would initiate facility identification tasks immediately, and we would expand the schedule set forth below, adding time for facility procurement and giving the tasks as outlined more breathing room. PHILLIPS Public Charter School would then be planned for an August 2016 opening.

PHILLIPS Public Charter School - Planning Year Calendar

DATE	EVENT/ACTIVITY	TASK
Sep 8, 2014	Charter school application due to DCPCSB	Submit five (5) written copies, one (1) e-copy and one (1) redacted e-copy to DCPCSB
Sep 29 - Oct 3, 2014	Site Visit	
Oct 20, 2014	Public Hearing	
Oct 22 - Oct 25, 2014	Capacity Interview with DCPCSB	
Nov 17, 2014	Announcement of approval	Notify core team (Founders, PHILLIPS Programs Board of Trustees, PHILLIPS senior leadership team) of approval

Dec 2014		Notify internal and external stakeholders of approval
Dec - Jan 2014	Meeting/discussions with DCPCSB regarding any conditions of approval	Address all areas to remove conditions of approval, as applicable
		Recruit Board of Trustees, including youth member
		Apply to DCPCSB for permission to establish a preference in admission for students with disabilities (if applicable)
		Establish Management Agreement with Educational Service Provider (ESP) - PHILLIPS Programs
		Meet with Options PCS Public Receiver Team regarding operating current OPCS facility, or continue facility search with commercial realty developer/Founder
		Finalize key administrator job descriptions. Recruit school leadership: principal, assistant principal & curriculum specialist. Start curriculum development
Jan - Mar 2015		Finalize all job descriptions (by Jan 31). Recruit/hire school staff (by Mar 31).
Jan - Jul 2015		Draft/finalize staff training program material & training schedule.
		Finalize all education program material: curriculum, guides, handbooks, policy & procedures manual
Jan 2015		Assess Options PCS facility/classroom/building/tech needs, etc., or continue search & negotiation of facility in desired ward
		Join My School DC (common application lottery)
Feb 2015	First Board of Trustees meeting (by Feb 28)	Establish Board of Trustees meeting calendar and electoral process for officers
Feb - Aug 2015		Initiate community outreach via written materials dissemination, followed by community conversations/forums

		Recruit students and families
		Order materials, supplies and furniture
		Renovate/repair Options building or secure preliminary lease agreement on appropriate facility by Aug 31
Apr 2015	Budget approved by Board of Trustees (by Apr 30)	
May 2015	All program materials approved by Board of Trustees (by May 31) and by the DCPCSB	
Jul - Aug 2015	Staff orientation, training	Stage classrooms
	Student/family/community open house and school tours	
Aug 2015	School year begins	

Anticipated challenges

While we have the educator's confidence that comes with nearly fifty years of demonstrated success teaching students with diverse and often quite intense learning needs, we believe there would nonetheless be unique challenges in starting PHILLIPS PCS. Prime among them will be getting the word out to the many families in the community whose children could benefit from this type of program. We would therefore begin community outreach activities early in the planning process, and we anticipate holding numerous conversations with parents and families at neighborhood events and at the school itself once a site is finalized. Having provided special education services to thousands of DC students, we have strong relationships with a variety of special education stakeholders in the District, including advocates and attorneys advising parents on options for their children. We will make early and continual outreach to those stakeholders also. We will place special attention on making sure that public and public charter school administrators become aware of and knowledgeable about PHILLIPS PCS as an options for students that need additional support. We have already consulted with the Special Education Cooperative, and will include them in planning going forward, should our charter be approved.

b. School Organization and Culture

As PHILLIPS PCS is proposing a program using a Positive Youth Development paradigm, it is important to understand how such a paradigm can create a school environment and culture that helps young people to thrive. Each of the components and features described below will be woven into the culture of the program and the school community as a whole. As an example,

while PHILLIPS PCS will have a clear structure and rules, it will not feel punitive to its students, their families and those who visit the campus. It will instead feel safe, consistent and predictable; the kind of environment that promotes individual and community health.

Young adolescents have different social-emotional and academic needs than do high schoolers. Therefore PHILLIPS PCS will incorporate practices that address the needs of the middle school population. Some of these include creating small learning communities, keeping the total population no more than 100 students in our case, and creating a flexible multidisciplinary curriculum that encourages active and personalized learning, per our integrated curriculum. Likewise practices including allowing students to be involved in decision-making, a focus on their health and wellness and positive role models are important and will be incorporated. It is important that the staff are well versed in the developmental needs of the middle school student, in particular their social, emotional, neurological and metacognitive growth.

Best Practices: Positive Youth Development

Positive Youth Development is a policy perspective that emphasizes providing services and opportunities to support all young people in developing a sense of competence, usefulness, belonging and empowerment. While individual programs can provide youth development activities, the youth development approach works best when entire communities including young people are involved in creating a continuum of services and opportunities that youth need to grow into happy and healthy adults.

Youth Development is not a highly sophisticated prescription for “fixing troubled kids.” Rather, it is about people, programs, institutions and systems that provide all youth, “troubled” or not, with the supports and opportunities they need to empower themselves. Youth Development strategies focus on giving young people the chance to form relationships with caring adults, build skills, exercise leadership, and help their communities.

Youth Development is both a philosophy and an approach to policies and programs that serve young people. The underlying philosophy of youth development is holistic, preventative and positive, focusing on the development of assets and competencies in all young people.

Key elements to the Youth Development *approach*:

- Youth are viewed as a valued and respected asset to society,
- Policies and programs focus on the evolving developmental needs and tasks of adolescents, and involve youth as partners rather than clients,
- Families, schools and communities are engaged in developing environments that support youth,
- Adolescents are involved in activities that enhance their competence, connections,

- character, confidence and contribution to society,
- Adolescents are provided an opportunity to experiment in a safe environment and to develop positive social values and norms, and
- Adolescents are engaged in activities that promote self-understanding, self-worth, and a sense of belonging and resiliency.

Essential components of Positive Youth Development

Young people need safe, structured places to learn and links to basic services that, if absent, can prevent them from learning and functioning within our society. A report by the National Research Council on Community Programs to Promote Youth Development summarizes what research tells us about adolescent development, the necessary ingredients or “personal and social assets” that support young people’s wellbeing, and outcomes of community program participation. This report includes the expertise of youth advocates, policy researchers and program planners.

The following are essential features of effective learning environments and settings that facilitate positive youth development for young people inside and outside of school. These features of positive developmental settings and characteristics of successful positive youth development staff can be used for training staff, designing programs, and developing standards and assessment tools:

Physical and Psychological Safety – Safe and health-promoting facilities; practice that increases safe peer group interaction and decreases unsafe or confrontational peer interactions.

Appropriate Structure – Limit setting, clear and consistent rules and expectations, firm enough control, continuity and predictability, clear boundaries, and age-appropriate monitoring.

Supportive Relationships – Warmth, closeness, connectedness, good communication, caring, support, guidance, secure attachment, responsiveness.

Opportunities to Belong – Opportunities for meaningful inclusion, regardless of one’s gender, ethnicity, sexual orientation or disabilities; social inclusion, social engagement and integration; opportunities for socio-cultural identity formation; support for cultural and bicultural competence.

Positive Social Norms – Rules of behavior, expectations, injunctions, ways of doing things, values and morals, obligations for service.

Support for Efficacy and Mattering – Youth-based, empowerment practices that support autonomy, making a real difference in one’s community, and being taken seriously. Practice that includes enabling, responsibility granting, meaningful challenge.

Opportunities for Skill Building – Opportunities to learn physical, intellectual, psychological, emotional, social skills; exposure to intentional learning experiences; opportunities to learn cultural literacy, media literacy, communication skills, and good habits of mind; preparation for adult employment; opportunities to develop social and cultural capital.

Integration of Family, School, and Community Efforts – Concordance, coordination, and synergy among family, school and community.

In addition, successful positive youth development staff have the following characteristics:

- A grounding in youth development principles;
- Genuine respect for youth and adult-youth relationships;
- The skills to empower young people to be involved in the decision-making process
- Self-awareness and understanding of program goals, strategies and outcomes; and
- Conviction and belief that youth are capable and can contribute.

People, programs and institutions who work with youth are engaged in youth development if there is a strong evidence of the following practices:

Supports: Motivational, emotional and strategic supports to succeed in life. The supports can take many different forms, but they must be affirming, respectful, and ongoing. Supports are powerful when offered by a variety of people, such as parents and close relatives, community social networks, teachers, youth workers, employers, health providers, and peers who are involved in the lives of young people.

Opportunities: Chances for young people to learn how to act in the world around them, to explore, express, earn, belong, and influence. Opportunities give young people the chance to test ideas and behaviors, and to experiment with different roles. It is important to stress that young people, just like adults, learn best through active participation and that learning occurs in all types of settings and situations.

Quality services: Services in such areas as education, health, employment, and juvenile justice which exhibit: 1) relevant instruction and information; 2) challenging opportunities to express oneself, to contribute, to take on new roles, and be a part of the

group; and 3) supportive adults and peers who provide respect, high standards and expectations, guidance and affirmation to young people.

Research done by Karen Pittman (Forum for Youth Investment), Michelle Cahill (Carnegie Corporation) as well as other researchers has shown that young people who have the following competencies are more resilient and less likely to engage in risky behaviors:

Physical competence: Attitudes, behaviors and knowledge that will assure future health and wellbeing.

Social competence: Responsiveness, flexibility, empathy and caring; communication skills, a sense of humor, self-discipline, assertiveness and the ability to ask for support.

Cognitive competence: Good reasoning, problem-solving and planning skills; the ability to think abstractly, reflectively and flexibly.

Vocational competence: A sense of purpose and belief in the future; educational aspirations; adequate preparation for work and family life.

Moral competence: The development of character, values, and personal responsibility; a desire to be ethical and to be involved in efforts that contribute to the common good.¹⁴

Strategies to encourage high attendance and re-enrollment

The use of Positive Youth Development principles will help PHILLIPS create learning environments where students want to be. PHILLIPS PCS students will be both programmatically and intrinsically rewarded for showing up to school and should PHILLIPS become the operator of Options PCS, we anticipate reducing truancy rates and increasing in-seat attendance during the school's first year of operation. Structured, consistently applied behavior programs will ensure that positive behaviors, including attendance, are rewarded and reinforced. Engaging parents and guardians respectfully, thus gaining their trust and support are key outcomes of

¹⁴ Positive Youth Development, National Clearinghouse on Families & Youth (NCFY), Silver Spring, Maryland, 2001. Center for Youth Development and Policy, "What is Youth Development?" Academy for Educational Development. This list of key elements draws on materials from: Teipel, K., *Minnesota Adolescent Health Action Plan*, forthcoming; findings from key informant interviews conducted by Stephen Conley for the Partnership; *Community Programs to Promote Youth Development*, National Academy Press, Washington, DC (January, 2002); and the National Youth Development Web site. *Community Programs to Promote Youth Development*, National Research Council, Institute of Medicine, National Academy Press, Washington, D.C., (January 2002). Nancy Leffert, Ph.D. et al., *Making the Case: Measuring the impact of Youth Development Programs*, Minneapolis: Search Institute, (1996).

Positive Youth Development programs, and ones we believe will correlate with both higher attendance rates and re-enrollment. See Section 4.f. Family Involvement.

Methods to establish desired school culture

Communication, inclusive decision-making and continually soliciting and being receptive to feedback are some of the methods that will be used to create a Positive Youth Development culture at PHILLIPS PCS. Students will be represented in all levels of programming and governance, from the student activity planning team, to the school safety committee. There will even be a youth member on the Board of Trustees (acting in an advisory role, not as a fiduciary agent).

PHILLIPS PCS also intends to institute a modified student dress code through which students would wear a school logo polo shirt or a plain polo shirt and neat slacks or skirt. The intent of the dress code would be to support a safe and positive school culture whereby clothing-related sources of student conflict could be reduced, trespassers identified, families enabled to spend less money and feel less pressure to dress their child in the latest fashions, a tone would be set for serious study, building of school pride and as research has shown, improved student attendance and academic achievement.

Plan for building a positive learning environment for all students

As the PHILLIPS PCS school population will include many students that have not succeeded in other settings, and those that carry intensive emotional, behavioral and learning challenges, it will be important to ensure that all students are experiencing a positive environment conducive to learning. PHILLIPS Programs has instituted several successful anti-bullying programs that would be considered for use at PHILLIPS PCS as well. Again, because of the positive peer culture that springs from conscientiously managed Positive Youth Development programs, we anticipate a student body supportive of one-another as well as of the adults in and connected with the school. There will be formal opportunities for students to mentor and tutor other students and encouragement for all peer-to-peer interactions that support the success of others within the community. Peer-to-peer methods will also be incorporated into the process by which new students are welcomed and oriented to the school, including older students and those who arrive mid-year. Because of PHILLIPS demonstrated expertise in serving students with special learning and behavior needs, we anticipate receiving students mid-year as their Individualized Education Programs (IEPs) change to reflect their need for other educational services and settings. They will be welcomed and integrated quickly and fully into the PHILLIPS PCS community and assigned an adult partner to help them acclimate to the new environment.

While the demographics studied in our pre-planning phase did not reveal large numbers of English language learners among prospective students to be enrolled at the school, PHILLIPS PCS will nonetheless create a positive environment for those that are. Bilingual materials will be

developed and used as appropriate, and staff able to communicate with the student in their native language will be located and used as available. Students with English language learning needs will be quickly identified and provided with instructional support as well as demonstrated respect for the student's family culture.

Complaint/grievance policy

When parents or students disagree with an action or policy of the school, or have concerns about the student's program, they may use the school's grievance policy, excerpted below from the Parent-Student Handbook, and adapted for use at PHILLIPS PCS (to be reviewed for alignment with the requirements of IDEA, Section 504, and Titles IV and IX, and presented for approval by the Board of Trustees:

PHILLIPS PCS Grievance Procedure

Who do I talk with if I disagree with something related to my child's program?

Open communication between families and PHILLIPS staff is very important. Please share any concerns, issues, and complaints with your child's teacher. If the issue is not resolved at that point, please contact the Principal, who will work with you towards resolution, including relevant staff as necessary. If a concern continues, please contact the President and CEO of PHILLIPS, Piper Phillips Caswell via email, phone or mail, or the Chairperson of the PHILLIPS PCS Board of Trustees. In the event you are not satisfied with the internal resolution, or if you prefer, you may file a complaint with the State Complaint Officer of the Office of the State Superintendent of Education via the State Complaint Process outlined below:

The State Complaint Office (SCO) of the OSSE will investigate and resolve complaints that allege a violation of Part B of IDEA or the District of Columbia's laws and policies regarding special education. The IDEA, 34 CFR § 303.510 through § 303.512 also require the lead agency for Part C of the IDEA to adopt written procedures for resolving any complaint that alleges a violation of Part C of the IDEA by a public agency or private service provider. The OSSE is the lead agency for Part C in the District of Columbia. This policy and procedures is intended to govern complaints alleging violations of both Part B and Part C of the IDEA, unless indicated otherwise. In addition, the SCO will mail or e-mail a copy of these procedures to individuals and organizations upon request.

Complaints filed with the SCO should be directed to:

BY MAIL:

Office of the State Superintendent of Education
Division of Special Education - State Complaint Office
810 First Street, NE – 5th Floor
Washington, DC 20002

Telephone: (202) 727-6436

BY FAX:

Fax: (202) 741-0227

BY E-MAIL ATTACHMENT

(See Section I of this policy for the procedures for e-mailed complaints):

OSSE.IDEAstatecomplaints@dc.gov

NOTICE: All complaints must be signed and dated.

c. Safety, Order and Student Discipline

Safety is one of PHILLIPS Programs' core organizational values: *We are vigilant in promoting the physical and emotional safety of all. We help people feel secure in our environment. We are responsible for preventing and correcting safety issues.* PHILLIPS PCS will place the same emphasis on imbuing the school with this value as do all PHILLIPS school campus and non-campus programs. Apart from the obvious merit of safety for its own sake, research has unambiguously shown that children who do not feel safe simply cannot learn. Their brains shut off to the higher level functions necessary for scholarship so that they can retreat to the primitive reaches of consciousness needed to protect oneself from danger. The brain cannot be in both places at once. Therefore, we must create the safety necessary for safety's sake as well as for learning.

PHILLIPS uses a variety of practices to establish and maintain safety, order and discipline within the school environment:

Safety Committee & Emergency Response Team

PHILLIPS PCS shall establish a safety committee and emergency response team that will:

- Conduct routine environmental/facility safety audits via a classroom and campus safety checklist.
- Plan, implement and evaluate emergency procedure practice drills (announced and unannounced) such as evacuation, sheltering, lock-down, etc., for emergency situations including fire, tornado/hurricane, armed and/or dangerous intruder, reported armed and/or dangerous individual in the vicinity, and any such situations that might arise in reality or

as a possibility

- In the event of a suspected actual emergency, the emergency response team will convene quickly in a designated command center, as safety permits, and will support the principal or administrator in charge to implement emergency procedures, call appropriate authorities and notify appropriate others (e.g., parents, PHILLIPS, President/CEO) as soon as situation becomes safe enough to do so.
- Review all incident reports of student injuries, staff injuries, student or staff illness at school, medication errors and property damage, and make action and policy recommendations as appropriate.
- Identify potential health and safety risks, and make recommendations regarding risk mitigation. e.g., During flu outbreak, increase messaging to students, staff and families regarding use of universal precautions.

The principal or designee shall lead the safety committee, which will be comprised of one staff per department as well as one middle school student and one high school student, who will participate in facility safety audits, emergency practice drill planning and recommending policy based on potential risks. The committee shall meet at least monthly. The emergency response team will be comprised of the same individuals as the safety committee minus the student members.

PHILLIPS Behavior Program

PHILLIPS PCS shall also implement a behavior support program that is strength-based and utilizes Positive Behavioral Intervention Systems (PBIS) principles and strategies, which are currently used across PHILLIPS Programs' other schools and programs. PBIS is consistent with and complementary to a Positive Youth Development model as it is intended as a proactive approach for an entire community, and one with students at all places along the behavior continuum.

PBIS provides "school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans (although some students will have individualized behavior plans), a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health,

social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

Policies & Procedures on Behavior Management Program Excerpted/adapted from PHILLIPS Parent & Student Handbook:

Behavior Management and Support

Philosophy

It is the overwhelming mandate of the school to be involved in the process of building and developing a diverse repertoire of adaptive behavior and performance skills for each student in the program. In general, the philosophy and goal of the school is to increase independence and self-sufficiency with an emphasis on the development of positive alternative behaviors rather than the simple elimination of problem behavior. There are, however, behaviors that interfere in a critical sense with the student's development and are not amenable to modification only through positive means. In such cases, staff will act quickly and in accordance with their Right Response™ training in de-escalation, crisis prevention, intervention and post-vention (to be described later in this section).

Positive Programming (PBIS)

1. PHILLIPS utilizes a school-wide Level System program that focuses on giving students consistent and timely feedback and positive reinforcement for demonstrating expected school and community behavior. The Level System program is specifically designed to teach students communication, personal presentation, self-control, self-monitoring and social skills. As the students' progress through the levels the frequency of feedback and external controls are faded out as the student demonstrates increased independence. A copy of the Level System Manual will be given to parents if requested from the teacher or Behavior Specialist working with your child.
2. In addition to the school-wide level, classroom staff works with their students to develop group behavioral programs. These programs use incentives that motivate the students to work together to reach group behavioral goals.
3. Many students also benefit from individual behavior programs. For children whose persistent behavioral concerns negatively impact their progress, individual programs will be developed. This program will teach new skills and reward a student's effort to use these skills.

Interventions used for Serious Behaviors

Please note that most students respond with progress to the Positive Behavior Programming

described above. For these students the interventions described in this section are not needed. Occasionally, students demonstrate behaviors that are considered a serious danger to themselves or others. Serious incidents can include physically aggressive behaviors. In these situations, PHILLIPS staff are trained and certified to intervene with techniques designed to deter severe behaviors and maintain safety. Insofar as it is necessary to use procedures eliminating behavior, **positive procedures must** be tried first. If these interventions must be employed they will **only** be conducted within a framework of ongoing PBIS strategies and programs (i.e., the Level System and/or individualized programs):

- 1) **In-class/Out of class support:** removing a student from reinforcement for a brief period either in the class or to a room outside of the classroom.
- 2) **In-school suspension:** requiring the student to work outside of the classroom for a specific length of time (may be 30 minutes to a full day).
- 3) **Out of school suspension:** not permitting the student to come to school for one day or longer.
- 4) **Physical Restraint*:** Physically holding a student in a therapeutic manner to prevent them from doing harm to themselves or others or to the environment to the extent that physical safety of others would be threatened (e.g. breaking windows).
- 5) **Seclusion Time-out*:** placing a student in a room with the door secured to prevent them from leaving location or to prevent them from doing harm to themselves or others.

Data is taken and analyzed on a monthly basis with the classroom staff and Behavior Specialist to determine the effectiveness of all programs implemented with the students and specific attention is taken to any program that utilizes the above-mentioned interventions.

* These interventions may only be used in an emergency to maintain safety, not as a means of discipline. If a student's behavior specialist believes that safety may be an ongoing concern, a permission form to use such interventions will be sent home for parent/guardian consent.

Right Response™ Crisis Prevention and Intervention Program

In addition to implementing a student behavior program including PBIS strategies, PHILLIPS PCS shall implement the Right Response Crisis Prevention and Intervention Program, designed to teach staff and students how to self-monitor and manage their responses to charged situations. It gives staff tools to de-escalate volatile situations and remain in control at all times. Right Response enables staff to support anyone, anywhere, with any issue, and to avoid the wrong response which can make the situation worse. Right Response uses school wide messaging to help staff and students mutually create and become responsible for maintaining a safe environment. ALL school staff that work with student are trained at the start of their first school year in Right Response by certified trainers, and receive annual mastery-based refresher training

thereafter. The Guiding Principles of this philosophy, unlike more reactive, rote and punitive crisis management programs, are consistent with PHILLIPS PCS commitment to a Positive Youth Development framework:

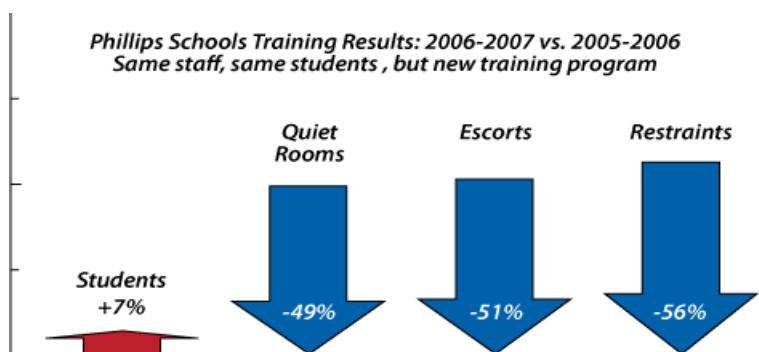
- The intervention must meet the needs of the student.
- We must constantly reflect respect on the student.
- The safety of everyone in the environment is our highest priority.

The Right Response training model emphasizes staff self-awareness and positive approaches for preventing and de-escalating a majority of even the most serious crises.

Right Response™ Staff Certification Training

	<i>Part 1: Basic Skills</i>	<i>Part 2: Advanced Skills</i>
<i>Prevention</i>	Self-Awareness Optimal Performance Range™	Proactive Environments Positive Behavior Support
<i>De-escalation</i>	De-escalation Process Assess-Adapt-Attend	De-escalation Process Motivational Model
<i>Postvention</i>	Postvention Learning <i>Primer</i>	Postvention teaching Critical Debrief <i>Elements+</i>
<i>Physical Safety</i>	<i>Self Protection:</i> Basic Position/Movements Avoidance Repelling Protection Releases <i>Elements</i>	<i>Physical Intervention:</i> Ethical Considerations Escorts Holds (Toolkit) <i>Advanced</i>

Right Response is a proven crisis model used by schools, hospitals, detention programs and many youth and adult communal settings, where tensions and conflict can create dangerous situations within the community. Right Response training is even being done presently with researchers at the Antarctica Science Station at the South Pole. When PHILLIPS nonpublic schools instituted a change from a crisis intervention program that did not seem to prevent crises, and in fact often escalated them, to Right Response, the results were dramatic, as the below table demonstrates. As important, the crisis management improvements were sustained over time. Safety in the community became the norm, not the exception, making this an ideal program for PHILLIPS PCS, with its anticipated diverse student population.



Right Response initial certification training and annual refresher courses will be given to all PHILLIPS PCS staff that work directly with students, and it will be offered to all other staff on a voluntary basis. PHILLIPS PCS will either maintain a certified Right Response trainer on its staff or will coordinate ongoing periodic training through PHILLIPS Programs' certified trainers (See Additional Materials - Right Response Information & Right Response Leadership Guide)

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

Staff development at PHILLIPS PCS begins in August with orientation and continues throughout the year; however we plan to add a week over the summer to incorporate new training for staff as well as add additional in-service training days to the calendar. During this time important information about the school's philosophy and values is offered as well as practical training for new and returning staff in the areas of Behavior Management, Procedures, and Curriculum. Significant training opportunities, through in-service workshops, in-house staff trainings, and participation in varying courses, workshops and classes will be provided. On-going in-services are offered throughout the school year and are based either on periodic assessments of development interests or on expressed needs. These are conducted by outside professionals or staff depending on the topic. PHILLIPS PCS Curriculum and Instructional Specialists, counseling, behavior, speech and language, and occupational therapy staff and others will be supported to provide training for all staff and build collaboration through common language and understanding of the students' needs. Professional development days are scheduled monthly, and at the beginning and end of the school year. Trainings will include a myriad of topics, some offered annually and others as deemed needed/required by the leadership team.

Annual training examples include:

Training:

Outcome:

Right Response (™) certification	Staff will understand the principles of a holistic, positive and immediately effective intervention method and be able to apply them when situations arise that requires de-escalation
Classroom and Behavior Management	Staff will learn positive behavior management principles and techniques to utilize in the classroom.
First Aid and CPR	Staff will meet certification requirements to be able to apply first aid methods and CPR in the event of a medical emergency.
Policies & Procedures	Staff will be familiar with the policies and procedures pertaining to employee, student and family practices.
Technology in the classroom	Staff will develop the skills for incorporating various technologies into instructional practices including text to speech, speech to text, audio and editing software.
Positive Youth Development	Staff will be well versed in the principles and practices of PYD and how they are utilized within the school culture.
Assessments	Staff will be familiar with all assessments within their domain, how to measure student growth, and how to prepare them for assessments.
Data Collection procedures	Staff will know how to collect data in response to instructional methods and interventions, behavior programs, and how to use the data to

	inform practices
Universal Design for Learning (UDL)	Staff will know the principles of UDL, be able to assess curriculum for evidence of UDL practices and integrate those practices into instruction
Youth Well-Being	Staff will become familiar with various tools to assess student wellbeing and will understand the practices associated with instilling wellbeing. Staff will also be aware of indicators suggesting the wellbeing of a given student is of concern.
Common Core State Standards	Staff will be familiar with the CCSS across curricular areas in order to integrate them into lesson plans and in conjunction with a multidisciplinary curriculum.
Integrated Curriculums	Staff will be familiar with the types of integrated curriculum and will be well versed in the principles and approaches to multidisciplinary curriculum and will integrate these approaches into lesson plans within all disciplines.

To encourage further professional development of all staff, money is set aside in varying amounts. For all school staff, the amount is \$600 yearly with a cap of \$1,200 over a two-year period. Staff simply take a course and turn in their passing grade to be reimbursed. They may also use these funds to register for conferences or workshops approved by their supervisor and/or for joining professional organizations.

In addition to these funds, PHILLIPS PCS will establish a professional reimbursement pool. An amount is established yearly to reimburse staff for the cost of coursework within a degree program (undergraduate or graduate). PHILLIPS has designed and implemented a leadership development program that will be offered to staff at PHILLIPS PCS as well. Using a consultant, the group meets on a scheduled basis, takes assessments to learn about themselves and then participates in training which is developed expressly to meet the needs of the group. Topics to date have included Communication Skills, Supervision & Management, Conflict Resolution and Steven Covey.

PHILLIPS PCS will provide a structured mentoring program. Mentors may include staff that are working in another PHILLIPS school and are well versed in an area that the mentee needs support in. The program is supervised by the Mentoring Supervisor who chooses and trains the mentors. The Mentoring Supervisor also pairs the new staff with a mentor and reviews the activities and interactions between them. Mentors turn in a monthly log of their interaction with their mentees that includes the issues discussed and the types of communication that is utilized. At the beginning of the year, the mentor uses direct instruction and works towards a collaborative relationship with the Mentee by the end of the year.

Each year, the school will develop collaborative workgroups to focus on pertinent challenges for that year, such as students that skip school, students with ADHD, or students with mental health issues, such as depression. The groups will be developed based on the population with which each staff member works and will include all classroom staff, behavior staff, administrators, and related services providers. The workgroups meet monthly and discuss the issues associated with each type of student need and the strategies available to help them. Sometimes they will identify and coordinate relevant webinar trainings and video conferences that will be advertised to the rest of the school community so that others may participate.

e. Structure of the School Day and Year

PHILLIPS PCS school year will be 180 days, with 6.52 hours of scheduled instructional time per school day. Make up days for inclement weather will be added to the end of the school year once all available non-student days, such as teacher in-services are used up for the purpose of making up days.

The school day will begin at 8:30AM, in keeping with the recommendation of the American Academy of Pediatrics issued August 2014, “a substantial body of research has now demonstrated that delaying school start times is an effective countermeasure to chronic sleep loss and has a wide range of potential benefits to students with regard to physical and mental health, safety, and academic achievement.” and end at 3:52 PM. One staff from counseling will work a schedule that straddles the school day and after hours, therefore providing access to a counselor outside the school day hours; for example 12 noon - 8 PM. The school day will include a homeroom in which breakfast will be served along with announcements/news, school-wide academic challenges and organizing support. The school day will end with a 20 minute homeroom again providing organizational support as students finish the school day.

PHILLIPS PCS plans to continue to offer after school extended learning opportunities between the hours of 3:52 and 5:22. Extra academic support, sports, music, clubs and varying activities will be available to students. A counselor will be available during this time along with other staff to support students.

Below are a sample school calendar and a sample daily schedule. Actual calendars and daily class schedules will be developed during the planning period for the school. The sample student schedule reflects a middle school student with block scheduling reflecting integrated curriculum. Various after-school clubs, sports and activities will be offered to provide our students with opportunities to be involved in school related activities outside school instructional hours. Parent teacher conferences will be held at the end of the fall and spring quarter/marking period, scheduled after school dismissal during the afternoon and evening hours.

Sample School Year Calendar

M	T	W	Th	F	M	T	W	Th	F
AUG					JAN				
				1				1	2
8	4	5	6	7	8	18	5	6	7
	11	12	13	14	15		12	13	14
	18	19	20	21	22		19	20	21
	25	26	27	28	29		26	27	28
SEPT					FEB				
	1	2	3	4	5		2	3	4
20	8	9	10	11	12	18	9	10	11
	15	16	17	18	19		16	17	18
	22	23	24	25	26		23	24	25
	29	30							
OCT					MAR				
			1	2	3		2	3	4
21	6	7	8	9	10	19	9	10	11
	13	14	15	16	17		16	17	18
	20	21	22	23	24		23	24	25
	27	28	29	30	31		30	31	
NOV					APR				
								1	2
16	3	4	5	6	7	18	6	7	8
	10	11	12	13	14		13	14	15
	17	18	19	20	21		20	21	22
	24	25	26	27	28		27	28	29
DEC					MAY				
	1	2	3	4	5				1
17	8	9	10	11	12	19	4	5	6
	15	16	17	18	19		11	12	13
	22	23	24	25	26		18	19	20
	29	30	31				25	26	27
JUN					JUN				
							1	2	3
					6	8*	9	10	11
						15	16	17	18
						22	23	24	25
						29	30		

Administrative Staff return:	Aug 4
New Staff Begin:	Aug 8
Returning Staff Begin:	Aug 11
First Day for Students:	Aug 20
Last School Day:	Jun 8
Snow Make-Up Days:	
Snow Make-Up Days:	Jun 9
	Jun 10
	Jun 11
	Jun 12
	Jun 15
	Jun 16

180 School Days
STUDENT HOURS
M, T, Th, F 8:20 - 3:22 W 8:20 - 1:05
LEGEND:
HOLIDAY
STAFF WORK DAY-NO STUDENTS
* EARLY DISMISSAL-Dismissal at 1:04
△ END OF QUARTER
ESY: Jul 1 - Aug 1

Sample Student Schedule- Middle School

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:45	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:48-9:30 9:43-10:31	Humanities (double period)	Math/Science (double period)	Humanities (double period)	Math/Science (Double period)	Humanities (double period)
9:30-9:40	Break	Break	Break	Break	Break
10:34-11:24	Art/Music Rotation	Art/Music Rotation	Math	Art/Music Rotation	Art/Music Rotation
11:27-12:17	Study Hall/Meet with teacher	Foreign language	Connections (health/social connections)	Foreign language	Study Hall/Meet with teacher
12:20-12:50	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:53-1:43	Science	Math	Science	Math	Science
1:46-2:36	Foreign Language	Humanities	Foreign language	Humanities	Foreign language
2:39-3:29	PE	Humanities	PE	Humanities	PE
3:32-3:52	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
3:52-5:22	After School Learning & Activities	After School Learning & Activities	After School Learning & Activities	After School Learning & Activities	After School Learning & Activities

f. Family Involvement

PHILLIPS has always viewed parents and family as integral partners, even changing its name in 1999 from the School for Contemporary Education to PHILLIPS Programs for Children and Families. PHILLIPS PCS will promote the same philosophy and practices that validate the experience of students' families, support them in serving the needs of their students, and include them in many levels of school and organizational programming, management and governance. Two parents or guardians of students shall be recruited to serve on the Board of Trustees. A PTSA will be formed and will serve as a parent advisory committee, among other things. Parents and family members will be actively recruited to participate and support in-class and out-of-classroom activities, including field trips, holiday programs, galas, etc. For students with IEPs,

there are many opportunities for parent involvement built-in to their child's educational program, including teacher and counselor check-ins, IEP planning meetings, progress reviews, LRE planning discussions and activities, etc. While some of this participation is mandated by IDEA, all of it is welcomed by PHILLIPS as a means to work in meaningful partnership with families on behalf of their children with extra learning or behavioral challenges.

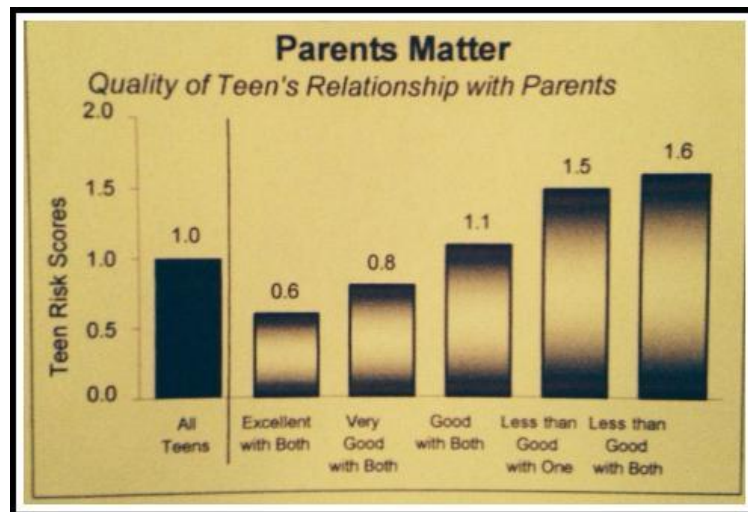
Family involvement at PHILLIPS PCS will be research based and aligned with the school's positive youth development approach. Specifically, we will develop a **Family Matters - Parents Matter** program whose mission is to involve families to promote positive youth development. Family strengthening with the intent to promote youth development evolved from the Annie E. Casey Foundation's (AECF's) identification and examination of innovative, successful positive youth development programs to assess the effect of family involvement. The AECF encourages program developers to weave these constructs into programs. As such, PHILLIPS PCS will ensure that its family and parent activities incorporate the following strategies:

- Mentoring - Traditional adult-child relationships and broader mentoring approaches, such as intergenerational and adult/adult mentoring.
- Monitoring - Collective responsibility, commitment, and accountability for the well-being of youth. Adults in the community are aware of what youth are involved in and feel responsible to engage young people who are not positively involved.
- Mobilizing - Families, including adults and youth, engage in community organizing and community-building activities.
- Management - Assisting families with accessing and coordinating needed resources and services (Peak, Center for Applied Research and Technical Assistance, 2002).

At PHILLIPS PCS, Family Matters - Parents Matter will support families in accessing beneficial social capital as it relates to their children by creating trust, reciprocity, information, and cooperation (E.g., Providing opportunities to network with other parents, which validates their parenting experiences, including the complicated thoughts and feelings that often arise). An additional goal will be to offer parents training related to a myriad of child rearing workshops and support groups. Family Matters - Parents Matter will also engage parents with their students in recreational, social, and learning opportunities provided by PHILLIPS PCS, reinforcing the tenets of Positive Youth Development and parental involvement.

Research on the relationship between consistent, responsive and nurturing parenting and resiliency in children (Leffert et al., 1998) gives further support to the establishment of a Family Matters - Parents Matter program at the school. Risk factors for behaviors such as drug use (including tobacco) and violence decrease when teens perceive their parent relationships as close and caring as well as when parents reinforce their teen's investment in school. Conversely,

positive health choices and mental health indicators are higher when teens report good relationships with one or both parents (Hawkins et al., 1999). Building programming to support strong connections between PHILLIPS' students and their parents can directly and indirectly support the school's goals of higher attendance and students better prepared to graduate and succeed.



The Parents Matter table shown demonstrates how teens who reported an “excellent” relationship with either parent were 25 percent less likely to engage in these harmful behaviors than the average teen, and teens in the reporting excellent relationships with *both* parents had risk scores 40 percent lower than the average (National Center on Addiction and Substance Abuse at Columbia University, 1999).

g. Community Participation

Positive Youth Development research shows that young people who participate in community activities such as the Girls & Boys Club, recreation center programs, Building Educated Leaders for Life (BELL) etc. have higher graduation rates than those that do not. Key to the PYD concept is the use of community outreach to develop activities that help students engage with people and environments outside of school. Service learning and career development programs are hallmarks of PHILLIPS schools, and they will provide PHILLIPS PCS students with additional ways to participate in the community, where we anticipate they will be likely to experience positive school related outcomes as well as the intrinsic rewards of the activities themselves. PHILLIPS PCS staff will develop community partnerships with organizations such as those named above, aimed at supporting the school's students. We also anticipate making the school building and property available to the community as a way to be a good neighbor and model the virtue of hospitality for the students.

h. Extracurricular Activities

PHILLIPS PCS will have a rich array of extracurricular opportunities in which its students may participate, both within the school community and as a member of the DC charter school

community via sports and academic teams and the arts. Should PHILLIPS become the operator of Options, we will review the extracurricular clubs, teams and sports already available to students at the school. If the school is not a member of an established DC schools league like the DC State Athletic Association, or a charter school league, such as the Washington Charter School Athletic Association (WCSAA) or Public Charter School Athletic Association (PCSA), we will determine the most appropriate league or leagues to join for our school.

PHILLIPS PCS will offer an outdoor education program to all students, annually. We will offer clubs, reflecting student and teacher interest and expertise, and will seek community partners in designing and offering extracurricular activities. Dance teams, chorus, band, science club, mentoring and tutoring programs (with younger students in other schools) comprise possible offerings.

C. Business Plan

1. Planning and Establishment

a. Profile of PHILLIPS PCS Founding Group

The following individuals constitute PHILLIPS PCS Founding Group, and as such, will provide substantive, ongoing expertise and support for the development of the program. Each person chose to be involved based on their personal interest in high quality education, their belief in PHILLIPS' ability to meet a pressing need for the District's students, and the skills they could bring to bear on the project.

Mr. Charles Harrison Kehler is the President of the Board of Trustees of PHILLIPS Programs. Mr. Kehler is a founding principal of Altus Realty Partners and is responsible for the acquisition and development efforts of the firm. He has successfully overseen the redevelopment of over half million square feet at Altus and currently leads its three multi-family developments, totaling 100,000 square feet. Before Altus, Mr. Kehler was a Vice President at The Kaempfer Company/Charles E. Smith, a wholly owned subsidiary of Vornado Realty. In addition to directing the leasing of Kaempfer's four million square foot portfolio, he was responsible for acquisitions on behalf of the company and third party institutional investors as well as acting development principal for the company. Prior to Kaempfer, Mr. Kehler was a Vice President with Beacon Global Advisors where he managed real estate private placements and the private equity practice for the company's fund and merchant banking activity. He holds an MBA from Cornell University.

Mr. Kehler is contributing his knowledge of real estate development and financing and will actively support the establishment of an effective Board of Trustees.

Ms. Phillips Caswell is the President and CEO of PHILLIPS Programs, overseeing the organization's two schools, two building trades program sites and its community-based Family Partners program. Her school experience spans public and private educational settings, special ed and general educational facilities, and classroom, administration, executive management and governance experience. Ms. Caswell began her career at the School for Contemporary Education (now PHILLIPS) as a special education teacher. Her experiences include creating and successfully operating programs that meet the educational and social-emotional needs of youth and adults with disabilities. In addition to her extensive teaching and training experiences in nonpublic special education programs and public school settings, Ms. Phillips Caswell has also served in administrative positions with CSAAC (Principal of the Community School), Kingsbury Day School (Director of the Middle School, Curriculum Supervisor), McLean School of Maryland (Director of Learning Specialists) and Kennedy Institute (Director of Residential Services). She developed a public private partnership program with the Fairfax-Falls Church

Community Services Board resulting in multiple new nonprofits that operated community based group homes for adults with intellectual and developmental disabilities. Additionally she served as a University Supervisor with Johns Hopkins University supervising special education teacher candidates in public school settings. Ms. Phillips Caswell served as a Trustee for 14 years with PHILLIPS Programs and is currently a Board member and Vice President of the DC Association for Special Education (DCASE). Ms. Phillips Caswell has a passionate interest in serving and advocating for youth who are at risk/disenfranchised.

Ms. Caswell will lead the planning and development process for PHILLIPS PCS. Her key contributions will include organizational and operational components, and by virtue of her position as PHILLIPS President/CEO, she will transition to the charter school's Board of Trustees as an ex-officio member.

Dr. Lindsay Harris has over 20 years of experience in the field of special education and holds an EdS degree from George Washington University in Transition Special Education. In both of her roles as Program Supervisor at PHILLIPS Programs and Adjunct Professor at George Washington University, she brings expertise in the area of educational leadership, staff development, and knowledge of evidence based instructional methodologies to support students with special education needs to succeed. Ms. Harris taught special education students for 6 years at School for Contemporary Education (now PHILLIPS) and with a public school system. She has deep knowledge of and experience with students that face economic hardship, family and community discord and individual learning challenges. Her particular area of interest is ensuring that students and their families have the knowledge and skills to transition to their chosen post-secondary activities.

Ms. Harris will contribute curriculum, instructional and educational programming and supervision knowledge to the planning process. She will support staff training for the charter school, and will remain available to the Board of Trustees in a consulting/advising capacity.

Ms. Trixie Herbert has considerable experience and expertise in the business and financial arena. She is currently the Chief Operating Officer of PHILLIPS Programs. In this position Trixie has overall management responsibility for Finance, Technology and Facility Operations across the school's two campuses and two building trades sites. Prior to this Trixie was Interim President and CEO of PHILLIPS, overseeing the 5 different educational/human services programs of the organization. From 2001-2012 Trixie served as COO. Trixie is responsible for PHILLIPS 16M budget including leading the annual budget process for staff and Board members. In 2010, PHILLIPS Programs was awarded the Washington Post's ***Award for Excellence in Nonprofit Management***. This recognition is presented to organizations that exhibit outstanding management in fiscal management, information and communication, organizational development, people development, planning, resource development, risk management and the use of technology. Part of the award was the opportunity to receive a

Nonprofit Management Executive Certificate from Georgetown University which Trixie completed in 2011. Trixie volunteers on the St. Ambrose Finance Committee.

Ms. Herbert will bring finance and operations expertise to the planning process. She will remain available to the Board of Trustees in a consulting/advising capacity and will likely interface with them regarding ongoing budgeting and periodic fiscal reporting via her role as PHILLIPS Program's Chief Operating Officer.

Mr. Wallace Henry III has worked in public, nonpublic and charter school systems with responsibilities that have included extensive monitoring as well as academic program design, implementation and review. Mr. Henry's educational career spans general and special education, beginning in the classroom as a teacher and advancing to school administration roles including special education coordinator, vice principal, principal and special education director. As an effective team builder, he has been successful in improving school climate, parent engagement and overall performance expectations. Mr. Henry's scope of expertise has been primarily developed in DC Charter schools; at Friendship PCS and Maya Angelou PCS. He is currently providing instruction to doctoral candidates on research geared at improving transition services in DC Charter schools. In addition, Mr. Henry has served as adjunct faculty for both the University of the District of Columbia and Howard University and served on advisory boards in both special education departments and the school of Arts and Science.

Mr. Henry will contribute to the planning process with his extensive charter school experience and professional connections at UDC and Howard University, which will aid in educational program design, staffing of the charter school and identification and recruitment of prospective Trustees. Mr. Henry will remain available to the Board of Trustees in a consulting/advising capacity.

Mr. David Perry has been a member of the board of directors of the Phillips Programs for Children since 2009. He came to PHILLIPS via the organization's first charter school development process, when he served as President of the PHILLIPS PCS Board once PHILLIPS was approved (with conditions) to operate a charter in 2006 until PHILLIPS opted not to proceed with opening a school in 2007. For more than 22 years, Mr. Perry served as Deputy Director of the Federal City Council. The Council is a nonprofit organization comprised of and funded by senior leaders of the business and professional community that works for the improvement of the Nation's Capital. During his tenure at the FCC, Mr. Perry was deeply involved in the Council's school reform efforts, including service on the board of the PCS Resource Center, a subsidiary that the Council created to train aspiring charter leaders in the District. In his civic life, Mr. Perry has led a number of nonprofit organizations including FONZ, Friends of the National Zoo (former President), Barracks Row Main Street (current President), and the CDC that developed the District's first HOPE VI project, Townhomes on Capitol Hill (co-chairman). Earlier in his career, Mr. Perry, as a member of The Teachers, Inc., taught for four years in a newly integrated

public school system in North Carolina. Teachers, Inc. was a precursor to and in many respects the model for today's Teach for America.

As a DC resident and longtime civic leader via the Federal City Council and his other affiliations, Mr. Perry will contribute to the planning process with ties to local resources, including real estate/facility and development. He will help to ensure that community members are included in the planning process and ongoing operations of the school. Mr. Perry will transition to the Board of Trustees following an approved charter application by the DC PCS Board.

Dr. Rose Ann M. Renteria currently serves as the Coordinator for Evaluation and Research for the PHILLIPS Programs, focusing on special education evaluation and program evaluation. Dr. Renteria has 15 years of post-doctoral research experience studying positive family and youth development, evidence-informed residential education and child welfare diversion program models, and safe, stable and nurturing relationships and environments. She conducts evaluations linked to performance management, logic model development, and data systems as well as family and youth outcomes for educational and wraparound programs and services. Her forte is in analyzing data and using it to inform programing, classroom instruction and student intervention. Prior to coming to the PHILLIPS Programs, Dr. Renteria served as a Senior Research Scientist at Child Trends as well as a Senior Technical Manager and Director of Research at the FHI360 (formerly AED). With AED, Dr. Renteria worked with the Centers for Disease Control and Prevention (CDC), Division of Violence Prevention, serving as the research director and evaluation manager to conduct the safe, stable, and nurturing relationships (SSNR) framework analysis, launching CDC's Essentials for Childhood framework and state-level implementation guidelines for state health departments, practitioners and policymakers. She worked with the CDC, Division of Injury Response and the Division of Unintentional Injury Prevention, National Center for Injury Prevention and Control (NCIPC) as the Project Director of the NCIPC child injury prevention policy evaluation initiative and implementation guide for state health departments on policy identification, implementation, and evaluation. She worked with the CDC's NCIPC to conduct a series of portfolio reviews on NCIPC's core state program for injury prevention and sexual violence and intimate partner violence prevention.

Dr. Renteria will contribute her extensive data management, program design and evaluation skills to the planning process for PHILLIPS PCS. She will remain available to the Board of Trustees in a consultative/advisory role.

Of the founding group members, one is a current DC residents; Mr. Perry and six of the seven founding group members have extensive professional work experience in and throughout the District; Mr. Kehler, Ms. Caswell, Mr. Henry, Dr. Renteria, Mr. Perry and Dr. Harris. The DC professional activities of PHILLIPS PCS founders include work in the education arena and the business community. As an already well-established organization, we did not see the need to place an attorney on the founders group, though there may well be an attorney recruited to serve

on the Board of Trustees. We feel confident that the group's combined professional networks will enable the founders to recruit members of the Board of Trustees from the local community and to engage community members extensively in the planning process for the proposed charter school.

b. Planning Process

Since our initial interest to operate a charter school in the District in 2006, PHILLIPS leaders have been keenly aware of the need for this type of program in Washington DC. In the years since, there have been numerous changes in the public education system in the District. The mayor, who brought large-scale structural change with the addition of a school chancellor, has changed and is about to again. There have been three Deputy Mayors for Education since then, two Superintendents and one new Chancellor, each bringing changes to the general and special education systems. Within the past year, there has been sweeping education reform legislation introduced via the DC Council's Committee on Education. If passed, the new laws will bring structural and process changes to the entire public education system. One thing that has not changed, however, is the need for increased capacity in the public system to provide quality programs for at-risk DC students and those with special needs, be they social-emotional, behavioral, developmental or academic. Ms. Caswell has been a passionate voice for such students and their families as an active member of the DC education stakeholder community, interfacing with staff from the Deputy Mayor's office, the OSSE, the City Council, PCSB, DCPS and individual charter school leaders on education challenges and priorities.

A charter school based on the philosophies and principles of Positive Youth Development is just the type of environment in which such students can thrive, and PHILLIPS has designed and operated successful programs using PYD frameworks for half a century. Furthermore, we believe that the funding structures for supporting this kind of program are more realistic and adequate than they were several years ago, and that the political climate is generally more favorable now to such a school succeeding. Specifically, the Special Education Quality Improvement Act will permit charter schools to apply to the PCSB to establish admission preferences based on disability category. This will be a boon to families whose children have special needs and to schools like PHILLIPS PCS that have developed strong, effective programs to serve them. Each Founding group member has shown commitment to forming a charter school of this kind in the District at this pivotal time.

In addition to forming the PHILLIPS PCS founding group, planning thus far has included specific outreach to stakeholders at the DC Public Charter School Board, OSSE Division of Specialized Education, Two Rivers PCS, Options PCS court-appointed Custodian and Receiver Team, DC Association for Special Education (DCASE), DC Special Education Cooperative, FOCUS, EdOps, Charter School Essentials, TenSquare, Ober Kaler and private local citizens with experience in the areas of educational program design, advocacy, charter school management and evaluation, and corporate law. We plan to reach out to Charter Board Partners

as well for possible support in developing the Board of Trustees for the school. Finally, should we be selected to operate Options PCS, we will immediately connect with and begin relationship building with the ward six Advisory Neighborhood Commissions (ANC). Alternatively, should we need to develop a facility elsewhere, we will reach out to the ANCs in the wards where our search will be focused.

If approved to operate a charter school, recruitment for a principal would begin immediately, by December 2014. The founding group members will serve on the school leadership selection committee, along with PHILLIPS Programs' Director of Human Resources, Marbeth Ingle and PHILLIPS Programs' Annandale School Director, Trudy Bell. Once the individual for this leadership role is identified, recruitment for the assistant principal, curriculum specialist and remaining faculty and staff will commence. This will occur by February 2014 even if a principal is not hired and on board by that time, as high quality school personnel often begin thinking and planning for the upcoming school year during the spring semester of the prior school year.

Important to note is the fact that if PHILLIPS wins the bid to become the operator of Options PCS, then the Options staff in place at the time of PHILLIPS PCS charter approval notification would be strongly considered to fill the specific positions outlined above, as well as for teachers, clinicians, support staff and other administrative personnel. In that scenario, there would be a process developed whereby PHILLIPS PCS founders would share their vision and implementation plan with current Options PCS staff, engage them in the planning process and set a means via PHILLIPS human resource procedures for Options staff to become PHILLIPS PCS staff as appropriate. PHILLIPS Programs has had recent experience incorporating staff in this way due to its 2011 acquisition of the assets and educational programs of another nonprofit. Additionally, should PHILLIPS be selected as the operator of Options, we would quickly engage the Options parents via emails, letters and parent input sessions in the planning process.

If PHILLIPS is not selected as the operator of Options PCS, then outreach would be made to families in the neighborhood/s being considered for physical placement of PHILLIPS PCS. Parents would be engaged via structured community forums, and in consultation with existing community groups, and start date would be delayed a year. We have begun researching possible locations and speaking with knowledgeable community members about potential program sites, and have trained our eye at this time on the Union Market neighborhood at the border of wards five and six, where we believe a number of appropriate and adaptable facilities would be available.

The founding group members will continue the Board of Trustee recruitment already underway, with a goal of having seven prospective Trustees ready to start within sixty (60) days of approval of PHILLIPS PCS Charter School application. Outreach and discussions are underway with a number of local community individuals, i.e. prospective trustees that would bring expertise and professional contacts in the areas of District of Columbia real estate development and law, among other areas.

2. Governance and Management

a. Board of Trustees

The founding group members will ensure that the Board of Trustees, when formed, carry the expertise, experience and connections to serve the mission of PHILLIPS PCS, support its success in meeting its goals, oversee its fiscal health, monitor student achievement and program outcomes, and remain free of actual, potential or perceived conflicts.

The founders will develop a list of candidates to serve on the Board of Trustees using a variety of sources, including their own professional contacts, names provided to them via the PHILLIPS Programs Board, staff and friends, support from Charter Board Partners, and names solicited from education stakeholders in the community, including the Advisory Neighborhood Commissions in ward six. Once the founders vet candidates, appropriate individuals shall be appointed for one, two or three year terms to ensure that no more than one third of the trustees rotate off at a time. Trustees may be elected to three consecutive terms. After the founding Board of Trustees is established with at least its minimal number of required members, appointments of new Trustees will be for three year terms. Once the Board of Trustees is formed, it will operate independently from the founding group, will nominate and elect all future board members and will be in full charge of the PHILLIPS PCS.

The Board of Trustees will include individuals with backgrounds in general and special education, charter school management, business, real estate development, facilities management, accounting/finance, law, nonprofit management and fundraising. They will be a self-perpetuating Board consisting of an odd number of Trustees, with the majority being residents of the District of Columbia. There will be a minimum of seven (7) Trustees and a maximum of fifteen (15). There will be no members of the PHILLIPS Programs Board appointed to serve as Trustees on the PHILLIPS PCS Board. The PHILLIPS PCS Board will also strive to choose Trustees reflective of the racial and cultural makeup of the student population, including those whose first language is other than English. Additionally, two parents/guardians of enrolled students will be added to the PHILLIPS PCS Board once the school becomes operational. In alignment with the elements of positive youth development, there will also be a specific recruitment initiative to identify a youth who will serve in a trustee capacity and thereby bring youth voice to the board. It is expected that the Board will bring on additional Trustees on a continual basis, and that names for prospective Trustees will be solicited from parents and the PTSA as well as via current Board members, staff and community stakeholders.

As stated above, the PHILLIPS PCS Board will have two seats reserved for parents or guardians of children in PHILLIPS PCS once the school is open. Selection of these two Trustees will be made by the PHILLIPS PCS Board from among nominations by parents/guardians (including

self-nominations) via the Parent Teacher Student Association (PTSA) and from the Board itself. When the school opens, a PTSA will be formed and they will be tasked with this nomination process with the proviso that every parent be given the opportunity to make a nomination. The PTSA will bring forth all individuals nominated with their recommendation for selections. Parent Trustees will be eligible to serve two three year terms. When a vacancy in these two seats occurs, the nomination process will be repeated. A Youth Board of Trustee member shall be selected by a similar process, with facilitation by the PTSA and input from the student council of the school.

At its first meeting and thereafter at each annual meeting, the Board of Trustees shall elect a chair, a vice-chair, a secretary and a treasurer. Term of office shall be two years or until the officer's respective successor is selected. If an elected officer reaches the limit of terms as a Trustee before the end of the term of office, they may remain a Trustee to complete their term as said officer. At the end of the Chairperson's term that coincides with the term limits of a Trustee, that individual is eligible for election for another two year term as Chair with a third year as past Chair. The position of past Chair is held by the Trustee leaving the office, and the term of this individual may be extended by one year if at the end of three consecutive terms.

Management Agreement

The PHILLIPS PCS Board of Trustees will have control over the fiduciary, programmatic, and management affairs of the school. Like some other established charter schools, which have a "parent" organization as opposed to a for-profit educational management organization, PHILLIPS PCS will engage its parent PHILLIPS Programs, as the Education Service Provider (ESP), to provide management and administrative services under a formal contract with PHILLIPS PCS (See Additional Required Documents - Management Agreement).

b. Rules and Policies

The powers and duties of the Board of Trustees shall include: 1) determining the organization's mission and purpose, 2) selecting and evaluating the ESP (see Management Agreement below), 3) ensuring effective organizational planning, 4) overseeing and ensuring adequate resources, 5) monitoring the organization's programs, 6) enhancing the organization's public image, 7) establishing major policies, and 8) ensuring compliance with all applicable DC and federal laws and regulations.

Board of Trustee responsibilities and performance expectations are set forth in a Board of Trustees Member Agreement (See Additional Required Documents - Board of Trustees Agreement), under the heading "Trustee Responsibilities." All Trustees will be required to sign the Agreement prior to accepting a seat on the Board. Specifically, Trustee performance expectations include:

- Understand and actively promote the mission of the school

- Participate on and/or chair at least one Board committee
- Donate funds annually to the school and actively support all development/fundraising activities
- Advocate for the school as requested and educate others at every opportunity, as appropriate
- Prepare for meetings by submitting and/or reviewing relevant materials
- Consider and quickly identify any actual, potential or perceived conflicts of interest.
- Attend and participate in at least 75% of quarterly Board of Trustee meetings and at least 75% of any committee meetings on which Trustee is a member. Follow up on all tasks, as assigned.

Ethical behavior concerns including timely identification of conflicts and potential conflicts of interest will be handled via a PHILLIPS PCS Code of Ethics policy. The policy covers general standards of conduct of Trustees, disclosure of personal conflicts, employment with PHILLIPS PCS and other prohibited activities and behaviors, and removal from the Board for policy breaches (See Additional Required Documents - Code of Ethics). Trustees shall also be required to sign a Conflict of Interest statement annually.

The Founding team members will review the PHILLIPS PCS' bylaws, currently in draft form and submitted with this application (See Additional Required Documents - Bylaws). The founders will amend the bylaws using feedback provided by DCPCSB and will provide the redrafted document to the Board of Trustees once in place, for further revision and approval. The Board will generally work on a modified consensus model with Robert's Rules being used for major decisions with legal ramifications. The draft rules and policies will be legally reviewed for compliance with DC law. Formulation of the most major rules and policies will be accomplished within four months. More minor issues will be resolved within six months.

c. Administrative Structure

PHILLIPS PCS will be led administratively by a Principal and Assistant Principal. The Principal will be an employee of the ESP, PHILLIPS Programs, reporting to the President/CEO, and responsible for overall operations of the school, community relations, fundraising, and relationships with the DC Public Charter School Board and other public agencies. All other program staff will be employed by PHILLIPS PCS. The Assistant Principal will support the Principal to ensure effective day-to-day management of the school program including curriculum, instruction, all non-academic services and programs, staffing and supervision.

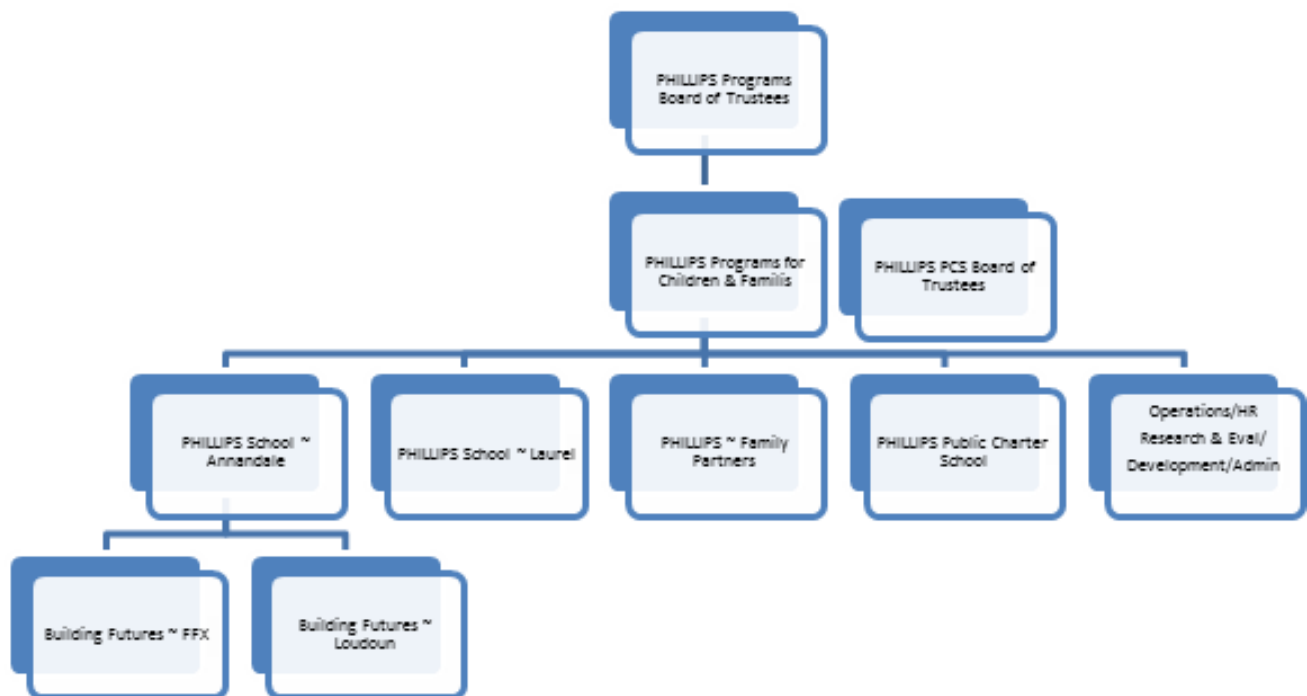
The operational role of the ESP will include: overall daily school operations (via the Principal), budget preparation, management and bookkeeping, including processing payroll, management of accounts receivable, including collections, management of accounts payable, including payment of bills, management of fundraising on behalf of PHILLIPS PCS, human resource recruitment

and management, facility management and operation, planning public relations and marketing, management of information systems, including computer and IT support, management of purchasing, contracting for goods and services, and overall business operations, management and planning of staff orientation, training and consultation, administrative oversight of special education service delivery and management of program evaluation and outcomes reporting.

PHILLIPS PCS will be using a Positive Youth Development framework, which stresses the concept of whole school community involvement and support. As such, and as modeled after PHILLIPS' tradition, there will be many vehicles for student, staff and parent involvement in decisions. There will be focused task forces, program meetings, election of grassroots leaders, and leadership groups. In addition, the Principal will maintain an "open door" policy whereby any student, staff member, parent or guardian can present ideas or concerns directly. There will be a student council/leadership group with which the Principal will work. The entire student body will routinely be consulted on a variety of issues. We anticipate that the student leadership group will develop committees to address various aspects of school life and include the students in important decisions regarding the school community. There will be a PTSA formed Parent Advisory Group, which will work directly with the Principal, both initiating ideas and providing feedback to the administration's initiatives.

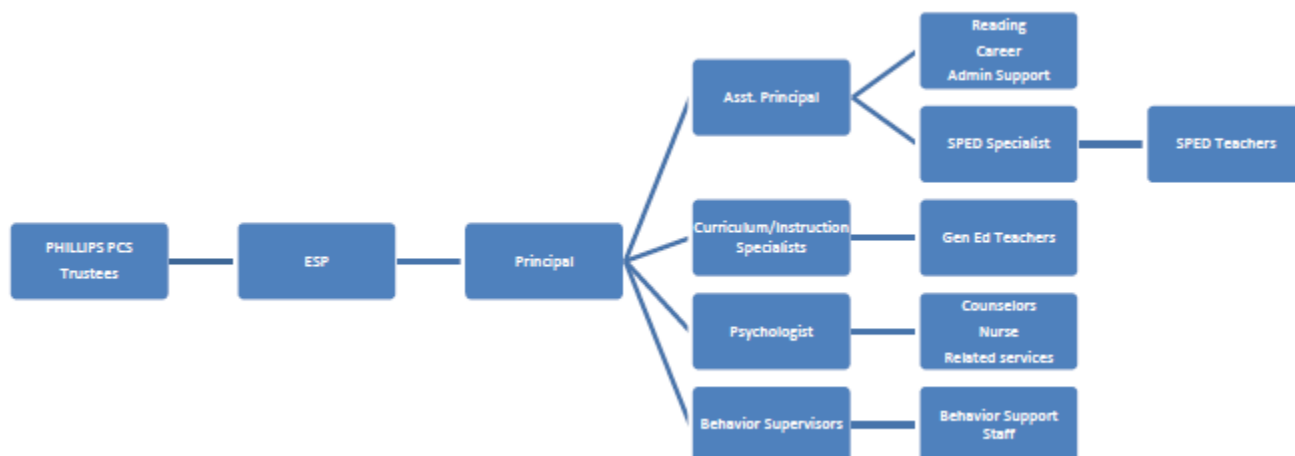
Organizationally, PHILLIPS PCS will relate to the parent organization as shown below:

PHILLIPS Programs Table of Organization



The administrative structure for PHILLIPS PCS is shown on the below Table of Organization:

PHILLIPS Public Charter School Administration



The Board of Trustees will retain the services of the ESP via a management agreement. The Board will have full responsibility for negotiating the management agreement with the ESP. The Board will put a process in place by which it can hold the ESP accountable for meeting the terms of the management agreement. No employee of PHILLIPS Programs will serve as a voting member on the Board of Trustees. The ESP will recruit and recommend a principal to be hired by the Board of Trustees, who will make the final decision for the hire. Once in place, the principal will be supervised and evaluated by the ESP, and as such, will report to the PHILLIPS Programs President/CEO. The ESP will have final authority for the ongoing evaluation and if necessary, the firing of the principal. However, such an action will only be undertaken with knowledge and input from the Board of Trustees. The Principal will be an employee of the ESP and will be responsible for hiring, evaluating and firing, if necessary, all other personnel at the school.

The ESP, PHILLIPS Programs currently owns and operates the following schools:

PHILLIPS School ~ Annandale
7010 Braddock Road
Annandale, VA 22003
(703) 941-8810

Accredited by the VA Association of Independent Specialized Education Facilities, approved by the VA Council for Private Education as authorized by the VA State Board of Education

Certified to operate by the Commonwealth of Virginia Department of Education
Approved by the Maryland State Department of Education
Member of the District of Columbia Association for Special Education
Member of the National Association of Private Special Education Centers

PHILLIPS School ~ Laurel
8920 Whiskey Bottom Road
Laurel, MD 20723
(301) 470-1620

Approved by the Maryland State Department of Education
Member of Maryland Association for Nonpublic Special Education Facilities
Member of the District of Columbia Association for Special Education
Member of the National Association of Private Special Education Centers

Additionally, PHILLIPS Programs owns and operates two non-traditional education programs:

Building Futures ~ Fairfax
Building Futures ~ Loudoun

PHILLIPS Building Futures provides intensive vocational programming for students with disabilities. The program provides students with academic programming, supportive services, and related services while they learn the building trades as part of their school day. The building trades programs are both run in conjunction with PHILLIPS Programs in Virginia. Plans are underway to extend PHILLIPS Building Futures into Maryland and potentially into the District of Columbia via the proposed charter school. While most students in these programs currently are from Virginia LEAs, DC students have been enrolled as well, gaining academic credit toward graduation while also learning valuable job skills in the building trades.

3. Finance

a. Anticipated Sources of Funds

Per-pupil funding and anticipated additional resources

Total per pupil allocation as well as the amount and sources of additional funds and other resources expected to be available for the costs of planning, start-up, and operation of PHILLIPS PCS from planning year through year 2 are shown below.

Per Pupil Allocations			
	Planning Yr.	Year 1	Year 2
UPSHF		\$8,295,508	\$8,999,873
Facilities Allowance		\$890,880	\$921,600
Per Pupil Revenue			
Total Per Pupil Allocation		\$3,363,385	\$3,584,328
Total Facilities Allowance		\$890,880	\$921,600
Total Special Education Funding		\$4,563,272	\$5,018,784
Total ELL Funding		\$33,536	\$39,477
Total At Risk Funding		\$335,316	\$357,285
Total Summer School funding		\$0	\$0
Total Per Pupil Charter Payments		\$9,186,388	\$9,921,473
Other Public Revenue			
Federal Entitlements	\$205,000	\$690,224	\$699,472
National School Lunch Program		\$178,120	\$189,790
Healthy Schools Act Program		\$6,861	\$7,311
Medicaid		\$75,000	\$100,000
E-Rate Program		\$18,000	\$18,540
Total Other Public Revenue	\$205,000	\$968,206	\$1,015,113
Private Revenue			
Grants and Donations	\$0	\$30,000	\$40,000
Activity Fees		\$0	\$0
Interest Income		\$1,196	\$1,491
Total Private Revenue	\$0	\$31,196	\$41,491
Total Income	\$205,000	\$10,185,790	\$10,978,077

The budget was prepared based on FY 2014 per pupil revenue plus a 3 percent annual escalation. The per pupil facilities funding allowance and grade-level, SPED and LEP/NEP multipliers are

flat over the five year period.

The budget reflects 90% of PHILLIPS PCS' revenue in the first two years comes from per pupil revenue. We project over 9% of other public revenue in the first two years to include Title Vb, Title I and II, IDEA, NSLP, Medicaid and E-Rate funding. We anticipate applying for private grants and donations at a minimal amount equivalent to 0.2% of our budget in the first year and 0.3% in the second year. We assume a modest fundraising result to remain conservative.

We assume 100% of our students are at the poverty level with 90% eligible for free and 10% eligible for reduced lunches.

The below table shows enrollment projections by grade, including percentage of students projected to be receiving special education services (levels 1 - 4) as well as English Language Learners.

	Planning Year	Year 1	Year 2
Student Enrollment			
6 th Grade		0	35
7 th Grade		40	30
8 th Grade		30	45
9 th Grade		39	44
10 th Grade		59	43
11 th Grade		48	55
12 th Grade		74	48
Total Number of Students		290	300
% of students receiving special education services		68.6%	73.3%
% of students who are English Language Learners (ELLs)		2.5%	2.5%

Contingency funds

PHILLIPS engages in scenario planning exercises on a regular basis, and has put this important process in place in the development and planning tasks for PHILLIPS PCS. In the event that funds for per-pupil allocations are not available when expected or are lower than expected, we will have been prepared by our conservative budgeting process designed to build a fund reserve balance over a five year period of approximately 5%. To mitigate timing issues such as delayed payments by OSSE, which we have encountered previously with other programs, we will use a line of credit to be extended to the school by PHILLIPS Programs in the amount of

\$500,000. For structural issues such as enrollment shortfalls, our strong financial reporting mechanisms will enable us to catch the issue quickly and respond early with actions such as: a) Making cuts from the budget that have minimal impact on classroom instruction and essential program components, b. Right-sizing the staffing to account for fewer than anticipated students. Right-sizing strategies include cutting positions, converting full time positions to part time as needed, and instituting brief furloughs to existing staff as a last resort. Any staffing changes would be made quickly and preferably prior to the start of the school year so as to have the least possible impact on students and staff. Finally, expenses connected to the management agreement would automatically decrease as a lower revenue base due to fewer students will reduce the management fee, which is based upon a percentage of revenue. Each of these actions would be considered temporary until such time that the enrollment increases or other structural issue causing the revenue drop is addressed.

Five-year financial goals and objectives

Five-Year Budget

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES					
Per Pupil Charter Payments	\$9,186,388	\$9,921,473	\$10,150,808	\$10,439,650	\$10,735,976
Federal Entitlements	\$968,206	\$1,015,113	\$779,916	\$781,889	\$802,345
Income from Grants and Donations	\$30,000	\$40,000	\$50,000	\$50,000	\$50,000
Activity Fees	\$0	\$0	\$0	\$0	\$0
Other Income	\$1,196	\$1,491	\$1,308	\$1,350	\$1,370
TOTAL REVENUES	\$10,185,790	\$10,978,077	\$10,982,033	\$11,272,889	\$11,589,692
EXPENSES					
Personnel Salaries and Benefits	\$6,734,065	\$6,965,553	\$7,173,784	\$7,388,262	\$7,609,174
Direct Student Expense	\$595,460	\$618,309	\$636,858	\$655,964	\$680,145
Occupancy Expenses	\$1,103,400	\$1,120,097	\$1,105,788	\$1,118,952	\$1,132,510
Office Expenses	\$121,447	\$126,316	\$130,106	\$134,009	\$138,029
General Expenses	\$1,522,242	\$1,623,830	\$1,689,992	\$1,733,012	\$1,836,854
TOTAL EXPENSES	\$10,076,614	\$10,454,105	\$10,736,528	\$11,030,198	\$11,396,712
EXCESS (OR DEFICIENCY)	\$109,176	\$523,972	\$245,505	\$242,691	\$192,980
	1%	5%	2%	2%	2%

Five Year Capital Budget

Computers and Materials	\$14,800	\$11,124	\$11,458	\$11,801	\$16,658
Classroom Furnishings and Supplies	\$24,300	\$25,029	\$25,780	\$26,553	\$27,350
Office Furnishings and Equipment	\$5,637	\$5,806	\$5,980	\$6,160	\$6,344
Renovation/Leasehold Improvements	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
TOTAL CAPITAL BUDGET	\$54,737	\$51,959	\$53,218	\$54,514	\$60,352

Our key financial objective over a five year period is to accumulate a reserve balance for both planned and unforeseen events. As shown in Section E. Budget and Finance, and in the table below, we built a modest cash surplus during each of the first five years of operation. In that time, our goal is to accumulate up to a 5% cash reserve that will enable building improvements and expansions such as adding a gym to the school (assuming PHILLIPS PCS is selected as the operator for Options), which the building does not currently have.

Financial transfers between the school and the ESP

Financial transfers between the school and the ESP may include draws from the line of credit extended by PHILLIPS Programs to PHILLIPS PCS and management fees from PHILLIPS PCS paid to PHILLIPS Programs. Since there will be total segregation of funds, line of credit draws will need approval from PHILLIPS PCS Board before any funds transfer are made and Management Fee invoices would be approved quarterly by PHILLIPS PCS Board as well before any payments are made to PHILLIPS Programs.

b. Planned Fundraising Efforts

PHILLIPS PCS is being structured to anticipate that the local and federal funding as determined by student enrollment will be sufficient to cover the expenses required to operate the school and provide the proposed program for all students. While fundraising may be undertaken from time-to-time, it is not intended to be used as an ongoing way to meet budget.

c. Anticipated Financial Outlays

The table below reflects the resources necessary to operate each key element of PHILLIPS PCS academic program and mission, and the associated costs for each. Notes on the right hand column explain the rationale for each expense item. Costs that are variable based on the number of students include materials such as books and software, as noted in the explanation column of the chart, and staff positions that serve students directly: teachers, SPED staff, aides/assistants and other education professionals.

EXPENSES					Notes on Anticipated Financial Outlays
<i>Personnel Salaries and Benefits</i>					
	Principal/Executive			\$93,730	1 FTE (Assistant Principal)
	Teachers			\$2,575,000	40.5 FTEs (18 General Ed Teachers, 14 Special Ed Teachers, 6.5 Specials Teachers, 2 CTE Teachers)
	Special Education			\$1,806,105	23.45 FTEs (3 SPED Coordinators, 1 Behavior Supervisor, 3 Behavior Managers, 4 Behavior Specialists, 7 Social Workers, 3 Speech & Language Therapists, 0.25 Occupational Therapists, 1 SPED Coordinator Assistant, 1 Psychologist, 0.2

					Psychiatrist)
	Teacher Aides/Assistants			\$461,440	14 FTEs
	Other Education Professionals			\$382,791	6 FTEs (2 Curriculum Specialists, 2 Reading Specialists, 2 CTE Assistants)
	Business/Operations			\$118,450	2 FTEs (1 Facility Manager, 1 IT Coordinator)
	Clerical			\$126,690	3 FTEs (1 Admin Assistant, 2 Receptionists)
	Custodial			\$0	
	Other Staff			\$166,860	4 FTEs (1 School Nurse, 1 Food Service Manager, 2 Security Guards)
	Employee Benefits & Taxes			\$1,150,675	
	Contracted Staff			\$0	
	Staff Development Expense			\$83,811	\$600/staff for Professional Development \$25K for Teacher Certifications
	Subtotal: Personnel Costs			\$6,965,553	
	Direct Student Expenses				
	Textbooks			\$69,525	\$225/student
	Student Supplies and Materials			\$105,678	\$200/student for Educational Supplies \$94/student for Classroom Reinforcement \$48/student for Behavioral Reinforcement
	Library and Media Center Materials			\$0	
	Computers and Materials			\$11,124	(Assuming replacement costs only) 2 computers/classroom (\$1K per computer) 1 tech lab (\$4.5K per)
	Other Instructional Equipment			\$0	
	Classroom Furnishings and Supplies			\$25,029	(Assuming replacement costs only) \$200/student for classroom furniture

			1 Smartboard/classroom (\$4.5K per)
Student Assessment Materials		\$15,450	\$50/student
Contracted Student Services		\$0	All expenses captured in staffing
Miscellaneous Student Expense		\$391,503	\$150/student for Software (includes SIS) \$105/student for Educational Travel \$12/student for Field Trips \$300K for Student Transportation
Subtotal: Direct Student Expenses		\$618,309	

The following assumptions were used to project the above expenses:

ASSUMPTIONS

Student Enrollment	300
Facility Size (square footage)	30,000
Average Teacher Salary	\$63,580

Contingencies in the event that outlays are higher-than-expected will be similar to those stated in Section 3.a. Anticipated Sources of Funds. Our proactive financial reporting processes will help us flag issues early. As we are budgeting conservatively and expect to build a cash reserve over time, certain higher-than-expected outlays can be covered if necessary with the reserved operating funds. Similarly, the school would be able to draw from a line credit extended by the ESP, if needed, to cover unanticipated expenses. However, we would also respond to higher than expected outlays, as needed, by; a) Making cuts from the budget that have minimal impact on classroom instruction and essential program components. For example, we might ask staff to hold off on purchases not vital to the program, and set a target of 10%, to refrain from spending from their individual budgets. b) Holding vacant positions open that are not connected with instruction or direct student service, and instituting brief furloughs to existing staff as a last resort. Any staffing changes would be made quickly and preferably prior to the start of the school year so as to have the least possible impact on students and staff. Each of these actions would be considered temporary until such time that the expenses come back into line with the budget.

d. Financial Management and Accounting

Internal accounting procedures and fiscal controls

Integrity, one of PHILLIPS' seven core values, guides the approach with which finances are

managed within the organization. As such, financial stewardship is an ongoing priority. PHILLIPS maintains timely, accurate financial data based on an accrual basis of accounting in compliance with the US generally accepted accounting principles (GAAP).

Cash flow management and availability of funds

Monthly cash flow statements projecting the cash position for the year will be generated by PHILLIPS Programs. Together with the balance sheet and statement of activities, PHILLIPS PCS Board will review the cash flow statement quarterly to be able to assess and monitor the fiscal health of the organization. Because of the quarterly system of payment of per-pupil funding allocations to DC charter schools, and because these installments are in effect pre-payments, it is not anticipated that the school would fall short on the daily funds needed for operations. However, a \$500,000 line of credit from PHILLIPS Programs will be made available to the school should unforeseen expenses during startup require additional cash.

Segregation of resources

Resources will be completely segregated via entirely separate bank accounts for the two corporations, and finances will be tracked in separate financial accounting systems. Balance sheets, income statements and cash flows will be generated for PHILLIPS PCS monthly by management agreement with PHILLIPS Programs. Quarterly, summarized financial statements will be generated and presented to the PHILLIPS PCS Board of Trustees. Income and expenses related to PHILLIPS PCS will be tracked separately. Management fees from PHILLIPS will be paid by PHILLIPS PCS as set forth via the management agreement between the two entities (See Budget). PHILLIPS PCS will act as its own fiscal agent. A separate annual audit will be performed and distributed independently from the annual audit of the ESP. Federal funds will be sought under PHILLIPS PCS. The school will seek to open lines of credit with financial institutions separate from those already available to the ESP. All fixed assets will be tagged and an inventory done at specific intervals. The complete separation of resources and fiscal management systems for the newly created corporation will ensure that any DC funds received for or on behalf of the school will be used exclusively to support the operations and capital needs of PHILLIPS PCS. The organization will maintain a Whistle-Blower and Conflict of Interest Policy. Auditors will be asked to annually review internal control procedures of PHILLIPS PCS.

e. Civil Liability and Insurance

PHILLIPS PCS intends to secure the type and levels of insurance coverage as advised by the DC Public Charter School Board. We intend to consult with the longstanding insurance broker for PHILLIPS, Partlow Insurance Agency, Inc. to seek recommendations and determine cost for insurance coverage.

f. Provision for Audit

PHILLIPS PCS will procure the services of an independent auditor approved by the DCPCSB and audits will be performed annually in compliance with applicable District of Columbia laws and DCPCSB requirements, as set forth in the charter school agreement.

4. Facilities

a. Identification of a Site

The facility being considered is the Options Public Charter School building, located in ward six at 1375 E Street NE, Washington, DC 20002. PHILLIPS PCS founders completed one general building tour, but until it is determined who will be selected to operate the school, there will not be more detailed steps taken to develop the site. It is essential that the facility used will be conducive in every way to the establishment of a Positive Youth Development program, such as the one PHILLIPS PCS is proposing to establish. If PHILLIPS is selected as the operator for Options, the facility will be assessed within sixty (60) days to determine how it would meet the programmatic needs of the school, including occupancy limits, accessibility for students with limited mobility, and fulfillment of all mission-critical space requirements. Needed renovations will be identified and a facility improvement budget will be developed within sixty (60 days) of notification so that work could be coordinated and begin quickly in preparation for the start of the 2015-16 school year.

b. Financing for Facilities

In event that facilities financing is required, we would pursue financing vehicles typically used in D.C.'s charter market. These include traditional commercial bank loans, subordinate loans from lenders such as Building Hope and OSSE, tax exempt bond financing, and new market tax credits. We recognize that most facilities financing solutions require an equity contribution from the school. Towards that end, we have built a budget that is designed to build up cash reserves over time (include this only if there is a scenario where in a few years you might need to do a big project). We also will pursue competitive facilities grant options such as OSSE's Scholarships for Opportunity and Results (SOAR) grant, which would provide additional facility funding of \$100,000 - \$250,000.

c. Building Maintenance

The PHILLIPS PCS facility manager shall be responsible to the principal for continuous building maintenance, with dual priorities on safety and a clean, healthy environment. The facility manager will oversee the housekeeping contract and all other contractors used for upkeep of the building, grounds and property of the school.

Safety is one of PHILLIPS Programs' core organizational values: *We are vigilant in promoting the physical and emotional safety of all. We help people feel secure in our environment. We are responsible for preventing and correcting safety issues.* As safety is an explicit and implicit organizational priority, the PHILLIPS PCS building manager will play an important role in advancing the mission of the school, by participating on the school's

safety committee and emergency response teams, as described in the Education Plan of this application (See Support for Learning - Safety, Order and Student Discipline). They will ensure the timely and full completion of all ongoing scheduled maintenance tasks and those that arise from the safety committee and emergency response teams' processes. All maintenance shall be performed in accordance with DC regulation and law, and in consultation with the appropriate District agency personnel as necessary.

D. Operations Plan

1. Student Policies and Procedures

a. Policies and Procedures for Enrollment and Withdrawal of Students

PHILLIPS PCS will be joining My School DC, the common application lottery. If our charter application is approved, it will be our first year operating in DC as a charter school, therefore we will be putting many operational details in place as we also develop the educational program and prepare for our first school year. We believe that parents wishing to enroll their children in a charter school will have quicker and greater exposure to PHILLIPS PCS via its participation in My School DC.

Additional rationales include those identified by the My School DC team, including the likelihood of:

- Saving staff time on receiving, tracking and processing applications and running the lottery,
- Increasing the number of applications by informing more parents about the school choice process and about PHILLIPS PCS, and
- Reducing the late-date roster shuffling as the parents of students accepted to multiple schools decide where they will enroll.

There are some limitations to joining the common application lottery, specific to the type of charter school we are proposing to open. Since PHILLIPS PCS will provide a program that anticipates having a majority of students already identified with disabilities and special learning and support needs, the common lottery may lead many more families to the school than would reasonably match our intended student profile. Therefore, we will develop an outreach and student recruitment plan in addition and supplemental to our participation in the common application lottery. Our thinking at this time is that it is better, at least initially, to have an enrollment process with the potential for guiding greater numbers of students to our doors than one that is likely to miss capturing the attention of families whose children can best benefit from the program.

PHILLIPS PCS policy and procedures for enrollment and withdrawal of students will be set forth in the school procedures to be recommended by the founding members and approved by the Board of Trustees. They will include the following components, in compliance with DC Code 38-1802(10); 38-1802.06:

Student enrollment

The principal or designee will be responsible for conducting registration and certifying that all admission requirements and prerequisites have been properly met by the school. Prior to enrollment, the student's parent or guardian shall be required to provide documented proof of the date of birth of each registering student. Proof of age may include, but not be limited to, any one (1) of the following:

- An original or certified true copy of the student's official birth certificate,
- A valid, unexpired passport,
- A notarized affidavit of the student's correct date of birth,
- An official transcript from the last school attended, which includes the student's date of birth,
- An original or certified true copy of the student's baptismal certificate which includes the student's date of birth.

For each registering student, the parent or guardian shall provide the following information:

- Full name of student,
- Contact information and preferences for each parent, guardian or other person having custody or control of the student for the purpose of school enrollment/registration, including:
 - Full name, home address, and work address
 - Home, work and mobile phone numbers, and the preferred number for telephone contact
 - Email address,
- Contact information and preferences for person or persons identified by parent/guardian as their emergency contact,
- Current immunizations and health information
- Contact information for the student's doctor and dentist, clinic or other person/agency/location where the student's medical and dental records are located,
- Special education status (if applicable);
- 504 service agreement (if applicable);
- Home language survey;
- Free and reduced lunch form;
- Signed records release form from previous school.

Establishment of District of Columbia residency verification shall be part of the registration process for all DC students, and PHILLIPS PCS will comply with OSSE requirements for verifying residency.

Student withdrawal

PHILLIPS PCS students may withdraw from the school at any time. Concerted efforts will be made to hold exit conferences and otherwise solicit student and parent or guardian feedback to learn and understand the reasons for the student's withdrawal.

Mid-year acceptances

Space permitting, PHILLIPS PCS will accept students mid-year. Because of the nature of the proposed program, it is expected that other Local Education Agencies (LEAs) may refer students with special needs, particularly emotional-behavioral needs at different points throughout the school year, as those needs are identified and addressed via the Individualized Educational Program (IEP) planning process.

Acceptance by grade level

PHILLIPS PCS will accept and serve students in grades seven (7) through twelve (12) in year one because Options PCS, the school we hope to operate, currently serves students in those grades. In year two, we will accept and serve students in grades six (6) through twelve (12). Attrition will be managed via community outreach and recruitment efforts for students in those grades that are reducing in size either via student promotion or graduation. Particular efforts will be made to use the current school community of parents to spread the word about PHILLIPS PCS and the value of the Positive Youth Development model for many kinds of students. Specific outreach will also be made to other charter schools seeking options for their students considered at-risk and those identified with disabilities for whom their program is not yet equipped to support.

b. Students with Disabilities

Currently, the charter school we hope to operate has a population of students that includes roughly 65% identified as having special needs. PHILLIPS Programs has a forty seven year history of providing effective educational services and programs for students with severe, often multiple disabilities, including emotional and behavioral challenges, various developmental disorders and many types and levels of learning disabilities, making us uniquely qualified to serve the needs of a blended population. As such, PHILLIPS PCS will seek permission from the DCPCSB to establish a preference in admission to applicants with individualized education programs (IEPs) if and when permissible under DC law in accordance with the Special Education Quality Improvement Act of 2014.

Identifying students with disabilities and FAPE Compliance

PHILLIPS PCS will provide a continuum of special education resources to meet the needs of its diverse population in compliance with all federal and local statutes and regulations pertaining to the provision of special education services, including the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 503) and DCMR Title 5, Chapter 30, Section 3000 - 3033. Students will be identified via an evaluation and assessment process conducted when a parent expresses concern that their child may be in need of and qualify for services, or when the school raises a concern with which the parent agrees, then consents to a formal assessment. Staffing of the program shall include educators and clinicians that are qualified and credentialed under DC law to perform evaluations and deliver specialized services in accordance with the students' needs.

Timelines for Services

- After a parent or guardian sends a letter requesting an evaluation, PHILLIPS PCS shall provide a written response within 30 days--either an evaluation plan requiring the parent's consent, or a denial of the request with explanation.
- If the school formulates an evaluation plan, the student shall be evaluated within 60 days from the time the parent's request is received. (The time it takes PHILLIPS PCS to provide a written response to the request is included within these 60 days).
- If it is determined based on the evaluation that the child requires special education services, an Individualized Education Program (IEP) meeting shall be held within 30 days of the decision and services shall be immediately implemented.*
- After an IEP is written, it shall be reviewed and revised (if appropriate) by the IEP team at least annually. A parent or PHILLIPS PCS can request a review and revision at any time during the school year.
- If a parent requests to see a child's educational records, PHILLIPS PCS shall comply as soon as possible, but in no case longer than two weeks.**

* Under current DC law § 38-2561.02., LEAs have up to 120 days after the date of the request for an evaluation to determine eligibility for special education services, develop an IEP, and begin its implementation. However, recently proposed legislation via “The Enhanced Special Education Services Act of 2014” would cut this time in half. PHILLIPS PCS is in full support of the proposed legislation and will institute practices that will enable the program to meet the shorter timeline, whether or not the bill becomes law.

** While we are aware that under current DC law, LEAs have up to 45 days to comply with a

parent's request to see their child's educational records. We find this an unnecessary and unacceptably long time for parents to wait, thus we have shortened the response time for PHILLIPS PCS to two weeks.

Continuum of services and Least Restrictive Environment (LRE)

DC Regulation requires that Local Education Agencies, which PHILLIPS PCS is proposing to become, must offer a 'continuum of alternate placements,' which PHILLIPS will provide via an array of specialized services designed to meet each student's needs as described in detail in the Education Plan. Services will be geared toward maximizing students' abilities to participate in general education curriculum activities. PHILLIPS PCS will use a host of means to gather data and assess the least restrictive environment appropriate to meet each student's needs. Please see the Education Plan for details on assessments to be used, observational techniques and ways in which evaluations of student work will provide meaningful data for LRE determination.

c. English Language Learners

PHILLIPS PCS is committed to serving the needs of all students, including those whose first language is other than English. As described in detail in the Education Plan sections of this application, English Language Learners (ELLs) need their language and literacy development scaffolded to acquire the necessary skills. Such students are challenged not only in learning to read, write, speak and listen in English, but they are also expected to merge their culture and life's experiences into a new environment. PHILLIPS PCS will ensure that staff are trained to be sensitive to and observant of the needs of its ELL students. They will be identified and assessed as quickly as possible upon enrollment at the school, using a bilingual evaluator as needed, followed by a meeting with the student's parent or guardian to discuss the need for English as a second language (ESOL) services, and to plan together how best to support the student in gaining English proficiency and making successful academic and social adjustments to the school. The primary assessment used to identify level of need will be ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) by World-Class Instructional Design and Assessment (WIDA). The WIDA value of believing in the assets, contributions, and potential of linguistically diverse students is quite compatible with PHILLIPS Positive Youth Development framework. The school will also utilize other youth to engage with ELL students in support of their transition to the practices and routines within the school environment and to support them in feeling safe enough to take language and cultural risks at school.

Parental involvement in school has been proven to be a key indicator of increased academic performance and positive social outcomes for children. When a parent or guardian does not speak English, or is not fluent, it puts them and their student at a disadvantage unless the school takes positive steps consistently to remove communication barriers. PHILLIPS PCS will take

two important actions in an effort to maximize positive communication between school and family. It will provide interpreters for school meetings and functions that families attend, such as back-to-school night, as well as for individual parent-teacher conferences. Furthermore, the school will translate handouts, newsletters and other written communications into the native languages of families whenever possible.

2. Human Resource Information

a. Qualifications of Key Leadership and School Staff

No staff have been hired as yet for the school. In the event that PHILLIPS is selected as the operator of Options PCS, the staff currently in place will be strongly considered for all school positions, and a process will be put in place to facilitate smooth transitions for those that become PHILLIPS PCS staff. At present, the founders are providing leadership in the development and start-up of the program. Complete job descriptions for the school's lead administrators; the principal, assistant principal and curriculum/instructional specialist will be developed by December 2014 as these positions will need to be advertised soon after notification if PHILLIPS' application is approved by the PCSB.

Principal: This individual will be responsible for overseeing compliance, business and school operations, marketing and student recruitment, instructional oversight in conjunction with assistant principal, financial oversight and family/community outreach. The Principal will ensure the smooth running of the PHILLIPS Success Center, where the program's Positive Youth Development theoretical model will be animated and functionally implemented. The Principal will chair the Success Center's Leadership Team, overseeing all school progress on an aggregate level, PARCC and school-wide assessments, reviewing data and referring matters to the other Success Center teams as needed. This position will become a Positive Partner to 1-3 students.

Assistant Principal: This position carries responsibility for curriculum and instructional oversight, leadership of behavior staff, counseling, special education services, assessment oversight, professional development oversight, supervision of teaching staff and oversight of RtI. The Assistant Principal will chair the Success Center's Instructional Support Team (IST), coordinating implementation of recommendations by the school Leadership Team, overseeing student progress on a grade level and individual student basis, regularly reviewing data and referring students to the SPED Services Team for evaluations and to the Concern for Students Team (CST) for behavioral, counseling and other interventions as needed. This position will become a Positive Partner to 1-3 students.

Curriculum & Instructional Specialist: This position oversees development of curriculum and alignment with Universal Design for Learning and Multidisciplinary Integrated Curriculum,

quality control of curriculum, oversee reading specialists and service delivery. The Curriculum & Instructional Specialist will chair the Success Center's Curriculum Fidelity Group (CFG), responding to data and concerns raised by the Instructional Support Team and SPED Services Team, ensuring proper implementation of each curriculum, facilitating grade specific planning and evaluation, and recommending professional development/staff training. This position will become a Positive Partner to 1-3 students.

Special Education (SPED) Specialist: This position oversees the school's compliance with federal and state laws and regulations pertaining to Individual Education Plans (IEP) and 504 plans, supervises SPED teachers, oversees professional development and oversees related services. The SPED Specialist chairs the Success Center's SPED Services Team, ensuring ongoing data review and immediate well-coordinated handling of concerns raised by the PHILLIPS PCS Leadership and Instructional Support Teams. This position will become a Positive Partner to 1-3 students.

Behavior Supervisor: This individual will be responsible for oversight of the school wide behavior management program in conjunction with psychologist, will supervise all behavior staff, oversee the development of school-wide and individual behavior plans, and oversee behavior data collection and reporting. This position will also oversee the administration of Right Response™, the school's crisis prevention and intervention program. This position will become a Positive Partner to 1-3 students.

Psychologist: This position will oversee the school wide behavior management program in conjunction with the Behavior Supervisor, oversee the counseling program and supervise counselors and social work interns, coordinate with SPED specialist, administer evaluations, oversee data on student well-being, oversee Family Matters - Parents Matter functions and tasks. The psychologist will serve on the Success Center's IST and SPED Services Team and will participate on the CST as needed. This position will become a Positive Partner to 1-3 students.

The Principal and key administrators shall have at least a master's degree with substantial demonstrated professional experience in positions closely related to those they will fill at PHILLIPS. They must hold active, current DC credentials specific to the position they will fill. They must also be knowledgeable about and have demonstrated experience in Positive Youth Development or substantially similar program frameworks. They must be experienced in educating at-risk youth and students with special needs, preferably including students with emotional and behavioral disabilities. And they must be well-versed in special education law and regulatory requirements. Additionally, the principal and key academic administrators must have experience or demonstrated depth of theoretical knowledge in Universal Learning Design and Multidisciplinary Integrated Curricula models.

Teachers: PHILLIPS PCS Teachers will be primarily responsible for classroom and non-

classroom instruction, using the UDL/MIC curricular frameworks and using Positive Youth Development approaches within the classroom and school environments. Teachers will participate on the Support Center's teams and groups as needed and requested, and this position will become a Positive Partner to 1-3 students. Specific teacher duties:

- Select appropriate instructional materials and strategies and implements educational goals and objectives covering all required subject areas,
- Organizes classroom furniture and equipment to create a pleasant and effective learning environment,
- Maintain good communication with students' parents, relevant PHILLIPS PCS staff and appropriate professionals as needed,
- Maintain on-going records of student progress including grades, IEP goals and objectives (if SPED), and mastery,
- Ensure behavior data is accurately recorded and reported,
- Ensure academic data is accurately recorded and reported,
- Participates Success Center teams and groups, as appropriate,
- Manages classroom budgets,
- Evaluate students' current level of functioning academically and behaviorally, making individual student program changes as needed,
- Complete progress reports, report cards and other forms and documents as requested,
- Supervise students to ensure safety at all times, including bus duty, playground duty and off campus,
- Develop and teach units of instruction in all relevant areas,
- Supervise classroom support staff, Interns and Student Teachers as appropriate,
- Acquire and maintain professional certification.

All teachers at PHILLIPS PCS shall have at least a bachelor's degree, be fully certified/licensed in the District of Columbia including those requiring certification in special education, and demonstrate knowledge of each subject they will teach, ie. highly qualified per the No Child Left Behind Act of 2001. Credentials presented by applicants will be reviewed and verified, and staff will, as a condition of their employment contract, be expected to maintain valid licenses and certifications required for their positions. Routine, periodic audits will be conducted to ensure ongoing maintenance of professional credentials. Beyond that, all individuals hired by PHILLIPS PCS will demonstrate support and commitment to the mission, values and philosophy of the school.

Reading Specialists: These individuals will oversee reading intervention on grade level and individual bases, maintain certification in reading intervention programs, oversee reading data, and develop professional development for teachers. This position will become a Positive Partner to 1-3 students.

Social Workers/Counselors: These individuals provide individual and group counseling as needed to PHILLIPS PCS students. They provide family support services for students, as appropriate, develop and implement an individualized therapeutic program (part of the IEP) for each student receiving services, maintains files on each student on caseload with documentation as required, write quarterly progress reports, communicate with other staff as appropriate regarding pertinent case issues, provide consultation to staff regarding issues related to counseling, inform and coordinate with staff on student's educational treatment team regarding pertinent case issues, serve as a resource for counseling materials and methods to teaching staff, assist in the development of individualized educational/behavioral programming for some students with their educational treatment team, assist with staff training as needed, maintain professional credentials. This position will become a Positive Partner to 1-3 students.

All staff at PHILLIPS PCS are considered mission critical as they are each responsible for making concrete contributions the Positive Youth Development culture at the school. E.g. all staff will participate in Positive Partners, connecting weekly with 1-3 students. Position descriptions will be developed/finalized by Jan 31, 2015 for the above positions, as well as for speech & language therapist, occupational therapist, SPED coordinator assistant, specialty teachers, teacher assistants, career & technology education (CTE) teachers, CTE assistant, facility manager, IT coordinator, administrative assistant, receptionist, school nurse, food service manager and security guard.

b. Staffing Plan

PHILLIPS PCS intends to be a competitive employer and a workplace of choice via several means. Our salaries will be set to be extremely competitive in the DC charter school market, and as such, we are creating a budget that will enable PHILLIPS PCS to offer a compensation package somewhat higher than staff are given at PHILLIPS' other programs, and reflective of the higher costs of living and of working in the District. The benefits package will be an additional draw, as described in Section c. Employment Policies, below. Additionally, the opportunity to work in a supportive, creative and positive school environment will be emphasized during all staff recruitment activities. PHILLIPS Programs have demonstrated historically high retention rates, particularly among staff that return for a second year. When surveyed on reasons they stay, staff have identified the great team of colleagues, supportive administration and PHILLIPS' focus on its mission and values toward students as primary factors in their continued commitment to PHILLIPS employment. Staff recruitment will be done via online advertising in the local market, and posting openings within the immediate school community and neighborhood.

PHILLIPS PCS will implement an appropriate staffing plan to ensure that each student's learning needs are met and that the goals of the program are served. Therefore a staffing structure has been developed with an emphasis on prioritizing:

- supporting students with a rigorous curriculum that enables them to graduate and prepares them for college,
- developing job readiness skills
- increasing attendance and time in school
- creating opportunities for student to engage positively in the community, and
- maintaining a safe environment

PHILLIPS PCS staffing will be derived assuming an initial student enrollment of 290, increasing to 300 in the second year. The student enrollment charts below project numbers of students by grade followed by number of students identified with SPED needs, level.

Student Enrollment Projections by Grade

	6	7	8	9	10	11	12	TOTAL
2015-16	0	40	30	39	59	48	74	290
2016-17	35	30	45	44	43	55	48	300
2017-18	34	35	35	50	46	45	55	300
2018-19	30	38	35	45	50	52	50	300
2019-20	30	32	38	45	49	52	54	300

Student Enrollment by SPED Level (1-4)

	L1	L2	L3	L4	TOTAL
2015-16	30	47	50	72	199
2016-17	30	60	60	70	220
2017-18	30	60	60	70	220
2018-19	30	60	60	70	220
2019-20	30	60	60	70	220

Teacher to Student ratios will be:

General Ed. 1 : 18

Level 1 1 : 18

Level 2 1 : 15

Level 3 1 : 12

Level 4 1 : 9

Staffing projections for a five year period are shown on the table below. Note that the principal does not appear in this staffing budget as that position is covered via the management agreement that the school will enter into with the ESP.

PHILLIPS PCS Staffing Plan

STAFFING LEVELS	2015-16	2016-17	2017-18	2018-19	2019-20
Principal/Executive					
Assistant Principal	1	1	1	1	1
Teachers					
Gen Ed Teachers	18	18	18	18	18
Teacher - Level I	2	2	2	2	2
Teacher - Level II	2	2	2	2	2
Teacher - Level III	2	2	2	2	2
Teacher - Level IV	4	4	4	4	4
Teacher - Level V	4	4	4	4	4
Teacher - Specials (Art, Music, Tech, PE/Health, ELL)	6.5	6.5	6.5	6.5	6.5
CTE Teachers	2	2	2	2	2
Special Education					
SPED Coordinator	3	3	3	3	3
Behavior Supervisor	1	1	1	1	1
Behavior Manager	3	3	3	3	3
Behavior Specialist	4	4	4	4	4
Social Worker	7	7	7	7	7
Speech & Language Therapists	3	3	3	3	3
Occupational Therapist	0.25	0.25	0.25	0.25	0.25
SPED Coordinator Asst	1	1	1	1	1
Psychologist	1	1	1	1	1
Psychiatrist	0.2	0.2	0.2	0.2	0.2
Teacher Aides					
Teacher Asst - Floater	1	1	1	1	1
Teacher Assistant - 1:1	4	4	4	4	4
Teacher Asst - Level III	2	2	2	2	2
Teacher Asst - Level IV	3	3	3	3	3
Teacher Asst - Level V	4	4	4	4	4
Before/After Care					
BC/AC Providers	0	0	0	0	0
Before/After Care Director	0	0	0	0	0
Other Education Professionals					
Curriculum Specialist	2	2	2	2	2
Clinical Supervisor	0	0	0	0	0

Reading Specialist	2	2	2	2	2
Community Liaison	0	0	0	0	0
Career Tech Ed (CTE) Coordinator	0	0	0	0	0
CTE Assistant	2	2	2	2	2
Business/Operations					
Facility Manager	1	1	1	1	1
IT Coordinator	1	1	1	1	1
Clerical					
Administrative Assistant	1	1	1	1	1
Receptionist	2	2	2	2	2
Other Staff					
School Nurse	1	1	1	1	1
Food Service Manager	1	1	1	1	1
Security Guards	2	2	2	2	2

PHILLIPS makes a firm commitment to its staff as a part of its mission and values and also as a means to retain talented individuals that work as a cohesive team to meet the goals of the program toward its students and families. Some concrete ways that PHILLIPS invests in staff are through a comprehensive orientation, training and professional development program, and through salary enhancements for certain things, i.e., maintenance of required credentials and pursuit of additional credentials that serve the needs of the program. Additionally, PHILLIPS' policy is to promote from within whenever possible, and to advertise open positions internally before looking outside the school. The same Positive Youth Development principles that provide a framework for the student program are demonstrated in the variety of means used to create and maintain a positive, collegial and professional community among staff. Full time instructional staff will be scheduled to work eight (8) hour days, forty (40) hour weeks and one hundred ninety one (191) days per school year.

c. Employment Policies

PHILLIPS PCS shall put in place employment policies aimed at recruiting and retaining exceptionally qualified employees that will enable the school to meet all its goals for student achievement and success.

Salaries

PHILLIPS compensation policies are designed to be fair and consistent, comply with applicable federal and state laws, and operate within the budgetary process and financial resources of the organization. The salary program is composed of scales and steps, which may be adjusted

periodically based on market forces, budget constraints, etc. Scale and steps determinations are based upon the education and relevant professional experience of employees at the time of hire. Changes in salary can be given for temporary completion of additional duties, or ongoing for attainment of specific educational thresholds (as documented by the college at which the courses were taken or degree was earned). Salary enhancements are awarded in conjunction with the earning and maintenance of defined professional credentials.

Benefits

PHILLIPS PCS shall offer staff a benefits program consistent with the extremely generous and high quality benefits program currently available to staff at other PHILLIPS programs. If identical benefits cannot be offered to PHILLIPS PCS staff, then an effort will be made to find and present comparable or equally desirable benefits as available. E.g. gym membership.

PHILLIPS PCS will offer its regular full time and part time staff members who work at least 25 hours per week a choice of three Kaiser Permanente health insurance plans: a physician-based HMO (health maintenance organization), center based HMO, or a PPO (preferred provider organization). PHILLIPS and the staff member share the cost of the insurance premiums.

In addition to health care coverage, PHILLIPS employee benefits include: Delta Dental insurance, Assurant life, long-term disability and accidental death & dismemberment (AD&D) insurance, Aflac supplemental insurance plans, flexible spending accounts (FSA) for medical and dependent care, Accrual based leave time for illness and personal reasons, vacation leave time, Fidelity and Great West tax sheltered annuity plans, Apple Credit Union, flu shots (free to Kaiser members), professional development reimbursement up to \$600 per year dependent upon position (additional grants up to \$1500 available for coursework within a degree program), Aetna employee assistance program, Legal Resources employer-sponsored legal aid, staff referral bonus, and discounted Gold's Gym membership. We anticipate offering a pick-up/drop-off transportation service at nearby Metro rail stations to encourage staff to commute to school by public transportation.

Any DC Public Schools (DCPS) employee who accepts a position and works for PHILLIPS PCS may request a two-year leave of absence from DCPS. This leave of absence will be renewable for an unlimited number of two year terms. During this time, if the employee chooses, PHILLIPS PCS will pay into the employee's DCPS retirement plan.

Contracting

Initial and continuing employment at PHILLIPS PCS will be established via an annual at-will employment contract. Elements and provisions in the contract will include:

- position
- salary
- scale/step
- professional development reimbursement
- sick/personal leave days
- start date
- special provisions (e.g., must complete master's degree by ____)
- training, credential maintenance, vacation time and holidays
- termination

Re-contracting with current employees is done via the process set forth below:

			When	Who
1	Announcement of Contract Process		late Mar	Principal
2	Survey Staff Returning next year	Supervisor to inform employee if they are not offering a contract next year	1st week Apr	Supervisor
		Distribute Staff Survey to employees to determine if employee wishes to return next year. ^{Form A} Distribute Forms to Supervisor. ^{Form B}	2nd week Apr	HR
		Surveys returned to Supervisor	2nd week Apr	Staff
3	Determine from hiring supervisors which employees are not returning next year	Supervisor informs HR of any staff not returning next year whether it is the employee's choice or the supervisor's decision ^{Form B}	2nd week Apr	Supervisor

		1. Is any staff member going to need verbiage under Special Provisions?	2nd week Apr	Supervisor
		2. Are you delaying offering a contract to a specific staff member due to specific conditions?	2nd week Apr	Supervisor
4	Contract Distribution	Contracts distributed to all staff (Include verbiage regarding rates)	last week Apr	Business Office
		Contracts signed and returned to ESP	1st week May	Staff
		Distribute list of staff for next year	2nd week May	Business Office
		Inform Supervisors of any contracts not received by deadline date	2nd week May	Business Office

Evaluation of Staff

PHILLIPS assists staff members to perform their jobs in a satisfactory manner by conducting periodic evaluations. The job performance of every staff member is evaluated formally at least once a year by the immediate supervisor. A written summary of the evaluation is placed in the individual's personnel file and a copy is given to the staff member. During or soon after the evaluation meeting, the supervisor and staff member may develop a written set of personal objectives to be accomplished during the next 12 months. The frequency of review of personal objectives is individualized but will occur at minimum during the next evaluation period. A staff member has the opportunity to write a dissenting opinion to the performance evaluation. The response becomes a part of the official file. In addition to the formal evaluation, all school staff

will be observed at least quarterly with follow-up consultation of performance by supervisors for monitoring and support purposes. Documentation of the follow up meeting will include the name of staff, date and objective statement of observation and consultation with the signature of the staff.

Promotions and Transfers

PHILLIPS provides staff members with full consideration so that promotions and transfers, when appropriate, are made from within.

Employment Background Checks

As an organization that serves children and adolescents, PHILLIPS commits to taking all reasonable steps to ensure student safety, including safety from possible criminal actions of staff. PHILLIPS conducts background checks for all staff members whether working full time, part time, or in temporary positions. If a background check reveals a barrier crime conviction, employment will be terminated. If a complaint is found in the Central Registry search, employment may be terminated. This policy also applies to volunteers, interns and any adult having direct ongoing contact with students.

Separation Policy:

The employment contract specifies the circumstances of departing from PHILLIPS Programs. It is expected that a staff member will honor his/her commitment when an individual signs an employment contract. However, if the staff member has compelling reasons to leave before the end of the contract period, PHILLIPS will attempt to work out an acceptable departure arrangement. In all cases, however, the staff member is expected to give PHILLIPS the amount of notice indicated in their employment contract. PHILLIPS reserves the right to terminate employment of any staff member for any reason deemed to be in the best interest of the program. The Principal will approve involuntary terminations before any action is taken. Staff members who wish to resign should notify their supervisor or Principal of their anticipated departure in accordance with the terms of their contract. This notice is usually in the form of a resignation letter. The supervisor notifies the Human Resources Office who will schedule the exit interview and begin the separation checkout process. PHILLIPS reserves the right to accelerate the date of separation.

Equal Employment Opportunity

PHILLIPS human resources policies and practices are administered without regard to race, color, religion, sex, age, national origin, veteran status, sexual orientation, disability or other protected category under federal, state or local laws. PHILLIPS Programs is proud to be a drug and smoke-

free working environment.

1. Recruitment, selection, placement, training, and other human resources related decisions made by Phillip's supervisors are based primarily on the job-related qualifications and abilities of candidates.
2. Other human resources policies and practices of PHILLIPS, including compensation, benefits and discipline, are administered and conducted without regard to any individual's race, color, religion, sex, age, national origin, veteran status, disability or other protected category under federal, state, and local law.
3. Staff members who have EEO-related questions or concerns are encouraged to communicate their concerns to their supervisor, to the Principal, or to the Human Resources Office.

Drug Use and Alcohol Misuse

PHILLIPS has a vital interest in maintaining safe, healthful and efficient working conditions. Abuse of drugs or alcohol in the workplace poses unacceptable risks. The school has a detailed and comprehensive policy on prohibited behaviors related to drugs and alcohol, discipline for noncompliance, drug testing procedures for certain employees (i.e. drivers) and hepatitis B vaccines (encouraged and paid for by PHILLIPS)

3. Implementation of the Charter

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

Each student will be provided a unique identification number which will link to their academic and non-academic performance data points and outcomes. The student number will also be used to track family data, including any survey data points and outcomes. A computer database will be created in an MS Excel spreadsheet or in a commercial software package such as PowerSchool and used for strategic data collection and data reporting on an annual basis. On a quarterly basis and in compliance with PCSB, OSSE and the Department of Education's time line on academic performance data, student's academic data will be reviewed and analyzed. On an annual basis, key and long term data will be maintained on our school's server to complete trend analysis over time. Special consideration will be given to the use of PowerSchool due to our familiarity with this particular software package. We have found the PowerSchool software particularly useful for monitoring attendance, grades and achievement; however, we will need to determine how PowerSchool can maintain other data points on use of related services, support incidents, and student and family outcomes over time. With this in mind, we will consider other software packages that are currently used by other positive youth development program such as the Efforts to Outcomes (ETO) database. Our standard practice is to backup all of our student, family, staff and program data on a daily basis and plan for data security assurances. The final database selection will also consider the reporting requirements to PCSB, OSSE and the Department of Education. Attendance, grades, accountability tests (PARCC) can be tracked within PS and the data can be exported into an Excel spreadsheet for analysis to determine % of time children are attending school in a given month, for example. These data can inform us to make school-based decisions and develop interventions..

Through the ESP management agreement, the school's director of research and evaluation will be the point of contact for the maintenance of data collection and operational procedures as well as the reporting on data and emerging outcomes to key stakeholders.

b. Major Contracts Planned

Major contracts PHILLIPS PCS anticipates at this time include:

Utilities	\$225,900
Building Cleaning Services	\$101,500
Insurance	\$90,348
Food Service	\$232,296
Management Fee	\$1,056,153

We are aware of the PCSB's requirements for public bid on contracts in excess of \$25K and have reviewed the DCPCSB's latest policy document defining the requirements. PHILLIPS PCS will adhere fully to this requirement.

c. Services Sought from the District of Columbia Public Schools

We do not anticipate receiving services from DCPS.

d. Non-Profit Status

PHILLIPS PCS is in the process of incorporating as a non-profit corporation in the District of Columbia. Ober Kaler attorneys have drafted articles of incorporation, which will be signed and filed with the DC Department of Consumer and Regulatory Affairs, District of Columbia. We will then submit an application to with the IRS to obtain federal non-profit status.

e. Technology Plan

Equipment and services used to implement the curriculum

PHILLIPS PCS will offer a rich array of technology options. In alignment with the use of instructional methods that demand sophisticated technology, we will provide computers in each classroom as well as to all administrative and support staff. Wi-Fi will be available throughout the building for access to mobile digital technology. A myriad of hardware, such as iPads/tablets, Smart boards/interactive whiteboards, audio books and adaptive equipment will be supplied.

The integration of technology into instructional practices and student interactions with curriculum is a key component of our instruction. Software programs, such as text to speech, editing software and speech to text programs will be available. Online learning opportunities for students will be integrated into the classroom instructional practices, allowing access to material as well as methods to demonstrate knowledge/skill development. These resources positively impact students who may be struggling, motivate students at large and provide acceleration opportunities. As well they will be utilized to meet the needs of students seeking credit recovery.

PHILLIPS PCS will utilize online data sources to inform teachers of student progress. The data will include that generated through NWEA/MAP and behavioral data that aligns with the positive behavioral programming. We will utilize DC Easy IEP to monitor progress across all domains of the IEP's goals and objectives. PHILLIPS currently uses Power School to monitor various data including attendance, behavior and grades. We also utilize the Alert system through Power School which allows us to communicate with parents and other parties in real-time via instant emails, voice messages and texts to alert families to immediate concerns as well as general communication. PHILLIPS PCS will also use social media as a means of keeping families notified regarding various school activities and events. Teachers and other staff will maintain communication with parents via meetings, phone calls, emails and written communication home.

Provision of equipment and data support

PHILLIPS PCS will provide desktop and laptop computers, notebooks and tablets and classroom based hardware used in conjunction with the curriculum. All instructional software programs and applications will also be provided by the school. Families choosing to participate in the PowerSchool Alert system will need to have a mobile device or computer to which messages can be sent. Similarly families will need computer access to access PHILLIPS' social media sites, feeds, etc., to view or add content through these platforms.

Acceptable Use

PHILLIPS PCS will maintain an Acceptable Use Policy which will be understood by each student. Included in it are rules on access within the school building, use of the internet, appropriate/inappropriate information to share, and consequences for not adhering to the policy. PHILLIPS PCS will utilize Surf Control as well. The Use Policy is for the protection of students and to discourage unacceptable use. Not adhering to the Policy will result in loss of privileges. The Policy is signed by both the student and the parent. The rules are made plain to students in the PHILLIPS PCS Student Handbook:

Computer Use Rules

1. Students may only use the Internet with staff permission and with a staff member present near the computer.
2. Students are not to download files.
3. Exercise good judgment in visiting sites on the Internet. Students are not to seek out Internet sites that are inappropriate. Phillips has an Internet filter that blocks many inappropriate sites, and monitors Internet usage.
4. Students are not to use the computer to listen to music or to look up song lyrics.
5. Do not use profanity, obscenity or other language that may be offensive to others.
6. Students may not bring in discs, CD's or DVDs from home for use at school.
7. Do not give out your name, address, phone number or anyone else's.
8. Students may not modify or rearrange keyboards, settings, monitors, software, programs or any other equipment.
9. Students may not copy software or files in violation of copyright.
10. Students may not delete or modify files made by or belonging to others.
11. Students may not enter Chat rooms or Social networking sites.
12. Students may not make purchases on the Internet, or use the Internet for any commercial or illegal activity.
13. Students should report any misuse of the Internet or misuse or damage to the computer to staff immediately.

14. Students may only use email for assignments given by staff. Students may not use email for personal use.

The Program Supervisors and Principal review the weekly reports on Internet usage. Classrooms and/or students found to have attempted to access inappropriate Internet sites or who have violated any other computer usage rules may receive consequences such as loss of computer use privileges.

Data protection and recovery

Our standard practice is to backup all of our student, family, staff and program data on a daily basis and plan for data security assurances. Our servers are in locked rooms with a unique key that is limited to a few people. The server room is air conditioned. The room has a smoke detector, is covered by a wet fire sprinkler system and our fire system is monitored by a UL approved monitoring station. The server room is constructed of concrete block walls, concrete slab floor and concrete ceiling. Also the room is below grade on its side of the building but above grade to the other side of the building, with sufficient slope from the building to the west to prevent any possibility of flooding.

The servers are fed electrically by dedicated circuits to surge protectors and then to a UPS (Uninterruptible Power Supply), which does a full conversion to battery power and then back. This essentially eliminates power fluctuations and spikes which could corrupt data and reduce server life.

Our data recovery plan includes nightly server backups to a dedicated backup server within the server room. Each campus' server is mirrored to another backup server at the other's campus. The redundant off site backup is updated by copying data that has changed from the last full mirrored backup. Additionally, technology staff periodically back up certain business files to a USB flash drive that is kept in a secure location.

Pre-Opening Budget

REVENUES		Year 0 (Pre-Opening)	Notes on Anticipated Sources of Funds
1	Per Pupil Charter Payments		
2	Per Pupil Facilities Allowance		
3	Federal Entitlements	\$181,670	Title Vb
4	Other Government Funding/Grants		
5	Total Public Funding		
6	Private Grants and Donations		
7	Activity Fees		
8	Loans		
9	Other Income (please describe in footnote)		
10	Total Non-Public Funding		
11	EMO Management Fee (= line 73, col. G)		
12			
13			
14	TOTAL REVENUES	\$181,670	

EXPENSES		Notes on Anticipated Financial Outlays	
Personnel Salaries and Benefits			
15	Principal/Executive Salary	\$45,500	0.5 FTE (Assistant Principal)
16	Teachers Salaries		
17	Teacher Aides/Assistance Salaries		
18	Other Education Professionals Salaries	\$37,500	0.5 FTE (Curriculum Specialist)
19	Business/Operations Salaries		
20	Clerical Salaries	\$27,500	0.5 FTE (Administrative Assistant)
21	Custodial Salaries		
22	Other Staff Salaries		
23	Employee Benefits	\$22,100	Payroll Taxes + Benefits
24	Contracted Staff		
25	Staff Development Costs		
26			
27	Subtotal: Personnel Costs	\$132,600	
28			
Direct Student Expenses			
30	Textbooks		
31	Student Supplies and Materials		
32	Library and Media Center Materials		
33	Computers and Materials		
34	Other Instructional Equipment		
35	Classroom Furnishings and Supplies		
36	Student Assessment Materials		
37	Contracted Student Services		
38	Miscellaneous Student Expenses	\$10,000	Miscellaneous Student Expenses
39			
40	Subtotal: Direct Student Expenses	\$10,000	
41			
Occupancy Expenses		Year 0 (Pre-Opening)	
43	Rent		
44	Mortgage Principal Payments		
45	Mortgage Interest Payments		
46	Building Maintenance and Repairs		
47	Renovation/Leasehold Improvements		
48	Utilities		
49	Janitorial Supplies		
50	Equipment Rental and Maintenance		
51	Contracted Building Services		
52			
53	Subtotal: Occupancy Expenses	\$0	
54			
Office Expenses			
56	Office Supplies and Materials		
57	Office Furnishings and Equipment	\$3,000	For Planning Year staff

58	Office Equipment Rental and Maintenance		
59	Telephone/Telecommunications	\$2,500	For Planning Year staff
60	Legal, Accounting and Payroll Services		
61	Printing and Copying	\$1,500	
62	Postage and Shipping	\$1,000	
63	Other Office Expense		
64			
65	Subtotal: Office Expenses	\$8,000	
66			
67	General Expenses		
68	Insurance	\$3,000	D&O Insurance
69	Interest Expense		
70	Transportation		
71	Food Service		
72	Administration Fee (to PCSB)		
73	EMO Management Fee	\$23,970	9% management fee + 0.5 FTE of a Principal
74	Other General Expense	\$2,000	Miscellaneous Expenses
75			
76	Subtotal: General Expenses	\$28,970	
77			
78	TOTAL EXPENSES	\$179,570	
79			
80	EXCESS (OR DEFICIENCY)	\$2,100	

Pre-Opening Cash Flow Projection

DESCRIPTION	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
1. Cash on Hand (start of month)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
2. Cash receipts													
Per Pupil Charter Payments													\$0
Federal Entitlements			\$5,460	\$5,460	\$5,460	\$5,460	\$27,122	\$26,122	\$26,122	\$26,122	\$26,122	\$28,221	\$181,670
Grants and Donations													\$0
Activities Fees													\$0
Other Income													\$0
3. Total Receipts	\$0	\$0	\$5,460	\$5,460	\$5,460	\$5,460	\$27,122	\$26,122	\$26,122	\$26,122	\$26,122	\$28,221	\$181,670
4. Total Cash Available	\$0	\$0	\$5,460	\$5,460	\$5,460	\$5,460	\$27,122	\$26,122	\$26,122	\$26,122	\$26,122	\$28,221	\$181,670
5. Expenses													
Personnel Salaries and Benefits													
Principal/Executive Salary			\$4,550	\$4,550	\$4,550	\$4,550	\$4,550	\$4,550	\$4,550	\$4,550	\$4,550	\$4,550	\$45,500
Teachers Salaries													\$0
Teacher Aides/Assistance Salaries													\$0
Other Education Professionals Salaries							\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$37,500
Business/Operations Salaries													\$0
Clerical Salaries							\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$27,500
Custodial Salaries													\$0
Other Staff Salaries													\$0
Employee Benefits			\$910	\$910	\$910	\$910	\$3,077	\$3,077	\$3,077	\$3,077	\$3,077	\$3,077	\$22,100
Contracted Staff													\$0
Staff Development Costs													\$0
Direct Student Expenses													
Textbooks													\$0
Student Supplies and Materials													\$0
Library and Media Center Materials													\$0
Computers and Materials													\$0
Other Instructional Equipment													\$0
Classroom Furnishings and Supplies													\$0
Student Assessment Materials													\$0
Contracted Instructional/Student Services													\$0
Miscellaneous Student Expenses								\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000

[illegible]

Pre-Opening Cash Flow Projection

DESCRIPTION	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
1. Cash on Hand (start of month)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
2. Cash receipts													
Per Pupil Charter Payments													\$0
Federal Entitlements			\$5,460	\$5,460	\$5,460	\$5,460	\$27,122	\$26,122	\$26,122	\$26,122	\$26,122	\$28,221	\$181,670
Grants and Donations													\$0
Activities Fees													\$0
Other Income													\$0
3. Total Receipts	\$0	\$0	\$5,460	\$5,460	\$5,460	\$5,460	\$27,122	\$26,122	\$26,122	\$26,122	\$26,122	\$28,221	\$181,670
4. Total Cash Available	\$0	\$0	\$5,460	\$5,460	\$5,460	\$5,460	\$27,122	\$26,122	\$26,122	\$26,122	\$26,122	\$28,221	\$181,670
5. Expenses													
Personnel Salaries and Benefits													
Principal/Executive Salary			\$4,550	\$4,550	\$4,550	\$4,550	\$4,550	\$4,550	\$4,550	\$4,550	\$4,550	\$4,550	\$45,500
Teachers Salaries													\$0
Teacher Aides/Assistance Salaries													\$0
Other Education Professionals Salaries							\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$37,500
Business/Operations Salaries													\$0
Clerical Salaries							\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$27,500
Custodial Salaries													\$0
Other Staff Salaries													\$0
Employee Benefits			\$910	\$910	\$910	\$910	\$3,077	\$3,077	\$3,077	\$3,077	\$3,077	\$3,077	\$22,100
Contracted Staff													\$0
Staff Development Costs													\$0
Direct Student Expenses													
Textbooks													\$0
Student Supplies and Materials													\$0
Library and Media Center Materials													\$0
Computers and Materials													\$0
Other Instructional Equipment													\$0
Classroom Furnishings and Supplies													\$0
Student Assessment Materials													\$0
Contracted Instructional/Student Services													\$0
Miscellaneous Student Expenses								\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000

[illegible]

Year Two Budget

DESCRIPTION		BUDGETED AMOUNTS				
		Column A	Column B	Column C	Column D	
		501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding	Notes on Anticipated Sources of Funds
REVENUES						
1	Per Pupil Charter Payments	\$8,999,873		\$8,999,873		300 students
2	Per Pupil Facilities Allowance	\$921,600		\$921,600		220 SPED students
						300 students x \$3,072
						\$255K for Title Vb (Implementation Year 2)
						\$314K for Title I & II
3	Federal Entitlements	\$699,472		\$699,472		\$130K for IDEA
						\$197K for NSLP + Healthy Schools Act
						\$100K for Medicaid
						\$18.5K for E-Rate
4	Other Government Funding/Grants	\$315,641	\$0	\$315,641		
5	Total Public Funding	\$10,936,586	\$0	\$10,936,586		
6	Private Grants and Donations	\$40,000	\$0	\$40,000		Anticipated private grants/donations
7	Activity Fees	\$0	\$0	\$0		
8	Loans	\$0	\$0	\$0		
9	Other Income	\$1,491	\$0	\$1,491		Interest Income
10	Total Non-Public Funding	\$41,491	\$0	\$41,491		
11	EMO Management Fee (= line 73, col. G)		\$1,126,533	\$1,126,533		
12						
13						
14	TOTAL REVENUES	\$10,978,077	\$1,126,533			
EXPENSES						
Personnel Salaries and Benefits						
15	Principal/Executive	\$93,730	\$0	\$93,730	0.9%	1 FTE (Assistant Principal)
16	Teachers	\$2,575,000	\$0	\$2,575,000	23.5%	40.5 FTEs (18 General Ed Teachers, 14 Special Ed Teachers, 6.5 Specialists Teachers, 2 CTE Teachers)
						23.45 FTEs (3 SPED Coordinators, 1 Behavior Supervisor, 3 Behavior Managers, 4 Behavior Specialists, 7 Social Workers, 3 Speech & Language Therapists, 0.25 Occupational Therapists, 1 SPED Coordinator Assistant, 1 Psychologist, 0.2 Psychiatrist)
17	Special Education	\$1,806,105	\$0	\$1,806,105	16.5%	14 FTEs
18	Teacher Aides/Assistants	\$461,440	\$0	\$461,440	4.2%	6 FTEs (2 Curriculum Specialists, 2 Reading Specialists, 2 CTE Assistants)
19	Other Education Professionals	\$382,791	\$0	\$382,791	3.5%	2 FTEs (1 Facility Manager, 1 IT Coordinator)
20	Business/Operations	\$118,450	\$0	\$118,450	1.1%	3 FTEs (1 Admin Assistant, 2 Receptionists)
21	Clerical	\$126,690	\$0	\$126,690	1.2%	
22	Custodial	\$0	\$0	\$0	0.0%	
23	Other Staff	\$166,860	\$0	\$166,860	1.5%	4 FTEs (1 School Nurse, 1 Food Service Manager, 2 Security Guards)
24	Employee Benefits & Taxes	\$1,150,675	\$0	\$1,150,675	10.5%	
25	Contracted Staff	\$0	\$0	\$0	0.0%	
26	Staff Development Expense	\$83,811	\$0	\$83,811	0.8%	\$600/staff for Professional Development
27						\$25K for Teacher Certifications
28	Subtotal: Personnel Costs	\$6,965,553	\$0	\$6,965,553	63.7%	
29						
30	Direct Student Expenses					
31	Textbooks	\$69,525	\$0	\$69,525	0.6%	\$225/student
						\$200/student for Educational Supplies
						\$94/student for Classroom Reinforcement
32	Student Supplies and Materials	\$105,678	\$0	\$105,678	1.0%	\$48/student for Behavioral Reinforcement
33	Library and Media Center Materials	\$0	\$0	\$0	0.0%	(Assuming replacement costs only)
						2 computers/classroom (\$1K per computer)
34	Computers and Materials	\$11,124	\$0	\$11,124	0.1%	1 tech lab (\$4.5K per)
35	Other Instructional Equipment	\$0	\$0	\$0	0.0%	(Assuming replacement costs only)
						\$200/student for classroom furniture
36	Classroom Furnishings and Supplies	\$25,029	\$0	\$25,029	0.2%	1 Smartboard/classroom (\$4.5K per)
37	Student Assessment Materials	\$15,450	\$0	\$15,450	0.1%	\$50/student
38	Contracted Student Services	\$0	\$0	\$0	0.0%	All expenses captured in staffing
						\$150/student for Software (includes SIS)
						\$105/student for Educational Travel
						\$12/student for Field Trips
39	Miscellaneous Student Expense	\$391,503	\$0	\$391,503	3.6%	\$300K for Student Transportation
40						
41	Subtotal: Direct Student Expenses	\$618,309	\$0	\$618,309	5.7%	
42						
43	Occupancy Expenses					
44	Rent	\$27,089	\$0	\$27,089	0.2%	Based on Options FY15 Budget (includes property taxes)
45	Mortgage Principal Payments	\$258,500	\$0	\$258,500	2.4%	Based on Options FY15 Budget
46	Mortgage Interest Payments	\$398,500	\$0	\$398,500	3.6%	Based on Options FY15 Budget
47	Building Maintenance and Repairs	\$79,104	\$0	\$79,104	0.7%	Based on Options FY15 Budget
48	Renovation/Leasehold Improvements	\$10,000	\$0	\$10,000	0.1%	
49	Utilities	\$232,677	\$0	\$232,677	2.1%	Based on Options FY15 Budget
50	Janitorial Supplies	\$6,077	\$0	\$6,077	0.1%	Based on Options FY15 Budget
51	Equipment Rental and Maintenance	\$0	\$0	\$0	0.0%	
52	Contracted Building Services	\$108,150	\$0	\$108,150	1.0%	Janitorial
53						
54	Subtotal: Occupancy Expenses	\$1,120,097	\$0	\$1,120,097	10.2%	
55						
56	Office Expenses					
57	Office Supplies and Materials	\$36,771	\$0	\$36,771	0.3%	\$119/student
						(Assuming replacement costs only)
58	Office Furnishings and Equipment	\$5,806	\$0	\$5,806	0.1%	\$300/staff
59	Office Equipment Rental and Maintenance	\$0	\$0	\$0	0.0%	
60	Telephone/Telecommunications	\$20,600	\$0	\$20,600	0.2%	

EXPENSES		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding	Notes on Anticipated Financial Outlays
61	Legal, Accounting and Payroll Services	\$46,350	\$0	\$46,350	0.4%	\$26K for Audit
62	Printing and Copying	\$12,154	\$0	\$12,154	0.1%	\$14K for Legal
63	Postage and Shipping	\$2,575	\$0	\$2,575	0.0%	\$7K for Benefit Fees
64	Other Office Expense	\$2,060	\$0	\$2,060	0.0%	2 copiers + printed materials
65						Postage machine
66	Subtotal: Office Expenses	\$126,316	\$0	\$126,316	1.2%	Contingency
67						
68	General Expenses					
69	Insurance	\$96,282	\$0	\$96,282	0.9%	
70	Interest Expense	\$0	\$0	\$0	0.0%	
71	Transportation	\$3,090	\$0	\$3,090	0.0%	Staff Travel
72	Food Service	\$247,515	\$0	\$247,515	2.3%	Calculated based on enrollment
73	Administration Fee (to PCSB)	\$109,366	\$0	\$109,366	1.0%	1% of non-fundraising revenue
74	Management Fee	\$1,126,533	\$0	\$1,126,533	10.3%	9% of non-fundraising revenue + Principal's Salary+Benefits
75	Other General Expense	\$41,044		\$41,044	0.4%	\$82/student for Miscellaneous Expenses/Contingency
76						\$13/student for food supplies
77	Subtotal: General Expenses	\$1,623,830	\$0	\$1,623,830	14.8%	\$7K for Staff Recruiting
78						\$2K for Background Checks
79	TOTAL EXPENSES	\$10,454,105	\$0	\$10,454,105	95.6%	
80						
81	EXCESS (OR DEFICIENCY)					
82						
83	Excess (or deficit) retained by school	\$523,972		\$523,972	4.8%	
84	Excess (or deficit) retained by EMO		\$1,126,533	\$1,126,533	10.3%	
ASSUMPTIONS						
	Student Enrollment	300				
	Facility Size (square footage)	30,000				
	Average Teacher Salary	\$63,580				

Five-Year Budget

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES					
Per Pupil Charter Payments	\$9,186,388	\$9,921,473	\$10,150,808	\$10,439,650	\$10,735,976
Federal Entitlements	\$968,206	\$1,015,113	\$779,916	\$781,889	\$802,345
Income from Grants and Donations	\$30,000	\$40,000	\$50,000	\$50,000	\$50,000
Activity Fees	\$0	\$0	\$0	\$0	\$0
Other Income	\$1,196	\$1,491	\$1,308	\$1,350	\$1,370
TOTAL REVENUES	\$10,185,790	\$10,978,077	\$10,982,033	\$11,272,889	\$11,589,692
EXPENSES					
Personnel Salaries and Benefits	\$6,734,065	\$6,965,553	\$7,173,784	\$7,388,262	\$7,609,174
Direct Student Expense	\$595,460	\$618,309	\$636,858	\$655,964	\$680,145
Occupancy Expenses	\$1,103,400	\$1,120,097	\$1,105,788	\$1,118,952	\$1,132,510
Office Expenses	\$121,447	\$126,316	\$130,106	\$134,009	\$138,029
General Expenses	\$1,522,242	\$1,623,830	\$1,689,992	\$1,733,012	\$1,836,854
TOTAL EXPENSES	\$10,076,614	\$10,454,105	\$10,736,528	\$11,030,198	\$11,396,712
EXCESS (OR DEFICIENCY)	\$109,176	\$523,972	\$245,505	\$242,691	\$192,980
	1%	5%	2%	2%	2%

Five Year Capital Budget

Computers and Materials	\$14,800	\$11,124	\$11,458	\$11,801	\$16,658
Classroom Furnishings and Supplies	\$24,300	\$25,029	\$25,780	\$26,553	\$27,350
Office Furnishings and Equipment	\$5,637	\$5,806	\$5,980	\$6,160	\$6,344
Renovation/Leasehold Improvements	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
TOTAL CAPITAL BUDGET	<u>\$54,737</u>	<u>\$51,959</u>	<u>\$53,218</u>	<u>\$54,514</u>	<u>\$60,352</u>

Capital Budget

	Year 1	Year 2	Year 3	Year 4	Year 5
Computers and Materials	\$14,800	\$11,124	\$11,458	\$11,801	\$16,658
Classroom Furnishings and Supplies	\$24,300	\$25,029	\$25,780	\$26,553	\$27,350
Office Furnishings and Equipment	\$5,637	\$5,806	\$5,980	\$6,160	\$6,344
Renovation/Leasehold Improvements	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
TOTAL CAPITAL BUDGET	\$54,737	\$51,959	\$53,218	\$54,514	\$60,352

Note: Our capital budget assumes replacement costs for existing computers, classroom furniture, and office furniture at Options PCS.
We are assuming that we will have to replace 20% of all existing fixed assets annually.

Year One Cash Flow Projection

[illegible]

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
Food Service	\$0	\$19,358	\$19,358	\$19,358	\$19,358	\$19,358	\$19,358	\$19,358	\$19,358	\$19,358	\$19,358	\$19,358	\$19,358	\$232,296
Administration Fee (to PCSB)	\$0	\$0	\$0	\$0	\$101,546	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$101,546
Management Fee	\$23,970	\$0	\$0	\$264,038	\$0	\$0	\$264,038	\$0	\$0	\$264,038	\$0	\$0	\$264,038	\$1,080,124
Other General Expense	\$2,000	\$3,242	\$3,242	\$3,242	\$3,242	\$3,242	\$3,242	\$3,242	\$3,242	\$3,242	\$3,242	\$3,242	\$3,242	\$40,899
6. Total Expenses	\$179,570	\$664,210	\$716,313	\$1,055,688	\$847,912	\$746,366	\$1,035,405	\$746,366	\$746,366	\$1,010,405	\$746,366	\$746,366	\$1,014,852	\$10,256,185
7. Fund Balance (end of month)	\$2,100	\$2,117,101	\$1,424,082	\$413,186	\$2,307,559	\$1,605,985	\$687,500	\$2,131,930	\$1,502,484	\$608,999	\$1,638,654	\$1,009,208	\$111,276	\$111,276

PIPER PHILLIPS CASWELL

CAREER TARGET: EDUCATIONAL LEADERSHIP, SENIOR EXECUTIVE MANAGEMENT, NON-PROFIT

25+ years of experience includes senior management positions within educational administration and non-profit organizations. Comprehensive knowledge of special education including learning disabilities, autism spectrum disorders, behavioral disabilities.

Passion for social justice and special education advocacy. Non-profit board member for 14 years.

Highly-regarded special education advocate, instructor, and leader, with the proven ability to create and fulfill a vision. Maintain highest levels of integrity and accountability in all professional endeavors. Successes include managing a multi-jurisdiction human service agency and running all aspects of school programs. 10 years of classroom teaching experience. Expertise in:

Program Development & Implementation • Training Design & Delivery • Staff Recruiting & Development • Philanthropic Initiatives • Community Outreach Strategies • Budget Development & Management

CAREER HIGHLIGHTS

- **President & CEO, PHILLIPS Programs for Children and Families**
- **Director of Middle School, Kingsbury School** – Created integrated, experiential curriculum for children with learning disabilities and ASD in grades 6 through 8 that aligned with state standards; introduced positive behavioral and social skills program still in use today.
- **Director of Learning Specialists, McLean School of Maryland** – Coordinated professional development and created study skills curriculum to enhance learning.
- **Director of Education, Community Services for Autistic Adults & Children (CSAAC)** – Played an instrumental role in developing intensive early intervention program, increasing program size 200%.
- **Founder of Supportive Learning Program** – Created a middle school approved by MSDE serving youth with learning and behavioral disabilities.

PROFESSIONAL EXPERIENCE

PHILLIPS Programs for Children and Families – Annandale, VA 2013-Present
President & CEO

MCLEAN SCHOOL OF MARYLAND – Potomac, MD 2007-2013
Director of Learning Specialists

Address the learning needs of 90-100 students. Provide staff development to teachers. Increased awareness and programming to meet learning needs of students within the division and across the entire campus.

- ❑ Initiated annual learning profiles to capture student strengths and keep teachers and parents fully informed.
- ❑ Designed staff development for all faculty
- ❑ Collaborated on development of internal system for identifying student-based accommodations and strategies.
- ❑ Developed parent training and delivered workshop presentations on executive functioning, dyslexia and other training that is now implemented on an annual basis.

- ❑ Established reputation as a resource for expert advice across multiple topics. Played a key role in staff development by taking the initiative to deliver staff trainings on various topics.
- ❑ Facilitated development of reading intervention programs by raising awareness of students' reading needs.

KINGSBURY CENTER – Washington, D.C.

2001-2007

Director, Middle School, 2005-2007 | Curriculum Coordinator, 2001-2004

As Director, oversaw all activities and functional areas within the middle school, including hiring, training and supervising teachers, IEP management, Admissions Committee participation, classroom and behavior management, and external partner interactions, including the local education agency. Presented program at due process hearings. As Curriculum Coordinator/Teacher, oversaw curriculum for middle school and taught Language Arts.

- ❑ Created an integrated, experiential curriculum for children with learning disabilities and challenges in grades 6 through 8 that aligned with state standards; introduced positive behavioral and social skills program still in use today.
- ❑ Fostered excellent working relationships with local education agencies in several jurisdictions within Washington, D.C. and Maryland counties, meeting requirements for accreditation and licensure.
- ❑ Brought in a Transcendental Meditation Program that met with success and became a 2-year study funded by the David Lynch Foundation, with all students and staff receiving free TM training.

MONTGOMERY COUNTY PUBLIC SCHOOLS – Rockville, MD

1997-2001

Teacher, 2000-2001 | Substitute Teacher, 1997-2000

Provided instruction for 5th grade students in all subject areas; served as a substitute teacher for 3 years while own children attended early elementary school.

- ❑ Integrated Social Studies curriculum into the Language Arts curriculum, with year-end test results indicating significant increase in Social Studies scores (17 points).
- ❑ Led classes to achieve the 3rd highest increase in state test scores among over 120 elementary schools.

COMMUNITY SERVICES FOR AUTISTIC ADULTS & CHILDREN (CSAAC) – Rockville, MD 1995-1996

Director of Education

Managed all day-to-day operations and interacted with Residential Director on various activities for 24-hour residential program. In charge of expanding the newly-instituted Intensive Early Intervention program (IEI) into other Maryland counties. Worked directly with families seeking program and with Directors of Special Education in coordinating project. Hired, supervised, and coached teachers. Coordinated all aspects of the IEI program.

- ❑ Played an instrumental role in developing and growing the IEI program, as well as guiding the school through a large licensure process successfully; increased size of the school program 2x.
- ❑ Worked intensely with Special Education Directors to facilitate access to IEI program within counties encountering difficulties due to intensive level of intervention and the need for program to be home-based administered.

KENNEDY INSTITUTE – Washington, D.C.

1985-1989/1982-1983

Director of Residential Services, 1985-1989 | Residential Coordinator, 1982-1983

Directed all aspects of a community-based residential program for adults with intellectual disabilities. Hired, supervised, trained, and evaluated team of 125+ full-time and part-time staff, including psychologists, physician, nurses, social workers, speech/ language therapists, dieticians, and management/administrative staff. Developed and administered \$3 million budget, negotiated contracts, and managed all financial functions. Secured grants and loans for housing, including HUD 202 and CDBG. Managed all program facets that included policy development, quality assurance, government and civic organizations, industry trend analysis, property acquisition, and budget development.

- ❑ Led community-based residential program to exemplary results, including full licensure; the program was recognized later as a positive example within a Pulitzer Prize-winning article in The Washington Post.
- ❑ Expanded program into 2 counties in Maryland and increased the size of the operation 200% from 7 to 13 community residences.

FAIRFAX-FALLS CHURCH COMMUNITY SERVICES BOARD – Vienna, VA

1983-1985

Project Coordinator

Managed grant awarded from the State of Virginia to alleviate extensive waiting list for adults with intellectual disabilities awaiting group home placement. Interacted with Boards of non-profit organizations, oversaw provision of technical assistance in non-profit incorporation, created and administered budget, drove fundraising efforts, and selected personnel. Presented synopsis of grant project to the state-level Community Services Board Conference.

- ❑ Secured HUD 202 loan for acquisition and rehabilitation of housing.
- ❑ Worked with 5 loosely-organized groups and external personnel to create 5 non-profit corporations that would open and operate group homes, with all 5 becoming incorporated and 3 becoming operational within 2 years of grant.

EDUCATION & CREDENTIALS

Master of Science in Special Education - THE JOHNS HOPKINS UNIVERSITY, Baltimore, MD

Bachelor of Arts in Education - GEORGE WASHINGTON UNIVERSITY, Washington, D.C.

Certifications/ Training/Awards

21+ post graduate credits in school administration and reading, Trinity Washington University

Attended numerous workshops and post-graduate courses throughout career

Former Certification, K-12 for Special Education

Former Provisional Certification, Administrator 1

Ham A. Bishop Leadership Award for Service and Devotion, 2012

Affiliations & Activities

- Board of Trustees, Phillips Programs, 14 years; served on Nominating and Finance Committees
 - Initiated fundraising event developed into a “Party with Purpose” effort
 - Established college scholarship process to support graduating seniors (9 scholarships awarded last year)
- Worked on national presidential campaign, managing advance events and fiscal reporting to the FEC
- Led grassroots organizing, events management and direct mail solicitations for leading public interest

organization- People for the American Way

- Experience in buying and selling real estate; purchased and/or sold multiple properties
- Lead Position and Training / Former President, Families Adopting Children Everywhere (FACE)
- Diploma in Pastry Arts, L'Academie de Cuisine – interest in addressing hunger issues and sustainable agricultural initiatives
- Certificate, Theory and Technique L'Academie de Cuisine
- Background in running a catering business for over 8 years
- Volunteer – Friends of the Kennedy Center

LINDSAY A. HARRIS

Education: Ed.S. Transition Special Education, George Washington University 2006
M.A. Transition Special Education, George Washington University 2004
B.S. Special Education/Elementary Education, University of Maryland 1977

Selected Experiences:

- 2008 – present **Program Supervisor:** PHILLIPS Programs
Supervise all aspects of classrooms in the high school program serving students with emotional/behavioral disabilities, intellectual disabilities and students on the autism spectrum. Oversee the Career Education department and transition services.
- Supervise Teachers and Assistant Teachers, and 1:1 Dedicated Aides.
 - Provide curriculum and instructional leadership and support
 - Oversee the IEP process
 - Provide leadership to the multi-disciplinary teams that work with each student
 - Support family involvement in their child's educational program
- 2006- Present **Adjunct Professor:** The George Washington University
Graduate School of Education and Human Development: Special Education and Disability Studies
- Teach SPED 6233 Curriculum in Transition Special Education each spring semester
 - Co-Taught SPED 231 Instructional Methods
- 2006 - 2008 **Project Supervisor:** PHILLIPS Programs
- Developed Mentor Program and staff development activities
 - Grant Writing
 - Planned parent and community conferences on topics of high interest
- 2004 – 2006 **Research Assistant:** The George Washington University
Graduate School of Education and Human Development: Teacher Preparation and Special Education
- Project Director of Kingsbury Day School-GWU partnership; University Supervisor/Mentor for GWU Preservice Teacher Interns
 - University Supervisor/Mentor for GWU interns at Cardozo High School, Washington D.C.
 - Oversee selected budgets and other administrative functions for the Teacher Preparation and Special Education Department.
- 2004 **Consultant:** Maya Angelou Public Charter School, Washington D.C.
- Work with the special education staff at the Ninth Grade Academy to provide educational services to students
- 2003 - 2004 **Research Assistant:** The George Washington University
Graduate School of Education and Human Development:
Collaborative Vocational Evaluation Training Program
- Assist with grant proposals and grant report writing
 - Administrative support to the program
- 1998 - 2001 **Educational Supervisor:** PHILLIPS Programs ~ Annandale School.
- Supervise the upper school's Career and Independent Living Skills program, consisting of 7 classrooms and related service staff.
- 1987 - 1998 **Vocational Supervisor:** PHILLIPS Programs/School for Contemporary Education ~ Annandale School
- Oversee the school's career education program
 - Responsible for transition planning for all students
 - Responsible for providing linkages to adult service

1986 -

1987 **Assistant Director of Residential Services:** Lt. Joseph P. Kennedy Institute, Washington, D.C

- Oversee staff and all components of a residential program for adults with disabilities living in group homes.

1978 - **Special Education Teacher**

1983

Professional Memberships:

Council for Exceptional Children

Vocational Assessment and Evaluation Professionals

Northern Virginia Transition Council

Parent Advocacy and Training Center (PEATC): Former Board Member

Publications:

Taymans, J. Tindle, K., Freund, M., Ortiz, D. & Harris, L. (2012). Opening the Black Box: Influential Elements of an Effective Urban Professional Development School. *Urban Education* 47:224

Taymans, J. Tindle, K., Freund, M. Harris, L. & Ortiz D. (2008). The Urban Initiative Professional Development School's Intern Assessment System: A Contextualized and Authentic Pre-Service Evaluation Method. In Guadarrama, Ramsey and Nath *University and School Connections: Research Studies in Professional Development Schools*. Greenwich, Connecticut: Information Age Publishing
<http://www.infoagepub.com/products/content/p47ffaa113ad38.php>

Harris, L. (2008). Measuring Education Achievement of Students with Emotional Disabilities: Aligning NCLB Accountability Measures with Instructional Practices in *Issues in Educational Policy: Toward a 'Caring System'*: NCLB and Accountability for Youth with Mental Health Needs. Washington D.C.: The George Washington University.

Harris, L. (2007). Adolescent Literacy: Word Study with Middle and High School Students. *Teaching Exceptional Children Plus*, Vol. 3 Issue 4. Council for Exceptional Children.
<http://escholarship.bc.edu/education/tecplus/vol3/iss4/>

Taymans, J., Tindle, K. Freund, M. Ortiz, D. & Harris, L. (2006, April). *Evaluation Research to Sustain and Expand an Established PDS*. Paper presented at American Educational Research Association Conference, San Francisco.
http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/27/fc/2d.pdf

Wallace R. Henry, III

[REDACTED]
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[REDACTED]
[REDACTED]

EDUCATION

Howard University, Washington, DC • Expected May 2015

Doctor of Education in Educational Administration and Policy

Dissertation (in progress): Transition Services: AN INVESTIGATION OF THE KNOWLEDGE , CONFIDENCE, AND PRACTICE OF SPECIAL EDUCATION TEACHERS IN DISTRICT OF COLUMBIA PUBLIC CHARTER HIGH SCHOOLS

Arizona State University, Phoenix AZ • 2005

Masters of Arts in Education Administration & Supervision

Program-Leadership for Educational Entrepreneurs Program

University of the District of Columbia, Washington, DC• 2002

Masters of Arts in Special Education

University of Maryland Baltimore County • 2002

Bachelor of Arts in African American Studies

AWARDS

Nominated for the Disney Teacher of the Year
 Recipient of the Outstanding New Teacher Award
 Health Service for Children Graduate Education Scholarship Recipient
 Educational Administration and Guided Leadership Experience II recipient
 Arizona State Certificate of Academic Focus in Business

PROFESSIONAL EXPERIENCE

Professional Experience

Friendship Public Charter Schools
Director for Student Support Services

Washington, DC
July 2012 –June 2013

In this dually focused position my responsibilities include both instructional supervision as well as operational oversight. The following programs fall under the umbrella of Student Support services: special education; guidance; extended learning programs; facilities maintenance & security; parental involvement. Also included are small learning community oversight, standardized testing coordination and all site SEA and Charter Board audits and reviews.

Key Results

- The creation of a College & Career Task Force to improve the coordination and delivery of services preparation of students in grades 9-12 for post secondary education.
- Developed a comprehensive operations plan to brand and improve our capacity to provide a responsive college preparation program for students.
- Increased the efficiency and accountability measures for program staff through the revision and alignment of staff roles & responsibilities to the overall program goals.

Maya Angelou Public Charter Schools
Director of Special Education

Washington, DC
August 2010-July 2012

Guided and oversaw the provision of special education services to students on the three campuses of the Maya Angelou Public Charter School. Ensured that students with exceptional learning needs received assessments and individual education services in accordance with all relevant federal and local statutes.

Principal responsibilities include:

- Providing special education guidance, support, and professional development to teachers at the three campuses of the Maya Angelou Public Charter School
- Serving as See Forever's principal contact person for all D.C. Government and legal entities with regard to special education services and student performance
- Developing a system and policies to ensure that special education services are delivered and that student records are maintained in a manner compliant with statutory requirements, e.g., IDEA, OSSE, DCPSB
- Administering the development and coordination of special education programming and curricula
- Participating in the recruitment, supervision, and evaluation of special education teachers on the campuses of the Maya Angelou Public Charter School
- Keeping abreast of current developments, literature, and technical source information pertaining to special education and reporting to colleagues as appropriate
- Serving as primary case manager for students in the evaluation process
- Meeting with social workers, guardians, and education advocates of exceptional learning students on a regular basis.

Center City Public Charter Schools Congress Heights Campus
Principal

Washington, DC
June 2008 - June 2010

Oversaw the overall operations activities for a Pre-k to 8th grade school of 195 students, 24 teachers, instructional assistants, and support staff. Scope of the position included: staff recruitment and selection, teacher observation, supervision, and evaluation; record administration and maintenance; student discipline; program initiatives; team building; shared decision-making; advance school mission and core values; and uphold and maintenance of a safe, respectful, and fair environment.

Key Results

- Implemented a positive climate of high expectations for performance and the demonstration of core values
- Implemented the Response to Intervention (RTI) program to provide additional reading support to all grades
- Ensured alignment and retention of staff members through consistent observation and supervision
- Implemented a school-wide data meeting protocol to support the Data Driven Instruction model
- Instituted a peer observation model to allow teachers to observe and reflect on effective teaching practices to implement effective practices at Congress Heights
- Forged relationships with community partners to provide students learning opportunities surrounding the performing arts, entrepreneurship, and financial literacy through experiential hands-on learning

Ivymount School
Lower/ Middle School Division Director

Rockville, MD
July 2007- July 2008

Responsibilities included the coordination of all educational programs, activities and curriculum for the Lower & Middle schools. This included monitoring the implementation of all curriculum, and technology to ensure student access and success; providing support of instructional best practices through ongoing performance reviews and direct feedback to enhance staff development; coordinating related resource services in an integrated service delivery model; remaining current on IDEA & surrounding LEA regulations and any other federal, state and local

mandates that affect the education & due process rights of students; supervising the development of students IEP's; maintain supportive parent interaction and communication; providing for the ongoing training needs of the program

Key Results

- Initiated a curriculum review process to ensure alignment with the changing needs of the student population
- Instituted a peer observation model for teachers to observe and reflect on effective teaching practices for implementation
- Implemented a seamless transition program for middle to high school students which included peer matching, shadow opportunities and a summer bridge program

Friendship Public Charter Schools Academy Director –Grade 9

**Washington, DC
July 2006- June 2007**

The responsibilities of the ninth grade instructional leader included achievement planning, implementation and monitoring for a team of 13 teachers and 322 students. In addition, the operational responsibilities included the supervision of security staff, hall movements and all discipline issues. The additional responsibilities included staff recruitment for all positions, site coordinator for UDC satellite programs, and school accountability data tracking and reporting.

Key Results

- Coordinated the implementation activities and curriculum for the 9th grade Success Academy program based upon the John Hopkins Model for the successful transition of students into High schools.
- Lead the development and implementation of the 9th grade achievement plan targeting reading and math scores with respective gains of 20% and 13% in benchmark performance based on summative assessment data.

Friendship Public Charter Schools Academy Director for Student Support Services Salary- \$75,000

**Washington, DC
July 2005 -June 2006**

In this dually focused position my responsibilities include both instructional supervision as well as operational oversight. The following programs fall under the umbrella of Student Support services: special education; guidance; extended learning programs; facilities maintenance & security; parental involvement. Also included are small learning community oversight, standardized testing coordination and all site SEA and Charter Board audits and reviews.

Key Results

- Lead parent committee in securing grant funding to increase parental involvement through workshops and increased volunteer offerings
- Developed a standards based guidance curriculum manual to guide service delivery and to maintain accountability mandates
- Increased student support through the implementation of a proactive referral process that yielded a 55% increase in the number of referrals and a 70% increase in the delivery and monitoring of individual student support plans.

University of the District of Columbia Adjunct Professor

**Washington, DC
Sept. 2004- May 2006**

As Adjunct professor in the Education Department, I assisted and or instructed foundation classes in special education and provided ongoing support for both undergraduate and graduate students preparing for praxis examinations.

Friendship-Edison Collegiate Academy
Director of Special Education
 Salary-\$65,000

Washington, DC
April 2002- June 2005

Consulted with school and District of Columbia Public Schools staff in the development of programs and services to support the success of students with disabilities. While monitoring compliance with Federal, State and local mandates, I provided specialized training in the development of IEPs, IDEA 97, behavior management, recent settlement agreements and other related topics.

Key Results

- Developed the district special education operations manual
- Implemented a comprehensive case management model to increase student support and parent communication
- Developed a transitions program to increase post secondary opportunities for special needs students

District of Columbia Public Schools
General/Special Education Teacher

Washington DC
April 2000-March 2002

Planned consistently for high quality, rigorous instruction and assessment that stimulated students, provoked curiosity, and allowed independent thinking and investigation; Maintained student academic records as specified by the administration; Mentored student teachers through observational didactic sessions; Collaborated with school officials and staff members to establish school budget, procedures and policies.

Recognition

- Nominated for the Disney Teacher of the Year
- Recipient of the Outstanding New Teacher Award

PROFESSIONAL AFFILIATIONS

Delta Kappa Phi
 Council for Exceptional Children
 Maryland Association of Non-Public Education Facilities (MANSEF)
 National Alliance for Black School Administrators
 District of Columbia Association for Special Education (DCASE)
 Association for Supervision and Curriculum Development (ASCD)
 National Association of Private Special Education Centers

CERTIFICATIONS

Washington, DC Administrative Services K-12

Trixie Herbert

Senior Executive with strong business insight and comprehensive knowledge of operational areas. Combines financial analysis and strategic vision to lower cost, improve revenue and increase organizational services. Skillfully advances the organization's mission and goals through innovative use of technology, human capital and logical problem solutions to enhance efficiencies. Areas of expertise in:

- Operational / Strategic Planning
- Budgeting / Forecasting
- Cost Reduction
- Project Management
- Contract Negotiations
- Policy & Procedure Development
- Organizational Restructuring
- Quality, Cost & Performance Improvement
- Team Development & Leadership
- Technology Initiatives

CAREER HIGHLIGHTS

- Balance the budget and needs of the program and organization to ensure all programs operate to full potential while remaining cost effective
- Earned promotions for consistently strong performance; rose through accounting ranks to lead \$16M non profit organization
- Expanded responsibilities through a 14 year tenure with one organization, starting as a member of one department and progressing to the leader of three different departments
- Conceived innovative rate structure that increased program rates by 63% to maintain the same revenue in a decreasing enrollment environment
- Negotiated 10% rate increase with various county and state entities in the metropolitan DC area in a very rigid rate determination process, persuading officials to increase the rate beyond the standard cost of living metrics

PROFESSIONAL EXPERIENCE

PHILLIPS Programs

Nonprofit organization started in 1967 serving over 500 children and families annually. PHILLIPS serves the needs of individuals with emotional and behavioral problems and their families through education, family support services, community education and advocacy. The organization currently employs 200 staff with 3 locations.

Chief Operating Officer

Apr 2013-Present

- Responsible for \$16M budget including leading yearly budget process for staff and Board members
- Oversee the Finance, Technology and Operations Divisions of the organization
- Directly supervise nine staff in two locations
- Manage projects and analysis of new program start-ups
- Streamline procedures and planned technology upgrade for the entire enterprise, resulting in a \$250,000 upgrade to systems, networks and educational technology throughout the organization
- Assisted in the successful implementation of a new Event Development software to streamline and consolidate the event management and fundraising process for annual events
- Responsible for maintenance and upkeep of facility and grounds for two locations
- Ensured successful knowledge transfer of facilities management from a 45 year staff veteran
- Serve as a member of the Strategic Planning Committee and Technology Committee, and as a contributing staff member to the Board of Directors Finance Committee to present current information and seek continued improvement of the policies, processes and procedures of PHILLIPS
- Participate in quarterly Board of Directors meetings to present the financial status and projections of the organization
- Continued responsibilities of Director of Finance

Interim President & CEO

Sep 2012-Mar 2013

- Oversaw PHILLIPS Programs in its entirety for 7 months while also assuming regular responsibilities as the Director of Finance
- Evaluated the organizational structure of certain programs to ensure their continued success, resulting in improved

Trixie Herbert

efficiency and morale for a 45 person program

- Participated in a search committee for President and CEO
- Served as liaison between Board and staff
- Facilitated orientation and transition of new Executive
- Managed proposals, goals, objectives and deliverables of the organization
- Ensured smooth functioning of all operational processes
- Lead operations and direction for 5 human services programs
- Oversaw Annual Fundraising Event

Director of Finance

Jul 2001-Aug 2012

- Developed and maintained financial policies and internal control for accounting and financial systems
- Formalized, developed and implemented Business Policies, Procedure and Control
- Streamlined processes and achieved 30% reduction in staffing while maintaining the same efficiency and output
- Managed multi-million dollar budgets with full Profit & Loss responsibility
- Negotiated and reviewed all contracts for the organization
- Instrumental in maintaining profits while organization revenue contracted 15%
- Implemented new accounting software and designed management reporting systems
- Converted payroll from in-house process to 3rd party vendor improving labor cost of the organization
- Managed and monitored organization's investments following board-approved internal investment policy
- Developed and maintained financial policies and internal control for accounting and financial systems

Accountant

Feb 2000-Jun 2001

- Reconciled General Ledger accounts and prepared all audit documents for internal and external review
- Reviewed and filed federal grant claims
- Established Fixed Asset System and Controls
- Prepared monthly invoices for human services program
- Processed accounts payable and semi-monthly payroll

CUISINE SOLUTIONS

International food manufacturer which pioneered the Sous-Vide method of cooking in the United States, selling products marketed to multiple industries globally. At the time, was an organization of 80 employees spanning four locations across three countries

Accounting Manager

1997-1998

- Assisted in preparation of financial statements including review and reconciliation of general ledger accounts and bank statements
- Processed payroll for 100 employees
- Provided administrative support to Vice President of Finance
- Prepared sales and use, property and franchise tax returns
- Researched and responded to company tax issues

Office Services Manager

1995-1997

- Provided comprehensive support to President including calendar management, arranging extensive travel and logistics, daily correspondence and file organization
- Organized company functions, events and special projects
- Provided assistance and prepare materials for Board of Directors and Stockholders meetings
- Created newsletter for sales department and interface with sales management to develop annual budget

Accounting & Tax Administrator

1992-1994

- Audited field compliance to corporate financial standards

Trixie Herbert

- Assisted in preparation of sales and use tax and property tax
- Prepared payroll reports to comply with federal and state regulations
- Applied and maintained business liquor licenses and miscellaneous licenses for multi-state operations

RELATED EXPERIENCE

Member, Finance Council

Saint Ambrose Catholic Church

2014

EDUCATION

Georgetown University, Washington D.C.

2012

- Nonprofit Management Executive Certificate

Ateneo de Manila University, Philippines

1986

- Bachelor of Science in Business Management

Baltimore Culinary Arts Institute, Baltimore, MD

1984

- Baking Certification

REFERENCES

References available upon request

Charles Harrison Kehler

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## **PROFESSIONAL EXPERIENCE**

### ***Altus Realty Partners, Ltd.***

4625 Old Dominion Drive, Suite 201

Arlington, VA 22207

#### ***Founding Principal***

Mr. Kehler is a founding principal for the acquisition and development efforts of the firm. He has successfully overseen the redevelopment of over half million square feet at Altus and currently leads its three multi-family developments, totaling 100,000 square feet.

### ***The Kaempfer Company/Charles E. Smith,***

A wholly owned subsidiary of Vornado Realty

#### ***Vice President***

In addition to directing the leasing of Kaempfer's four million square foot portfolio, he was responsible for acquisitions on behalf of the company and third party institutional investors as well as acting development principal for the company.

### ***Beacon Global Advisors***

#### ***Vice President***

Mr. Kehler managed real estate private placements and the private equity practice for the company's fund and merchant banking activity.

## **VOLUNTEER SERVICE**

### ***PHILLIPS Programs for Children and Families***

Annandale, VA 22003

#### ***President of the Board of Trustees***

***2012 - present***

## **EDUCATION**

### ***Cornell University***

Master of Business Administration

## **David Perry**

### **Education**

**Williams College.** Williamstown, MA

1969 -- B.A. with Honors, Political Science

**Lyndon B. Johnson School of Public Affairs, University of Texas.** Austin, TX

1976 -- M.P.A.

Moody Foundation Fellow 1975 - 1976

Full tuition scholarship 1974 – 1975

### **Experience**

**Federal City Council.** Washington, D.C.

Deputy Director -- April 1985 to September 2006

Deputy Director of the Federal City Council, a business-supported, nonprofit civic organization that works for the betterment of the Nation's Capital. The Council is composed of and financed by 200 of the Washington area's top business, professional, educational, and civic leaders. Responsibilities included: directing major Council-initiated studies (e.g. mass transit finance, Federal office space study, major planning studies of the Anacostia Waterfront and the Union Station area); planning monthly Executive Committee meetings, as well as meetings of the Council's standing committees (e.g. Transportation, Health Care, Economic Development); representing the Council in its dealings with senior officials in the Federal and D.C. governments and on Capitol Hill on matters affecting the District of Columbia; speaking on behalf of the Council in a variety of public settings (e.g. testifying before the D.C. City Council); representing the Council on the Union Station Redevelopment Corporation; coordinating all aspects of the Economic Club of Washington program; author of the Council's past 18 Annual Reports and editor of all Council documents and publications.

**Congresswoman Geraldine Ferraro.** Washington, D.C.

Legislative Assistant – January 1983 to January 1985

Responsible for all staff work related to Ms. Ferraro's membership on the House Public Works and Transportation Committee (Ferraro's subcommittee assignments: Water Resources, Economic Development, Aviation, and Oversight); wrote statements for committee, language for committee reports, and statements regarding legislation under consideration on the House floor; drafted Tandem Truck Safety Act of 1984 (PL 98-554). Also responsible for environmental and energy legislation; trade legislation; telecommunications; international finance. Spoke on behalf of Ms. Ferraro at seminars on infrastructure financing, highway and transit legislation, and national water policy. Designed and wrote newsletters and did occasional speech-writing.

**Public Technology, Inc.** Washington, D.C.

Acting Transportation Director -- 1982

Senior Research Associate – 1979 to 1981

Responsibilities included managing and directing the transportation program of Public Technology, Inc., a cooperative research, development, and technology transfer organizations made up of 120 American and Canadian cities; supervised staff of eight professionals and three support personnel; negotiated contracts with the US Department of Transportation (\$350,000 annually); provided technical assistance on transportation matters to cities throughout the country; managed the development of three series of publications on transportation innovations.

**Department of Housing & Community Development.** Baltimore, MD

Baltimore Transit Task Force, Assistant Project Director – 1976 to 1979

Responsibilities included negotiating with the Mass Transit Administration of the Maryland Department of Transportation on matters related to the planning, design, and construction of the first phase of the Baltimore subway; coordinating the review and inspection activities of City Departments with respect to the rapid transit project; assisting businesses, individuals, and community groups affected by construction of transit facilities; staff to the City's Transit Architectural Review Board; negotiating with the federal Urban Mass Transportation Administration on behalf of the City.

**Institute of Policy Science and Public Affairs, Duke University.** Durham, NC

Research Coordinator – Summer 1973 to Spring 1974

Undertook a study of black land ownership in the rural South; prepared material for, "Public Land and Minority Enterprise: A New Policy Option."

**The Teachers, Inc.** New York, NY

Board of Directors – 1969 to 1972

Elected twice to the Board of Directors of the Teachers, Inc., a foundation-supported, non-profit organization, based in New York, that worked to improve public education in four cities through increased community involvement.

**Chapel Hill Public Schools.** Chapel Hill and Carrboro, NC

Public school teacher for four years (1969 through 1973) and concurrently a member of the Teachers, Inc.

**Williams-in-Hong Kong.** Hong Kong (then a British territory)

English teacher in the Summer of 1968 at United College, the Chinese University of Hong Kong (selected by Williams College).

**Activities****Ellen Wilson CDC.**

Board of Directors – 1991 to Present

Helped organized and chaired a community development corporation on Capitol Hill that won the District of Columbia's first HOPE VI grant (\$25 million) from the U.S. Department of

Housing and Community Development. The new, mixed-income community that we created to replace the failed Ellen Wilson public housing project includes a 134-unit limited equity cooperative and 17 fee simple houses. The community, now known as Townhomes on Capitol Hill, won the Urban Land Institute's "2000 ULI Award for Excellence" and the "Judges Special Award for Unique Development" from the National Association of Homebuilders' NAHB MultiFamily and Multi-Housing News, as well as numerous design awards.

**D.C. Public Charter School Resource Center.**

Board of Directors, 1998 – 2002

The Resource Center supported the creation and development of many of the District's 40 public charter schools.

**Friends of the National Zoo (FONZ).**

President, 2001 -- 2002

Treasurer, 1997 -- 1999

Board of Directors, 1993 -- 2002

FONZ is a nonprofit, membership based organization that supports the education, research, and conservation missions of the Smithsonian Institution's National Zoological Park. A multifaceted, complex organization that currently has over 30,000 members, FONZ is responsible for the Zoo's education programs, all development-related activities, and the operation of the concessions at the Zoo.

**Smithsonian's National Zoo Advisory Board**

May 2002 to Present

Established by the Smithsonian's Board of Regents, the Advisory Board provides advice and support to the National Zoo and assists in promoting the Zoo's activities -- locally, nationally, and internationally.

**Personal**

Interests / hobbies: reading, singing (member of the choir at St. Mark's Episcopal Church and former president of the choir); bicycling (a half dozen trips of 250 to 500 miles throughout the US and Canada); running; kayaking; skiing; X-country skiing.

## ROSE ANN M. RENTERIA

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**Dr. Rose Ann M. Renteria** is responsible for coordinating site-based research projects and documenting program outcomes for PHILLIPS Programs for Children and Families. She completed her doctoral work at the University of Colorado at Boulder, and her background is in program evaluation, positive youth development research and family strengthening and special education evaluation. Dr. Renteria's work on program evaluation and youth voice has been presented at national and regional conferences, including the Youth Thrive™ convening, the National Wraparound conference; and the Maryland Association of Nonpublic Special Education Facilities. She has also developed manuscripts on wraparound research and child and family case studies in special education.

Dr. Renteria is a Fellow with The National Center for Innovation and Excellence; and, serves as a Youth Thrive™ expert with the Center for the Study of Social Policy and consultant to Child Trends, the Jim Casey Youth Opportunities Initiative, and the St. Joseph's Indian School (in Chamberlain, SD). She provides senior technical advice on evaluation planning for implementation and outcome evaluations. Dr. Renteria conducts impact evaluation, assessing a wraparound child welfare prevention program. She directs the research and evaluation activities as well as strategic planning in theories of change, logic models, data collection systems, and facilitators to positive youth development.

### AREAS OF EXPERTISE

- Positive Youth, Family and Community Development
- General and Special Education, Child Welfare, Health, Residential Education
- Youth Voice and Youth Thrive™ Evaluation
- Evaluation Frameworks (Performance Management, Formative, Implementation, Outcome, Randomized-Controlled Impact)
- Evaluation 101 (Planning, Theory Of Change, Logic Models, Program Evaluation, Outcomes, Youth Voice, Special Needs Youth)
- Child Maltreatment Prevention (Safe, Stable And Nurturing Relationships and Environments)

### EDUCATION

|                                                                           |              |
|---------------------------------------------------------------------------|--------------|
| University of Colorado at Boulder, Department of Sociology                | Ph.D., 1997  |
| University of Texas at Austin, Lyndon B. Johnson School of Public Affairs | M.P.A., 1990 |
| University of Texas at Austin, Department of Sociology                    | B.A., 1984   |

### EMPLOYMENT HISTORY

PHILLIPS Programs for Children and Families, Annandale, VA  
Coordinator of Evaluation and Research, 2012-Present

Child Trends, Washington, DC  
Senior Research Scientist – Senior Advisor/Consultant, 2010-Present

FHI360 (FHI360 acquired Academy for Educational Development in July 2011), Washington, DC  
Senior Technical Manager, Director of Research, Senior Research & Evaluation Officer, 2004-2011.

CSR, Incorporated, Arlington, VA  
Research Associate, 2002- 2004  
U.S. Census Bureau, Washington, DC  
Statistician/Demographer, 2001- 2002  
Center for Women Policy Studies, Washington, DC  
Senior Research Associate, 1999- 2001  
Mills College, Department of Sociology and Anthropology, Oakland, CA  
Assistant Professor in Sociology and Chicana Studies, 1997-1999  
University of Colorado at Boulder, Departments of Sociology and Ethnic Studies  
Graduate Instructor, 1991-1997

***Prior to coming to PHILLIPS Programs for Children and Families***

Starting in 2004 to 2010, Dr. Renteria served as a Senior Research Scientist at Child Trend, working on several research projects:

- *Reproductive Health Care through the Eyes of Latina Women: Insights for Providers, 2011-2012*—co-authored a Child Trends' research brief, supporting health care providers in their efforts to improve their delivery of family planning and other important services to young Latina women in the United States. Role: Team Member and Co-Writer. Available: [http://www.childtrends.org/files/Child\\_Trends-2012\\_08\\_31\\_FR\\_LatinaReproductive.pdf](http://www.childtrends.org/files/Child_Trends-2012_08_31_FR_LatinaReproductive.pdf).
- *Steward Trust Workshop for Emphasizing Evidence-Based Programs, 2011-2013*—provided evaluation planning and technical assistance to DC area community-based organizations and agency representatives, working towards a theory of change, logic model, realistic short and long term outcomes, and next steps to build organization capacity to document programmatic successes.
- *Abriendo Puertas Impact Evaluation, Anonymous Funder, 2012 – 2013*—served as project manager to conduct implementation and impact evaluation of the *Abriendo Puertas* parent education program in the Los Angeles Unified School District (LAUSD) to assess the extent to which the program increases the knowledge, attitudes, and positive behaviors of parents with young children. The program aims to improve the outcomes of the nation's Latino children by building parenting skills.
- *Emphasizing Evidence-Based Programs (EBPs) for Children and Youth: An Examination of Policy Issues and Practice Dilemmas Across Federal Initiatives, Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation, 2010 – 2013*—worked with the federal government to examine the challenges faced by program implementers as they replicate, adapt and scale up evidence-based programs for children and youth.
- *Single Stop 2011, Single Stop USA, 2011 – 2012*—served as project manager to conduct implementation evaluation assessing whether Single Stop targeted and reached the right population and comparing implementation across sites and conducting focus groups with students and program implementers.

***At AED, Dr. Renteria served as a Senior Research Scientist at Child Trend, working on several research projects:***

- Dr. Renteria served as Senior Technical Manager, Director of Research, and Senior Research & Evaluation Officer, 2004-2011.
- Worked with the Centers for Disease Control and Prevention (CDC), Division of Violence Prevention, serving as the research director and evaluation manager to conduct the safe, stable, and nurturing relationships (SSNR) framework analysis, launching CDC's *Essentials for Childhood* framework and state-level implementation guidelines for state health departments, practitioners and policymakers.
- Worked with the CDC, Division of Injury Response and the Division of Unintentional Injury Prevention, National Center for Injury Prevention and Control (NCIPC) as the Project Director of the NCIPC child injury prevention policy evaluation initiative and implementation guide for state health departments on policy identification, implementation, and evaluation.
- Worked with the CDC's NCIPC to conduct a series of portfolio reviews on NCIPC's core state program for injury prevention as well as sexual violence and intimate partner violence prevention.
- Dr. Renteria participated in the first ever *COMPASS Program: The AED Executive Development Program* in conjunction with the Center for Creative Leadership.

#### **HONORS AND AWARDS**

Spirit Award, PHILLIPS Programs for Children and Families

Youth Thrive™ Expert Panelist, Center for the Study of Social Policy

Consultant, Child Trends

Consultant, Jim Casey Youth Opportunities Initiative

Consultant, St. Joseph's Indian School

Guest Panelist, LTG and Associates and the Robert Wood Johnson Foundation, *Strengthening Work Works* Annual Grantee Conference

Protective Factors Expert Panel, Children's Bureau, FRIENDS, and National Resource Center for Community-Based Child Abuse Prevention, Quality Improvement Center for Early Care (QIC-EC)

AED Innovative Award – Communications and Marketing Tools to Support the Implementation of Safe, Stable and Nurturing Relationships (SSNR) for Children

COMPASS: The AED Executive Development Program in conjunction with the Center for Creative Leadership

AED Leadership Award

AED Quarterly Award

Reviewer, National Institutes of Health, Partners In Research, Washington, DC

Chicana/Latina Studies Dissertation Fellow, University of California at Davis

Graduate Student Paper Award, American Sociological Association, Washington, DC

Graduate Teacher of the Year, University of Colorado, Boulder

#### **PROFESSIONAL ORGANIZATIONS**

Member, American Evaluation Association

## SELECT PUBLICATIONS

- Child Trends. 2011e. *College Preparation and Enrollment in Southwestern Rural Tennessee: ACT Scores, High School Graduation Rates, and College Enrollment Rates: Data Profile*. Washington, DC: Child Trends. (Developed by: Daniel Princiotta, Dr. Rose Ann Renteria, and Renee Ryberg). Forthcoming in 2013.
- Child Trends. 2012. *Reproductive Health Care through the Eyes of Latina Women: Insights for Providers*. Washington, DC: Child Trends. (Developed by: Dr. Selma Caal, Dr. Lina Guzman, Dr. Rose Ann Renteria, Dr. Jennifer Manlove, Kaylor Garcia, Katherine Rodrigues, and Elizabeth Wildsmith.) Available: [http://www.childtrends.org/Files/Child\\_Trends-2012\\_08\\_31\\_FR\\_LatinaReproductive.pdf](http://www.childtrends.org/Files/Child_Trends-2012_08_31_FR_LatinaReproductive.pdf)
- Child Trends. 2012. *Qualitative Evaluation of St. Joseph's Indian School. Final Evaluation Report*. Washington, DC: Child Trends (Developed by: Kelly Bell and Dr. Rose Ann Renteria.)
- Academy for Educational Development (AED). 2010. *NCIPC Portfolio Review Report – Core State Program*. Washington, DC: Academy for Educational Development. (Developed by: Derek Inokuchi, Dr. Elyse Levine, Dr. Rose Ann Renteria, Willis Shawer, and Jesse Gelwicks.)
- Academy for Educational Development (AED). 2010. *DC Children and Youth Investment Trust Corporation Evaluation Report*. Washington, DC: Academy for Educational Development. (Developed by: Dr. Rose Ann Renteria, Jacqueline Greer, Jesse Gelwicks, and Delores Holland.)
- Academy for Educational Development (AED). 2009. *Office of Community Services (OCS) Performance Assessment Report: Community Economic Development*. Washington, DC: Academy for Educational Development. (Developed by: Dr. Rose Ann Renteria and Jesse Gelwicks.)
- Academy for Educational Development (AED). 2009. *Project Ready, A College Access Program of the National Urban League, Phase II Final Evaluation Report*. Washington, DC: Academy for Educational Development. (Developed by: Delores Holland, Dr. Rose Ann Renteria, and Jesse Gelwicks.)
- Academy for Educational Development (AED). 2009. *Amazing Food Detective Theatrical Play Evaluation Report*. Washington, DC: Academy for Educational Development. (Developed by: Dr. Rose Ann Renteria, Delores Holland, and Raul Ratcliffe.)
- Academy for Educational Development (AED). 2008. *Raíces Initiative Phase II Evaluation Report*. Washington, DC: Academy for Educational Development. (Developed by: Drs. Andrew Scheider-Muñoz and Rose Ann Renteria.)
- Academy for Educational Development (AED). 2008. *A Formative and Process Evaluation of Perry School Community Services Center Inc.'s 21<sup>st</sup> Century Community Learning Center (CCLC) Program September 2007 – August 2008*. Washington, DC: Academy for Educational Development. (Developed by: Delores Holland, Jesse Gelwicks, and Dr. Rose Ann Renteria.)
- Academy for Educational Development (AED). 2007. *Office of Community Services (OCS) Performance Assessment Report: Community Economic Development*. Washington, DC: Academy for Educational Development. (Developed by: Dr. Rose Ann Renteria and Jesse Gelwicks.)
- Academy for Educational Development (AED). 2007. *Office of Community Services (OCS) Performance Assessment Report: Job Opportunities for Low Income Individuals*. Washington, DC: Academy for Educational Development. (Developed by: Dr. Rose Ann Renteria, Jesse Gelwicks, and Daniel Sheahan.)

- Newes-Adeyi, G., Best, A., Renteria, R.A., Rana, S., and Scott, J.E. 2003. *Evaluation of the Privatization of Child Abuse and Neglect Services in Palm Beach County (FL): Phase II Report*. Arlington, VA: CSR, Incorporated.
- Renteria, R.A. Best, A., and Wain, E. 2003. *Evaluation of Reading Takes You Places Project: Year 2 Annual Report*. Arlington, VA: CSR, Incorporated.
- Renteria, R.A. "Economics: Income and Wealth." In James Ciment, ed. *Encyclopedia of American Immigration*. (Volume 2. See Section 7). Armonk, NY: M.E. Sharpe, 2001. Available: <http://www.mesharpe.com/mall/resultsa.asp?Title=Encyclopedia+of+American+Immigration>
- Renteria, R.A., Smooth, W.; Morris, L.; Tucker, J.; and Wolfe, L.R. 2000. *Clipping our wings: The impact of welfare reform on the college aspirations of low-income women*. Washington, DC: Center for Women Policy Studies. Available: <http://www.centerwomenpolicy.org/publications/poverty/documents/POV2.pdf>
- Renteria, R.A. *A Vibrant Latino Presence in Washington, DC*. 2000. In: American Sociological Association's *Footnotes*, Vol. 28, No. 4 (May/June 2000). Available: <http://www.asanet.org/footnotes/mayjune00/washington.html>
- Patterson, R., and Renteria, R.A. 1992. *A Guide to Developing School-Based, School-Age Child Care Programs for Texas Public Schools*. Austin, Texas: Texas Education Agency.
- Renteria, R.A. 1990 "Early Childhood Intervention: The Challenge for Business Involvement." *Achieve*, newsletter of the Texas Research League (Austin, Texas).
- Renteria, R.A. 1990. "Why Business Should Care About Child Care." *Achieve*, newsletter of the Texas Research League (Austin, Texas).

#### **SELECT PROFESSIONAL PRESENTATIONS**

- Renteria, R.A. "Evaluations – Using evaluation data to set direction, expand impact and maintain accountability." Center for Nonprofit Success, October 2014.
- Renteria, R.A. "Listening to Youth Voices: The Stories That Bind Us." Maryland Association of Nonpublic Special Education Facilities, Baltimore, MD, November 2013.
- McCallum, D., Moore, K., and Renteria, R.A. "Emphasizing Evidence-Based Programs for Children and Youth: An Examination of Policy Issues and Practice Dilemmas." Association for Public Policy Analysis and Management Conference, Baltimore, MD, November 2012. (Presenting on behalf of Dr. Joseph Durlak, *The Importance of Quality Implementation for Research, Practice and Policy*).
- Renteria, R.A. "Strengthening What Works." Fairfax County, Office for Children, Department of Family Services, School-Age Child Care Training Seminar, McLean, VA, October 2012.
- McCallum, D., Renteria, R.A., and Moore, K. "New Contributions on Emphasizing Evidence-Based Programs for Children and Youth." Office of Adolescent Health (OAH) and Administration on Children, Youth, and Families/Family (ACYF) Teenage Pregnancy Prevention Grantee Conference, Baltimore, MD, March 2012.
- Renteria, R.A. "Belonging Matters." Fairfax County, Office for Children, Department of Family Services, School-Age Child Care Training Seminar, Falls Church, VA, March 2012.
- Holmes, V., Scheider-Muñoz, A., and Renteria, R.A. "Innovation Models for Evaluation of Family-Strengthening Interventions." American Evaluation Association National Conference, Anaheim, CA, November 2011.

- Dietz, S., and Renteria, R.A. "Utilizing Policy to Keep Kids Safe: Lessons Learned from State Health Departments." Progress Through Partnerships 2011 Joint Annual Meeting of the Safe States Alliance, SAVIR, & CDC Core I & II State Injury Grantees, Coralville, IA, April 2011.
- Holmes, V., Nellius, P., Gelwicks, J., Scheider-Muñoz, A., and Renteria, R.A. "Demonstrating Success: The Brevard CARES Evaluation." Innovations in Wraparound 2011 Conference, Cocoa Beach, FL, February 2011.
- Lin, S., Levine, E., Inokuchi, D., and Renteria, R.A. "Conceptualizing and Conducting Quality Peer Reviewed Portfolio Evaluations: Approaches and Lessons Learned From the Centers for Disease Control and Prevention (CDC)." American Evaluation Association National Conference, San Antonio, TX, November 2010.
- Renteria, R.A., Munoz, A., Greer, J., and Ratcliffe, R. "Lessons from the Field: Conducting Research and Evaluation Focused on Children and Youth." International Child and Youth Care Conference, Fort Lauderdale, FL, May 2009.
- Renteria, R.A. and Beck, C. "Government Program Progress Report/Forms." Rural Community Assistance Partnership (RCAP) National Conference, Arlington, VA, September 2009.
- Renteria, R.A. "Office of Community Services (OCS) Evaluation Initiative." OCS New Grantees Orientation Conference, Washington, DC, March 2008 (Effective Evaluation and Peer to Peer Grantee Sharing/Learning Roundtables).
- Renteria, R.A. "Staging Youth Leadership Development and UT Austin." Latino Leadership Institute. September 2007 (Asset Mapping; Self Actualization; and Our Hopes, Our Dreams).

## PHILLIPS Public Charter School

### Board of Trustees Member Agreement

The Board of Trustees is the governing body for PHILLIPS Public Charter School and legally responsible for oversight of the operations, performance, and advancing the mission of the school.

#### Responsibilities of the Board

- Set direction for the charter school - focused on student learning and achievement of goals, and ensuring inclusive processes
- Establish effective and efficient structures for the charter school - employment of the School Director and oversight of policy development and implementation
- Support the success of the charter school - make decisions and provide resources to support priorities and goals of the school, approve annual budget and provide ongoing fiscal oversight
- Ensure accountability to the public - evaluate performance of the School Director, monitor student achievement and program effectiveness, monitor effectiveness of policies, monitor financial performance and fiscal health of the school
- Provide community leadership - speak with a common voice about the school's priorities and issues, engage and involve the community in activities, advocate for the school's students and families and for the mission of the school to the public and to community leaders and other stakeholders

#### Responsibilities of Trustees

- Understand and actively promote the mission of the school
- Participate on and/or chair at least one Board committee
- Donate funds annually to the school and actively support all development/fundraising activities
- Advocate for the school as requested and educate others at every opportunity, as appropriate
- Prepare for meetings by submitting and/or reviewing relevant materials
- Consider and quickly identify any actual, potential or perceived conflicts of interest.
- Attend and participate in at least 75% of quarterly Board of Trustee meetings and at least 75% of any committee meetings on which Trustee is a member. Follow up on all tasks, as assigned.

I agree to perform each of the responsibilities as outlined above to the best of my ability, and to inform the President of the Board of Trustees in the event I am unable to carry out these duties.

Piper Phillips Caswell  
Signature

Piper Phillips Caswell 8.18.14  
Print Name Date

## PHILLIPS Public Charter School

### Board of Trustees Member Agreement

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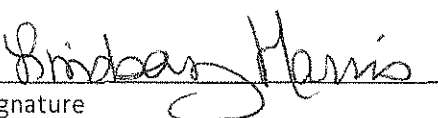
#### Responsibilities of the Board

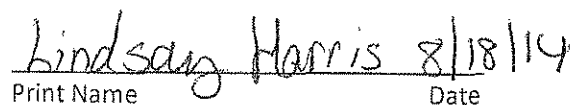
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Signature

  
Print Name Date

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I agree to perform each of the responsibilities as outlined above to the best of my ability, and to inform the President of the Board of Trustees in the event I am unable to carry out these duties.

  
Signature

Wallace Henry III      8/21/14  
Print Name                      Date

## PHILLIPS Public Charter School

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I agree to perform each of the responsibilities as outlined above to the best of my ability, and to inform the President of the Board of Trustees in the event I am unable to carry out these duties.

  
Signature

TRIXIE HERBERT  
Print Name

08/21/14  
Date

## PHILLIPS Public Charter School

### Board of Trustees Member Agreement

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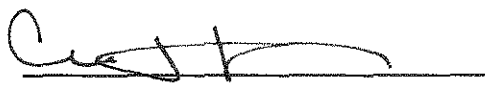
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I agree to perform each of the responsibilities as outlined above to the best of my ability, and to inform the President of the Board of Trustees in the event I am unable to carry out these duties.

  
Signature

CHARLES H. KETLER 8/22/14  
Print Name Date

## PHILLIPS Public Charter School

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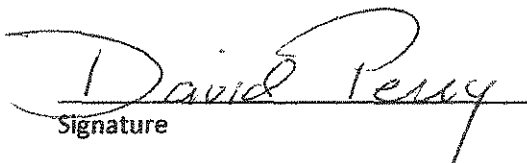
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Signature

 8/21/14  
Print Name Date

## PHILLIPS Public Charter School

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I agree to perform each of the responsibilities as outlined above to the best of my ability, and to inform the President of the Board of Trustees in the event I am unable to carry out these duties.

Rose Ann M. Renteria

Signature

Rose Ann M. Renteria August 20, 2014

Print Name

Date

### Conflict of Interest Form

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

| Questions                                                                                                                                                                                                                                                                                                                           | Yes | No |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| 1 Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?                                                                                                                                                                                             |     | ✓  |
| 2 Do you, your spouse, or any member of your immediate family have any ownership interest in any education service provider (ESP) or any other company contracting with the proposed charter school?                                                                                                                                |     | ✓  |
| 3 Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?                                                                                                                                                                                                       |     | ✓  |
| 4 Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment or other personal property to the proposed charter school?                                                                                                                                                           |     | ✓  |
| 5 Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?                                                                                                                                                                                        |     | ✓  |
| 6 Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?                                                                                                                                                                                    | ✓   |    |
| 7 Did you or your spouse provide any start-up funds to the proposed charter school?                                                                                                                                                                                                                                                 |     | ✓  |
| 8 Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that 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?                                                                                                                                                        |     | ✓  |
| 10 Do you currently serve as a member of the board of any public charter school?                                                                                                                                                                                                                                                    |     | ✓  |
| 11 Do you currently serve as a public official?                                                                                                                                                                                                                                                                                     |     | ✓  |
| 12 Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?                                                                                                                                                                                     |     | ✓  |
| 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 on behalf of the proposed charter school? |     | ✓  |

|                                              |                              |
|----------------------------------------------|------------------------------|
| Signature <i>Piper Phillips Caswell</i>      |                              |
| Name (Printed) <i>Piper Phillips Caswell</i> | Title <i>President + CEO</i> |
| Name of Proposed School <i>PHILLIPS PCS</i>  | Date <i>8/18/14</i>          |

PHILLIPS Public Charter School

Conflict of Interest - Explanation

Name: Piper Phillips Caswell

Question #: 6

Explanation: I checked yes to this question because I am currently employed by PHILLIPS Programs for Children & Families, the entity that will be serving as the Educational Service Provider for the proposed charter school.

### Conflict of Interest Form

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

| Questions                                                                                                                                                                                                                                                                                                                           | Yes                                 | No                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
| 1 Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?                                                                                                                                                                                             |                                     | <input checked="" type="checkbox"/> |
| 2 Do you, your spouse, or any member of your immediate family have any ownership interest in any education service provider (ESP) or any other company contracting with the proposed charter school?                                                                                                                                |                                     | <input checked="" type="checkbox"/> |
| 3 Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?                                                                                                                                                                                                       |                                     | <input checked="" type="checkbox"/> |
| 4 Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment or other personal property to the proposed charter school?                                                                                                                                                           |                                     | <input checked="" type="checkbox"/> |
| 5 Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?                                                                                                                                                                                        |                                     | <input checked="" type="checkbox"/> |
| 6 Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?                                                                                                                                                                                    | <input checked="" type="checkbox"/> |                                     |
| 7 Did you or your spouse provide any start-up funds to the proposed charter school?                                                                                                                                                                                                                                                 |                                     | <input checked="" type="checkbox"/> |
| 8 Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?                                                                                  |                                     | <input checked="" type="checkbox"/> |
| 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?                                                                                                                                                        |                                     | <input checked="" type="checkbox"/> |
| 10 Do you currently serve as a member of the board of any public charter school?                                                                                                                                                                                                                                                    |                                     | <input checked="" type="checkbox"/> |
| 11 Do you currently serve as a public official?                                                                                                                                                                                                                                                                                     |                                     | <input checked="" type="checkbox"/> |
| 12 Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?                                                                                                                                                                                     |                                     | <input checked="" type="checkbox"/> |
| 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 on behalf of the proposed charter school? |                                     | <input checked="" type="checkbox"/> |

|                                                               |                                 |
|---------------------------------------------------------------|---------------------------------|
| Signature <i>Lindsay Harris</i>                               |                                 |
| Name (Printed) <i>Lindsay Harris</i>                          | Title <i>Program Supervisor</i> |
| Name of Proposed School <i>PHILLIPS Public Charter School</i> | Date <i>8/18/2014</i>           |

**PHILLIPS Public Charter School**

**Conflict of Interest - Explanation**

Name: *Lindsay Harris*

Question #: 6

Explanation: I checked yes to this question because I am currently employed by PHILLIPS Programs for Children & Families, the entity that will be serving as the Educational Service Provider for the proposed charter school.

### Conflict of Interest Form

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

| Questions                                                                                                                                                                                                                                                                                                                           | Yes | No |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| 1 Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?                                                                                                                                                                                             |     | ✓  |
| 2 Do you, your spouse, or any member of your immediate family have any ownership interest in any education service provider (ESP) or any other company contracting with the proposed charter school?                                                                                                                                |     | ✓  |
| 3 Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?                                                                                                                                                                                                       |     | ✓  |
| 4 Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment or other personal property to the proposed charter school?                                                                                                                                                           |     | ✓  |
| 5 Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?                                                                                                                                                                                        |     | ✓  |
| 6 Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?                                                                                                                                                                                    | X   |    |
| 7 Did you or your spouse provide any start-up funds to the proposed charter school?                                                                                                                                                                                                                                                 |     | ✓  |
| 8 Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that 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?                                                                                                                                                        |     | ✓  |
| 10 Do you currently serve as a member of the board of any public charter school?                                                                                                                                                                                                                                                    |     | ✓  |
| 11 Do you currently serve as a public official?                                                                                                                                                                                                                                                                                     |     | ✓  |
| 12 Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?                                                                                                                                                                                     |     | ✓  |
| 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 on behalf of the proposed charter school? |     | ✓  |

|                                         |                               |
|-----------------------------------------|-------------------------------|
| Signature <i>Wallace Henry III</i>      |                               |
| Name (Printed) <i>Wallace Henry III</i> | Title <i>Program Director</i> |
| Name of Proposed School                 | Date <i>8/21/14</i>           |

**PHILLIPS Public Charter School**

**Conflict of Interest - Explanation**

Name: Wallace Henry III

Question #: 6

Explanation: I checked yes to this question because I am currently employed by PHILLIPS Programs for Children & Families, the entity that will be serving as the Educational Service Provider for the proposed charter school.

### Conflict of Interest Form

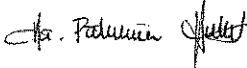
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| Questions                                                                                                                                                                                                                                                                                                                           | Yes | No |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| 1 Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?                                                                                                                                                                                             |     | ✓  |
| 2 Do you, your spouse, or any member of your immediate family have any ownership interest in any education service provider (ESP) or any other company contracting with the proposed charter school?                                                                                                                                |     | ✓  |
| 3 Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?                                                                                                                                                                                                       |     | ✓  |
| 4 Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment or other personal property to the proposed charter school?                                                                                                                                                           |     | ✓  |
| 5 Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?                                                                                                                                                                                        |     | ✓  |
| 6 Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?                                                                                                                                                                                    | ✓   |    |
| 7 Did you or your spouse provide any start-up funds to the proposed charter school?                                                                                                                                                                                                                                                 |     | ✓  |
| 8 Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that 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?                                                                                                                                                        |     | ✓  |
| 10 Do you currently serve as a member of the board of any public charter school?                                                                                                                                                                                                                                                    |     | ✓  |
| 11 Do you currently serve as a public official?                                                                                                                                                                                                                                                                                     |     | ✓  |
| 12 Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?                                                                                                                                                                                     | ✓   |    |
| 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 on behalf of the proposed charter school? |     | ✓  |

|                                                               |                                      |
|---------------------------------------------------------------|--------------------------------------|
| Signature <i>Dr. Patricia Herbert</i>                         |                                      |
| Name (Printed) <b>TRIXIE HERBERT</b>                          | Title <b>CHIEF OPERATING OFFICER</b> |
| Name of Proposed School <b>PHILLIPS PUBLIC CHARTER SCHOOL</b> | Date <b>08/21/2014</b>               |

PHILLIPS Public Charter School

Conflict of Interest - Explanation

Name: Trixie Herbert 


Question #: 6

Explanation: I checked yes to this question because I am currently employed by PHILLIPS Programs for Children & Families, the entity that will be serving as the Educational Service Provider for the proposed charter school.

### Conflict of Interest Form

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

| Questions |                                                                                                                                                                                                                                                                                                                                  | Yes | No |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| 1         | Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?                                                                                                                                                                                            |     | X  |
| 2         | Do you, your spouse, or any member of your immediate family have any ownership interest in any education service provider (ESP) or any other company contracting with the proposed charter school?                                                                                                                               |     | X  |
| 3         | Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?                                                                                                                                                                                                      |     | X  |
| 4         | Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment or other personal property to the proposed charter school?                                                                                                                                                          |     | X  |
| 5         | Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?                                                                                                                                                                                       |     | X  |
| 6         | Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?                                                                                                                                                                                   |     | X  |
| 7         | Did you or your spouse provide any start-up funds to the proposed charter school?                                                                                                                                                                                                                                                |     | X  |
| 8         | Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?                                                                                 |     | X  |
| 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?                                                                                                                                                       |     | X  |
| 10        | Do you currently serve as a member of the board of any public charter school?                                                                                                                                                                                                                                                    |     | X  |
| 11        | Do you currently serve as a public official?                                                                                                                                                                                                                                                                                     |     | X  |
| 12        | Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?                                                                                                                                                                                     |     | X  |
| 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 on behalf of the proposed charter school? |     | X  |

|                                                                                               |                     |
|-----------------------------------------------------------------------------------------------|---------------------|
| Signature  |                     |
| Name (Printed) <u>CHARLES KEHLEK</u>                                                          | Title               |
| Name of Proposed School                                                                       | Date <u>8/22/14</u> |

### Conflict of Interest Form

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.


| Questions                                                                                                                                                                                                                                                                                                                          | Yes | No |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| 1 Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?                                                                                                                                                                                            |     | X  |
| 2 Do you, your spouse, or any member of your immediate family have any ownership interest in any education service provider (ESP) or any other company contracting with the proposed charter school?                                                                                                                               |     | X  |
| 3 Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?                                                                                                                                                                                                      |     | X  |
| 4 Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment or other personal property to the proposed charter school?                                                                                                                                                          |     | X  |
| 5 Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?                                                                                                                                                                                       |     | X  |
| 6 Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?                                                                                                                                                                                   |     | X  |
| 7 Did you or your spouse provide any start-up funds to the proposed charter school?                                                                                                                                                                                                                                                |     | X  |
| 8 Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?                                                                                 |     | X  |
| 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?                                                                                                                                                       |     | X  |
| 10 Do you currently serve as a member of the board of any public charter school?                                                                                                                                                                                                                                                   |     | X  |
| 11 Do you currently serve as a public official?                                                                                                                                                                                                                                                                                    |     | X  |
| 12 Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?                                                                                                                                                                                    |     | X  |
| 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 you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? |     | X  |

|                                                               |                                    |
|---------------------------------------------------------------|------------------------------------|
| Signature <i>David Perry</i>                                  |                                    |
| Name (Printed) <i>David Perry</i>                             | Title <i>founding group member</i> |
| Name of Proposed School <i>Phillips Public Charter School</i> | Date <i>8/21/14</i>                |

*Conflict of Interest Form*

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

| Questions |                                                                                                                                                                                                                                                                                                                                  | Yes | No |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| 1         | Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?                                                                                                                                                                                            |     | X  |
| 2         | Do you, your spouse, or any member of your immediate family have any ownership interest in any education service provider (ESP) or any other company contracting with the proposed charter school?                                                                                                                               |     | X  |
| 3         | Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?                                                                                                                                                                                                      |     | X  |
| 4         | Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment or other personal property to the proposed charter school?                                                                                                                                                          |     | X  |
| 5         | Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?                                                                                                                                                                                       |     | X  |
| 6         | Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?                                                                                                                                                                                   | X   |    |
| 7         | Did you or your spouse provide any start-up funds to the proposed charter school?                                                                                                                                                                                                                                                |     | X  |
| 8         | Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?                                                                                 |     | X  |
| 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?                                                                                                                                                       |     | X  |
| 10        | Do you currently serve as a member of the board of any public charter school?                                                                                                                                                                                                                                                    |     | X  |
| 11        | Do you currently serve as a public official?                                                                                                                                                                                                                                                                                     |     | X  |
| 12        | Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?                                                                                                                                                                                     |     | X  |
| 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 on behalf of the proposed charter school? |     | X  |

|                                                                                               |                                              |
|-----------------------------------------------------------------------------------------------|----------------------------------------------|
| Signature  |                                              |
| Name (Printed) Rose Ann M. Renteria                                                           | Title Coordinator of Research and Evaluation |
| Name of Proposed School<br>PHILLIPS Public Charter School                                     | Date August 20, 2014                         |

**PHILLIPS Public Charter School**

**Conflict of Interest - Explanation**

Name: Rose Ann M. Renteria

Question #: 6

Explanation: I checked yes to this question because I am currently employed by PHILLIPS Programs for Children & Families, the entity that will be serving as the Educational Service Provider for the proposed charter school.

## PHILLIPS Public Charter School Founding Member

### Statement of Interest and Qualifications

#### Piper Phillips Caswell

My personal interest in the proposed charter school reflects my longstanding involvement in developing and operating school programs throughout the DC metropolitan area that serve children/youth who either have complex special education needs or are at risk of not achieving their goals due to any number of causes. This involvement, beginning as a special education teacher, spans 40 years where I have been intimately involved in education and human services in the public and non- public sector for children, youth and adults. I have a keen interest in the positive youth development approach which promotes the child/youth in terms of their strengths. My passion for youth has been expressed through the development and operation of programs that help them belong to a supportive community, be involved in determining their future, and in helping others. It is imperative that our children and youth be engaged and empowered and viewed in terms of their assets in order to be productive and constructive. Research shows the correlation between certain experiences, such as setting high expectations, developing caring relationships with adults, accessing opportunities to be involved and engaging activities, in order to develop fully.

I am exceedingly enthusiastic about the prospect of blending the "PHILLIPS way", in a charter school where many students can benefit from these well practiced approaches, with the expectation that the youth develop positive outcomes and redirect a potentially negative path. This endeavor offers many opportunities to the student who might otherwise miss the support needed to be successful: defined by the PYD outcomes of caring, competence, confidence, character, connections and contributions.

My role around conceptualizing and designing the framework and curriculum for PHILLIPS PCS weaves together many of my previous educational experiences in both traditional and non- traditional learning environments, my passion for disenfranchised youth and my personal experience as the parent of a formerly at-risk youth, and now a productive, healthy young adult.

A handwritten signature in black ink, reading "Piper Phillips Caswell". The signature is fluid and cursive, with a long horizontal line extending from the end of the name.

Founding Member Personal Interest Statement  
Lindsay A. Harris, Ed.S.

My interest in developing PHILLIPS Public Charter School is based on making a difference in the lives of the students and families that reside in Washington D.C. I was born in DC and continue to live in this area. As a citizen and experienced educator, I believe that all students are entitled to high quality education services. The melding of individualized high quality instruction within a Positive Youth Development perspective provides a framework for all students to have the opportunity and support to achieve. When one experiences positive success, then one develops hope. When one develops hope, then one believes in themselves and is motivated to continue to achieve. It is imperative that the cycle of low expectations, low achievement and hopelessness be broken. Individuals, families, neighborhoods and communities are asking for services and opportunities to support young people to thrive.

The District of Columbia is committed to providing comprehensive educational services to all students. The youth of the District of Columbia have assets, strengths and the potential to be contributing members of their community. They need an environment in which they are valued, are provided opportunities to grow academically and socially, and are able to develop into competent young men and women. PHILLIPS Public Charter School would bring a model program that actualizes the organization's values of individualization, compassion, commitment, individualization, effectiveness and community. With over 40 years of experience and an established relationship with the various District of Columbia educational agencies and resources, a PHILLIPS Public Charter School can make a difference.

With over 20 years of experience in the field of special education I bring expertise to ensure that services within a new public charter school meet the needs of the students. I am knowledgeable of educational systems, policies and procedures that comply with regulations, as well as are effective and student focused. As an educational leader, I have experience working with school staff and communities to develop a culture that embraces the essential elements of a positive youth development framework. Additionally, I bring a background in curriculum and instruction with a specialty in the area of transition. Should the establishment of the PHILLIPS Public Charter School be approved, I look forward to working with others to provide a model educational program for the youth in the District of Columbia.

Sincerely,

A handwritten signature in black ink that reads "Lindsay A. Harris". The signature is written in a cursive, flowing style.

Lindsay A. Harris, Ed.S.

**PHILLIPS Public Charter School Founding Member**

**Statement of Interest and Qualifications**

**Wallace R. Henry, III**

My personal interest in the proposed charter school comes from a love of both the mission of Phillips Programs as well as the charter system in the District of Columbia where I spent over ten years in various administrative capacities. The PHILLIPS Public Charter School is needed in the District of Columbia because it would allow the program to extend its proven philosophy and educational approach to improving educational outcomes for students and families. Many charters continue to struggle with how to meet the needs of its exceptional learners with limited resources and experience. Phillips Public Charter brings a wealth of experience in programming for the whole child and consistently implements an engaging curriculum and support services that will translate to success for all children.

My experience has involved extensive compliance monitoring as well as academic program design, implementation and review. I have overseen accreditation processes, annual charter board reviews as well as the planning and reviewing of charter school applications. The opportunity to put to use my knowledge of instructional leadership as well as programs development and oversight, in the effective leadership of adults and children would bring me great pleasure. Further, it would please me to know that I am once again able to help bring a quality program to meet the desires of parental choice and promote a high impact education for every child. Opening a new school is a unique challenge which requires not only commitment to a vision but also experience in systems development and implementation. I believe that I can bring a wealth of practical knowledge and experience to the development of the proposed program and the establishment of the school should PHILLIPS' charter application be approved.



Wallace R. Henry, III  
Founding Board Member  
The Phillips Public Charter School

## PHILLIPS Public Charter School Founding Member

### Statement of Interest and Qualifications

My personal interest in the proposed charter school comes from my working at PHILLIPS Programs for the last 14 years. I have seen the difference in providing children hope where limited opportunities exist and the turn-around in the students and the family's lives when they are given the chance and support to learn in the classroom. Every student deserves the opportunity to succeed. Our program works for the individual, from a student who initially hid under a table to a student proud to walk across a stage, to those who initially do not want to participate in the program but end up loving the program by the end. If you give youth and students a chance, then they will succeed. There is no one solution that allows all students to reach their potential and understand their worth. Understanding the individualized tools they need to do so is an integral part of PHILLIPS Programs and the reason the program can foster growth and excellence among its student population.

The PHILLIPS Public Charter School is needed in the District of Columbia because it brings to the table an understanding of not only the principles behind childhood education, but also the needs and solutions for those who do not flourish in a traditional school environment. The program has a 47-year record of proven integrity, as evidenced by awards such as the Washington Post Award for Excellence in Nonprofit Management. PHILLIPS has the experience and the reputation to understand the individual needs of every student while maintaining a strong organization and infrastructure to ensure the students receive the support and resources.

My background and experience the last 14 years as Director of Finance and Chief Operating Officer at PHILLIPS Programs has given me the opportunity to help the program achieve its goals by maintaining the finances of the organization through organizational growth, changes in the economy and continuously changing circumstances which we must adapt to. Through both expansion and contraction of the organization, I have managed the fiduciary responsibilities in order to ensure the continued success of our programs, which will allow program staff to focus on providing the best services to the students and families we serve.

*Dr. Patricia Hester*

## Founding Member Personal Interest Statement

Charles Harrison Kehler

My interest in establishing this charter is rooted in my personal experience and my proud association with Phillips Programs as a trustee and now Chairman. My son was diagnosed with Dyspraxia at an early age and was non-verbal until his 4<sup>th</sup> birthday. This simple statement belies the years of anguish and fear that my wife and I went through just getting to the point of diagnosis and treatment. What shocked me most about the process was that despite the many experts that we consulted, there was never a clear answer or an obvious solution. We instead, fumbled about, hoping to have made the right series of choices and anxious that we had at least given our son a chance at finding some success.

While my wife and I were going through this experience with our son, a family friend introduced me to Phillips Programs. I was overwhelmed by what I saw on that first introduction. Here was an organization that for decades had been giving hope to the children and families of some the most disenfranchised in our society. Here was a place that gave children who had only known failure in traditional school settings, the opportunity to succeed. Phillips was the kind of place that my wife and I had expected to find with our son but never did.

As Chairman of Phillips I have led board through the acquisition of another non-public program, the transition to a new CEO after the retirement of the organization's 40-year leader, and worked closely with the executive staff on the strategic realignment of services. My role in the establishment of this charter will be to bring the same strategic leadership and guidance to create a place where children from the District, who have not experienced success in a traditional school setting have the opportunity to succeed.



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Charles Harrison Kehler  
Founding Board Member

## **PHILLIPS Public Charter School Founding Member**

### **Statement of Interest and Qualifications**

#### **David Perry**

My interest in establishing the Phillips Public Charter School stems from a number of professional and personal experiences I have had over the past 25 years. During my long tenure as Deputy Director of the Federal City Council (FCC), I was deeply involved in securing passage of the legislation that permitted the creation of public charter schools in the District. For a number of years, I served on the board of the Public Charter School Resource Center, an organization created by the FCC to train and support charter school leaders. On a personal note, one or both of my children were enrolled in DC Public Schools for 22 consecutive years, during which time I became acutely aware of the need for the District government to improve the services it provides to special needs students.

My service on the board of the Phillips Programs for Children and Families has given me the opportunity to see firsthand what a well-run, student centered special needs program can do to nurture and support our students and their families. Phillips currently serves many students from the District at our Laurel and Annandale campuses. Were Phillips to operate a special needs charter school in the District, DC students would no longer have to spend so much of their day traveling to and from school. Moreover, because Phillips genuinely believes in and practices collaboration, I think it could be an extraordinary resource for both DCPS and the City's many charter schools.

Finally, I believe that my extensive experience in the management and governance of nonprofit organizations would be of substantial benefit to a Phillips public charter school. I served for many years on the board of Friends of the National Zoo, including serving as its president. I led a community development corporation that developed the District's first HOPE VI community, the award-winning Townhomes on Capitol Hill, which replaced the failed Ellen Wilson public housing development. I currently am president of Barracks Row Main Street, an organization established by residents of Ward 6 to revitalize the District's oldest commercial corridor, 8th Street, S.E.

I believe that my past and current involvements show a strong commitment to the DC community and I would like to continue to serve my community, particularly in an area of such tremendous need.

A handwritten signature in black ink that reads "David Perry". The signature is written in a cursive, flowing style with a large, prominent "D" and "P".

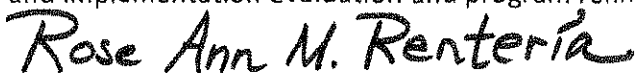
### **Statement of Interest and Qualifications**

My personal interest in the proposed charter school comes from my desire to ensure high quality educational and social experiences for children and youth in the DC metropolitan area. Bringing such educational and related services to the area can benefit children, youth and families towards key educational credentials and stability in their educational and community settings.

The PHILLIPS Public Charter School is needed in the District of Columbia because DC children, youth, and families can benefit from the proposed program by having access to a well-grounded and conceptualized program and its related services. In particular, the PHILLIPS Public School Charter program aims to build upon the Positive Youth Development framework and using several best practices such as: promoting academic achievement for all children and youth; creating a caring environment where children and youth can establish caring relationships with their adults as well as positive peer relationships; and create multiple opportunities for education and social emotion successes in their communities and school.

I believe that I can bring the following to the development of the proposed program and the establishment of the school should PHILLIPS' charter application be approved:

I bring a keen awareness of program evaluation and research skills to assist with the data analysis and report development on student assessment tools. I can assist with implementation and impact evaluation efforts for educational programs with an emphasis on testing the efficacy of models and core implementation components linked to child and youth outcomes. I bring technical expertise and knowledge on performance measurement and assessment, ensuring that the program's student data outcomes/impacts align with key data collection efforts and systems as well as appropriate research instruments and protocols. I also bring the capacity to document child, youth and family's experiences through stories to inform formative and implementation evaluation and program refinement efforts.



Rose Ann M. Renteria  
Founding Board Member  
PHILLIPS Public Charter School

## ARTICLES OF INCORPORATION

### PHILLIPS PUBLIC CHARTER SCHOOL, INC.

To: The Department of Consumer and Regulatory Affairs, District of Columbia

Each of the undersigned, being a natural person of the age of at least eighteen years and acting as an incorporator for the purpose of organizing a corporation pursuant to the District of Columbia Nonprofit Corporation Act of 2010, does hereby adopt the following Articles of Incorporation.

FIRST: The name of the corporation (the "Corporation") is:

PHILLIPS PUBLIC CHARTER SCHOOL, INC.

SECOND: The duration of the Corporation is perpetual.

THIRD: The Corporation is hereby organized for the following purposes:

The Corporation is organized and will be operated exclusively for such charitable, educational, or scientific purposes as may qualify it as exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). Every section reference to the Code shall include references to the corresponding provision of any future United States Internal Revenue law.

The purpose of the Corporation is to operate a public charter school in the District of Columbia, to provide educational and other related services to children with special needs, and to engage in activities to prevent the need for such special needs services.

In furtherance of the above purposes, the Corporation shall have all of the powers conferred upon corporations organized pursuant to the provisions of the District of Columbia Nonprofit Corporation Act of 2010 and the D.C. School Reform Act of 1995, as amended.

FOURTH: The Corporation shall have one member, Phillips Programs, a Virginia corporation exempt from Federal income tax under Section 501(c)(3) of the Code.

FIFTH: The manner of election or appointment of the Trustees of the Corporation shall be prescribed by the Bylaws of the Corporation.

SIXTH: The address of the initial registered office of the Corporation is 3224 Cathedral Avenue, N.W., Washington, D.C. 20008. The name of the corporation's initial registered agent at the aforesaid address is Christine Leibner. [CONFIRM]

SEVENTH: The number of Trustees constituting the initial Board of Directors of the Corporation is five (5).

The names and the addresses of the persons who are to serve as the initial Directors of the Corporation until their successors be elected and qualify are as follows:

| <u>Name</u>            | <u>Address</u>                                  |
|------------------------|-------------------------------------------------|
| Piper Phillips Caswell | 631 Goldsborough Dr.<br>Rockville, MD 20850     |
| Maria-Patricia Herbert | 8305 Highcliffe Court<br>Annandale, VA 22003    |
| David Perry            | 644 E Street, NE<br>Washington, D.C. 20002-5230 |

EIGHTH: No part of the assets or net earnings of the Corporation shall be distributable to, or inure to the benefit of its Directors, Officers, or other private persons, either directly or indirectly, 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 these Articles of Incorporation. No substantial part of the activities of the Corporation shall be to carry on propaganda, or otherwise attempt to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on: (1) by a corporation exempt from federal income tax under section 501(c)(3) of the Code; or (2) by a corporation, contributions to which are deductible under section 170(c)(2) of the Code.

NINTH: Upon dissolution of the Corporation, the Board of Directors shall pay or make provision for the payment of all liabilities of the Corporation, and dispose of the remaining assets of the Corporation in a manner in furtherance of the purposes of the Corporation set forth in Article THIRD above to one or more organizations organized and operated exclusively for religious, charitable, educational, or scientific purposes as shall at the time qualify as exempt organizations under section 501(c)(3) of the Code, or the corresponding section of any future federal tax code, or to the federal government, or to a state or local government, for a public purpose.

TENTH: These Articles of Incorporation shall be amended only by the affirmative vote of a two-thirds majority of the full Board of Directors and otherwise in accordance with the provisions of the Bylaws.

ELEVENTH: The private property, whether real, personal, or mixed, of the Trustees and/or Officers of the Corporation shall not be subject to the payment of corporate debts or obligations to any extent whatsoever.

TWELFTH: The name and the address, including street and number, if any, of each of the incorporators are as follows:

| <u>Name</u>            | <u>Address</u>                                  |
|------------------------|-------------------------------------------------|
| Piper Phillips Caswell | 631 Goldsborough Dr.<br>Rockville, MD 20850     |
| Maria-Patricia Herbert | 8305 Highcliffe Court<br>Annandale, VA 22003    |
| David Perry            | 644 E Street, NE<br>Washington, D.C. 20002-5230 |

IN WITNESS WHEREOF, each of the undersigned certifies that he or she is signing this document as an incorporator. Each of the undersigned further certifies that this document includes all required information, and that the information in this document is true and correct and in compliance with the applicable chapter of the Code of the District of Columbia. Each of the undersigned understands that by signing this document he or she is subject to the penalties of perjury as if he or she had signed this document under oath.

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Piper Phillips Caswell

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Maria-Patricia Herbert

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David Perry

## **Bylaws**

### **PHILLIPS Public Charter School**

#### **Article I Principal office**

The principal office for the transaction of business of the corporation is hereby fixed and located at TBD, but the Board of Trustees is hereby granted full power and authority to change said principal office from one location to another within the District of Columbia at its discretion.

#### **Article II Trustees**

##### **Section 1. Number, Term, Vacancies, Removal and Conflict of Interest.**

a. Number of Trustees. The property, affairs and business of the corporation shall be managed by its Board of Trustees, consisting of not less than seven and not more than fifteen persons.

b. Term. On the Founding Board of Trustees, trustees shall be elected to a one, two or three year term. Thereafter, Trustees shall be elected for a term of three years and may be elected to three consecutive terms. A Trustee having served three consecutive terms may again be elected as a Trustee after having been off the Board for one year. Election shall be by majority vote of those in attendance, in person or by proxy.

c. Removal. At any meeting of the Board, duly called as provided in these bylaws, any Trustee may be removed from office, with or without cause, by affirmative vote of a majority of the Trustees attending such a meeting, in person or by proxy. Notice must be given to all Trustees that consideration of the matter of removal of a Trustee will be taken up at such a meeting.

d. Conflict of Interest. Any member of the Board of Trustees who has an interest, direct or indirect, in a business transaction of the corporation, actual or proposed, shall promptly notify the chairperson upon discovery thereof. Such disclosure shall be promptly communicated by the chairperson to the other members of the Board. Such trustee shall not participate in any Board deliberations or votes concerning the transaction, and he/she shall not be considered present for quorum purposes at any Board consideration of the transaction.

##### **Section 2. Meetings.**

a. Frequency and notification of meetings. Meetings of the Board of Trustees shall be held at such place within the District of Columbia as may from time to time be determined by the Board of Trustees, or as may be specified in the notice of the meeting, with the understanding that the Board shall meet in person no less frequently than four times per fiscal year. Additional meetings may be held at any time upon the call of the chairperson, a

majority of the Executive Committee or at least one-third of the Trustees. Notification of a meeting must be provided in writing via the mail or by means of an electronic device, or orally by telephone not less than five business days before such meeting. Meetings may be held by conference call, email or any other means provided that all trustees are able to participate.

b. Quorum. A majority of the members of the Board of Trustees, acting at a meeting duly assembled, shall constitute a quorum for the transaction of business.

c. Proxy. Any Trustee may authorize any other Trustee, in writing, to cast his/her vote at any specifically identified meeting of the Board. A Trustee voting by proxy shall not be considered present for quorum purposes.

d. Annual meeting. The Board of Trustees shall hold an annual meeting during the second quarter of each calendar year, at which meeting the Board of Trustees shall elect officers of the corporation to serve until the end of their terms and to elect Trustees and Honorary Trustees. All committee Chairs, except of the Executive Committee, will be considered as having resigned as of the meeting at which regular officer elections are held and new chairs of the standing committees shall be appointed by the chairperson to serve until the next regular officer elections.

Although the annual meeting is the preferred time for elections and appointments, elections and appointments may occur at any official Board meeting as long as proper notice as required herein is given.

e. Decision-making process. The Board of Trustees shall conduct business through a process of consensus with formal decisions recorded by a formal vote. Action of the Board of Trustees shall be by affirmative vote of not less than a simple majority of those Trustees present or represented by proxy.

### **Section 3. Officers, term and removal, powers and duties.**

a. Officers: The Board of Trustees, at its annual meeting, shall elect a chairperson, a vice-chairperson, a secretary, and a treasurer. If an elected officer reaches the limit of terms as a Trustee before the end of the term of office, he may remain a Trustee in order to complete his term as said officer. At the end of the Chairperson's term that coincides with the term limits of a trustee, that person is eligible for election for another two year term as Chair with a third year as past Chair. The position of past-chairperson is held by the Trustee leaving the office of chairperson, and the term of this person may be extended by one year if at the end of three consecutive terms.

b. Term and removal. The term of office of all officers shall be two years or until their respective successors are elected. Any officer may be removed from office, at any time, by the affirmative vote of a majority of the members of the Board of Trustees whenever, in its judgment, the best interests of the corporation will be served thereby.

c. Powers and duties. The officers of the corporation shall have such powers and duties as generally pertain to their respective offices, as well as such powers and duties as from time to time may be conferred by the Board of Trustees. The chairperson shall see that updated role descriptions and duties of officers are available to all Trustees.

### **Section 4. Standing committee structure and functions.**

All standing committees shall be composed of no less than three persons with the chair being a member of the Board of Trustees. Except as specified in these bylaws, the standing committee chairs shall be appointed by the chairperson of the Board of Trustees to serve for one-year terms. The members of each committee are recommended to the chairperson by the chair of each committee. The chairperson appoints the members of the committee. The chairperson may make changes in chairs of committees at any time, for any reason.

The chairperson must keep the Board aware of all committee membership changes.

a. Executive Committee. The officers of the Board and the immediate past chairperson shall constitute the executive committee, which shall meet regularly to review operational, programmatic, and financial matters. The executive committee is charged with acting for the Board of Trustees when the Board is not in session. Action by the executive committee on behalf of the Board of Trustees shall be by affirmative vote of not less than a simple majority of the executive committee and shall be reported to the Board at its next meeting.

b. Development Committee. The development committee shall coordinate all fund raising activities of the corporation.

c. Nominating Committee. The nominating committee shall be chaired by a member of the Board of Trustees and shall also include the chief executive officer and no less than two additional members. The nominating committee shall propose a slate of officers, Trustees and Honorary Trustees prior to the appropriate annual meeting of the Board of Trustees. The nominating committee shall coordinate the orientation, continuing education and evaluation of the Board of Trustees.

d. Finance Committee. The treasurer shall chair the finance committee. The finance committee shall review the proposed annual budget and report its recommendations to the Board with respect thereto. The committee shall monitor budget implementation, reporting quarterly thereon to the Board.

e. Audit Committee. The members of this Committee shall be appointed by the Board of Trustees and shall total at least three Trustees, including those on the Finance Committee. The Board of Trustees shall designate the Chair of the Audit Committee and its duties and procedures will be controlled by the separate document entitled Charter of the Audit Committee.

## **Section 5. Powers and duties of the Board of Trustees.**

The powers and duties of the Board of Trustees shall include: 1) determining the organization's mission and purpose; 2) selecting and evaluating the chief executive officer; 3) ensuring effective organizational planning; 4) overseeing and ensuring adequate resources; 5) monitoring the organization's programs; and 6) enhancing the organization's public image; 7) establishing major policies; and 8) ensuring compliance with all relevant laws and regulations.

### **Article III Honorary Trustees**

The Board of Trustees may appoint by a majority vote of the Trustees any number of Honorary Trustees. An Honorary Trustee shall have no responsibility for the affairs of the corporation, nor a vote on the Board. The Honorary Trustee shall have no obligation other than allowing his/her support of Phillips Public Charter School known by publication of his/her name as an Honorary Trustee. The term of each Honorary Trustee shall be unlimited. Service as an Honorary Trustee would end only if the Board requests such action or the Honorary Trustee initiates the process.

### **Article IV Education Service Provider**

The Board of Trustees shall select an Education Service Provider (ESP) and negotiate a management agreement with said ESP, which shall assign responsibility for management and administration of the organization under the direction of and in accordance with the policies of the Board. The official title accorded the chief executive officer shall be determined by the Board. The Board of Trustees shall be responsible for evaluating the performance of the ESP at least annually. The Board of Trustees is responsible for the termination of the management agreement with the ESP, should such be necessary.

### **Article V Nondiscrimination**

In the matters of employment, Phillips Public Charter School will not discriminate on the basis of political or religious opinion or affiliation, marital status, race, color, creed, national origin, sex or age (except when sex or age constitutes a bona fide occupational qualification), or the physical or mental disability of a qualified individual.

### **Article VI Revocation or Relinquishment**

Upon charter revocation or relinquishment (closure of school), the corporation will develop a plan to return any remaining funds to the District of Columbia Office of the State Superintendent of Education (OSSE).

### **Article VI Revision of these Bylaws**

The bylaws of the corporation shall be subject to alteration, amendment, or repeal, and new bylaws (not inconsistent with any provision of the Articles of Incorporation or statutes), may be established by the affirmative majority of the whole Board of Trustees given at any meeting of the Board.

# **PHILLIPS Public Charter School**

## **Board of Trustees Member Agreement**

The Board of Trustees is the governing body for PHILLIPS Public Charter School and legally responsible for oversight of the operations, performance, and advancing the mission of the school.

### **Responsibilities of the Board**

- Set direction for the charter school - focused on student learning and achievement of goals, and ensuring inclusive processes
- Establish effective and efficient structures for the charter school - employment of the School Director and oversight of policy development and implementation
- Support the success of the charter school - make decisions and provide resources to support priorities and goals of the school, approve annual budget and provide ongoing fiscal oversight
- Ensure accountability to the public - evaluate performance of the School Director, monitor student achievement and program effectiveness, monitor effectiveness of policies, monitor financial performance and fiscal health of the school
- Provide community leadership - speak with a common voice about the school's priorities and issues, engage and involve the community in activities, advocate for the school's students and families and for the mission of the school to the public and to community leaders and other stakeholders

### **Responsibilities of Trustees**

- Understand and actively promote the mission of the school
- Participate on and/or chair at least one Board committee
- Donate funds annually to the school and actively support all development/fundraising activities
- Advocate for the school as requested and educate others at every opportunity, as appropriate
- Prepare for meetings by submitting and/or reviewing relevant materials
- Consider and quickly identify any actual, potential or perceived conflicts of interest.
- Attend and participate in at least 75% of quarterly Board of Trustee meetings and at least 75% of any committee meetings on which Trustee is a member. Follow up on all tasks, as assigned.

I agree to perform each of the responsibilities as outlined above to the best of my ability, and to inform the President of the Board of Trustees in the event I am unable to carry out these duties.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

## **PHILLIPS Public Charter School**

### **Board of Trustees Code of Ethics**

**Purpose:** The purpose of this policy is to establish the general standards of conduct required of PHILLIPS Public Charter School trustees.

**General Standards of Conduct:** In order to fulfill its authority and support the vision, mission, values and goals of PHILLIPS Public Charter School, the Board functions as a collegial unit. The Board functions well as a unit when the individual members act ethically, are committed to working together, operate in a non-partisan manner and speak with one voice. The Board creates a positive climate when it focuses on the future, acts with integrity and civility and uses its influence appropriately.

**Subpart A. Authority to act:** Each trustee is encouraged to contribute his or her talents and perspectives to the Board. Although all are free to voice their personal opinions, no trustee has the authority to act on his or her own to further a personal agenda or to direct the school's employees or operations.

**Subpart B. Informed decision-making:** Trustees strive to make informed decisions based on sufficient information, thoughtful deliberation and comprehensive understanding of issues. To achieve that goal, they gather information by listening, asking questions, analyzing materials and exploring issues thoroughly in conjunction with other trustees, school staff, students, parents and stakeholder groups.

**Subpart C. Support for Board decisions:** Individual trustees are able to express their opinions vigorously and openly during the decision making process and may respectfully disagree with colleagues. However, once a decision has been made and the Board has taken action, it is each member's responsibility to support the decision.

**Subpart D. Official spokesperson:** Trustees are the stewards of PHILLIPS Public Charter School and advocates of its policies and programs. The official spokesperson for the Board is the chair of the Board or the chair's designee.

#### **Conflicts Of Interest:**

**Subpart A. Disclosure of potential conflicts:** Once nominated to serve, but prior to being voted onto the PHILLIPS Public Charter School Board, a prospective trustee will complete and sign a Conflict of Interest Form. A trustee who in the discharge of official duties would be required to take an action or make a decision that would substantially affect the trustee's financial interests or those of an associated business, unless the effect on the trustee is no greater than on other members of the trustee's business classification, profession, or occupation, must take the following actions.

1. Prepare a written statement describing the matter requiring action or decision and the nature of the potential conflict of interest; and
2. Deliver copies of the statement to the Board chair for distribution to the Board as soon as possible but no later than one week from the time the potential conflict is recognized.

If a potential conflict of interest presents itself and there is insufficient time to provide the written statement under paragraphs 1 and 2, the trustee must orally inform the Board of the potential conflict in open meeting session.

**Subpart B. Required actions for trustee with potential conflict of interest:** If a potential conflict of interest arises for a trustee, the Board chair must assign the matter in which the potential conflict arises, if possible, to another trustee or other individual who does not have a conflict of interest.

**Subpart C. Abstention:** A trustee who has a potential conflict of interest shall not chair a meeting, participate in any vote, offer any motion or discussion, or otherwise attempt to influence other trustees on the matter giving rise to the potential conflict of interest, and the trustee should verbally recuse themselves so that others are aware of the existence of the potential conflict.

#### **Employment with PHILLIPS Public Charter School:**

A trustee shall not seek or accept employment with PHILLIPS Programs or PHILLIPS Public Charter School while serving as a trustee. This provision does not prohibit a student trustee from employment in a part-time position, such as a work study job or apprenticeship.

#### **Prohibited Activities**

**Subpart A: Use of position to secure benefits:** Except as otherwise provided by law or policy of the Board, a trustee shall not use the position, authority, title, influence, or prestige of trustee to secure special privileges or exemptions not available to the general public for the benefit of the trustee, trustee's family members, or others.

**Subpart B: Confidential or protected communications:** Except as otherwise required by law or authorized by the Board, a trustee shall not disclose to any unauthorized persons information or communication subject to confidentiality by action of the Board or other applicable law or policy, including privileged attorney/client communications.

**Subpart C: Use of influence:** Except for those decisions that are subject to the direct authority of the Board, no trustee shall attempt to influence the hiring of school employees, or the awarding of consulting or other contracts.

#### **Removal**

If the Board determines that the conduct of a trustee has violated the trustee's professional or fiduciary responsibilities, Board policy or other governing law, the Board may recommend that the Board chair remove the trustee from the Board.

# **DRAFT**

**CONTINGENT UPON BOARD  
OF TRUSTEE APPROVAL**

## **PHILLIPS Public Charter School**

### **Discipline Policy**

#### **A. Philosophy**

It is the overwhelming mandate of the school to be involved in the process of building and developing a diverse repertoire of adaptive behavior and performance skills for each student in the program. In general, the philosophy and goal of the school is to increase independence and self-sufficiency with an emphasis on the development of positive alternative behaviors rather than the simple elimination of problem behavior.

There are, however, behaviors that interfere in a critical sense with the student's development and are not amenable to modification only through positive means. For some behaviors under certain conditions, disciplinary action will be taken. And in specifically defined dangerous situations, methods of controlling student behavior may be used. Such methods will not be considered as discipline or used for disciplinary reasons but rather to maintain or re-establish safety. They are presented here as part of a continuum of responses to student behaviors.

#### **B. Positive Programming**

1. For students needing a specific behavior program for challenging behaviors, PHILLIPS utilizes a Level System that focuses on giving students consistent and timely feedback and positive reinforcement for demonstrating expected school and community behavior. The Level System program is specifically designed to teach students communication, personal presentation, self-control, self-monitoring and social skills. As the students' progress through the levels the frequency of feedback and external controls are faded out as the student demonstrates increased independence. A copy of the Level System Manual will be given to parents if requested from the teacher or Behavior Specialist working with your child.
2. In addition to the Level System, classroom staff works with their students to develop group behavioral programs. These programs use incentives that motivate the students to work together to reach group behavioral goals.
3. Many students also benefit from individual behavior programs. For children whose persistent behavioral concerns negatively impact their progress, individual programs will be developed. This program will teach new skills and reward a student's effort to use these skills.

### C. Interventions used for Serious Behaviors

Please note that most students respond with progress to the Positive Behavior Programming described above. For these students the interventions described in this section are not needed. Occasionally, students demonstrate behaviors that are considered dangerous to themselves or others. In these situations, PHILLIPS staff are trained to intervene with techniques to deter severe behaviors and maintain safety. Insofar as it is necessary to use procedures eliminating behavior, positive procedures from the Right Response crisis prevention and intervention program must be tried first. If these interventions must be employed they will only be conducted within a framework of on-going positive programs (i.e., the Level System and/or individual programs).

- 1) **In-class/Out of class support:** removing a student from reinforcement for a brief period either in the class or to a room outside of the classroom
- 2) **In-school suspension:** requiring the student to work outside of the classroom for a specific length of time (may be 30 minutes to a full day).
- 3) **Out of school suspension:** denying the privilege to come to school for one day or longer
- 4) **Physical restraint or escort\*:** Physically holding a student in a state regulation compliant therapeutic manner to prevent them from doing harm to themselves or others or to the environment in a way that poses danger (e.g., property destruction involving broken glass)

Data is taken and analyzed on a monthly basis with the classroom staff and Behavior Specialist to determine the effectiveness of all programs implemented with the students and specific attention is taken to any program that utilizes the above-mentioned interventions.

\* These interventions may be used in an emergency to maintain safety. If a student's behavior specialist believes that safety may be an ongoing concern, a permission form will be sent home for parent/guardian consent.

## **MANAGEMENT AGREEMENT**

**This MANAGEMENT AGREEMENT** (the “Agreement”) is executed as of \_\_\_\_\_ by and between the **PHILLIPS Public Charter School** (“PHILLIPS PCS”), a private non-profit corporation organized and existing under the laws of the District of Columbia and **PHILLIPS Programs for Children and Families** (“PHILLIPS”), a private non-profit corporation organized and existing under the laws of Virginia.

**1. TERM.** The initial term of this Agreement (“Term”) shall commence on \_\_\_\_\_ and shall be five (5) years, to be automatically renewed for additional five (5) year terms following the expiration of the initial term or any renewal term, unless either party gives the other written notice of non-renewal at least one hundred eighty (180) days prior to the expiration of the initial term or renewal term then in progress. However, notwithstanding the foregoing, in no event shall the Term extend beyond the term of the charter granted to PHILLIPS PCS, as it may be extended from time to time.

**2. CHARTER SCHOOL AUTHORIZATION.** PHILLIPS PCS has been granted a charter (the “Charter”) to organize and operate a District of Columbia public charter school by the District of Columbia Public Charter School Board (“DCPCSB”). PHILLIPS PCS and DCPCSB have entered into a Charter School Agreement dated \_\_\_\_\_ which sets forth certain terms and conditions of the Charter, and may be amended from time to time. PHILLIPS shall provide management and administrative services as set forth by this Agreement to PHILLIPS PCS subject to the direction, oversight and policies of PHILLIPS PCS, and the requirements of the Charter School Agreement.

### **3. RESPONSIBILITIES OF PHILLIPS.**

**a. General.** PHILLIPS PCS personnel, including instructional and academic staff, administrators, support staff, clinicians, supervisors, behavior management staff and facilities staff shall be employed by PHILLIPS PCS. However, the Principal shall be employed by PHILLIPS, shall report to the PHILLIPS President/CEO and shall participate on the senior management team of PHILLIPS.

**b. Specific Administrative and Management Services.** PHILLIPS shall provide management and administrative services to PHILLIPS PCS, to include the following, as well other services mutually agreed upon by the parties from time to time:

- i) Management and administration of the instructional program in accordance with the mission, philosophy and goals of the school
- ii) Fiscal Management
  - (1) Budget preparation, management and bookkeeping, including processing payroll
  - (2) Management of accounts receivable, including collections
  - (3) Management of accounts payable, including payment of bills
- iii) Management of fundraising on behalf of PHILLIPS PCS, supporting the PHILLIPS PCS Board of Trustees in its accepting and expending of gifts, donations or grants of any kind in accordance with such conditions prescribed by the donor, in compliance with the law and not contrary to any of the terms of this Agreement
- iv) Human resource management
  - (1) Staff recruitment and personnel management
  - (2) Staff orientation, training and consultation
- v) Facility management and operation
- vi) Public relations and marketing
- vii) Management of information systems, including computer and IT support
- viii) Management of purchasing, contracting for goods and services, and overall business operations
- ix) Management of program evaluation and outcomes reporting

PHILLIPS reserves the right to subcontract services in this Agreement except for the management and operation of the instructional program of PHILLIPS PCS.

**c. Supervision and Evaluation of Principal.** The Principal's performance shall be evaluated annually, or as requested by PHILLIPS PCS Board of Trustees.

#### **4. PAYMENT FOR SERVICES**

**a. Fees.** For services provided per the terms of this Agreement, PHILLIPS PCS shall pay PHILLIPS an annual fee paid quarterly as four (4) equal payments, where the annual fee is equal to the sum of:

Year 1 - 2: nine percent (9%) of PHILLIPS PCS annual gross revenues and the annual compensation (salary and benefits) of the PHILLIPS PCS Principal.

Year 3 - 4: nine and one half percent (9.5%) of PHILLIPS PCS annual gross revenues and the annual compensation (salary and benefits) of the PHILLIPS PCS Principal.

Year 5 and forward - ten percent (10%) of PHILLIPS PCS annual gross revenues and the annual compensation (salary and benefits) of the PHILLIPS PCS Principal.

**b. Payment Terms.** PHILLIPS shall bill PHILLIPS PCS on a quarterly basis. Payment from PHILLIPS PCS shall be due within ten (10) days of receipt of PHILLIPS' invoice. PHILLIPS shall provide, at least annually, statements to PHILLIPS PCS indicating the full list of services per this Agreement, performed by PHILLIPS.

**c. Additional Services.** In the event that PHILLIPS PCS shall request, and PHILLIPS shall agree to provide services not specifically included in this Agreement, the payment for such additional services shall be negotiated by the parties and memorialized in a separate written agreement.

**5. TERMINATION.** Notwithstanding Section 1 of this Agreement, either party may terminate this Agreement as set forth below:

**a. Termination by PHILLIPS PCS for Cause.** PHILLIPS PCS may terminate this Agreement upon notification to PHILLIPS:

- i. In the event that PHILLIPS shall materially default in the performance of any duty or obligation imposed upon it by this Agreement and such default shall continue for a period of thirty (30) days after written notice thereof has been given to PHILLIPS by PHILLIPS PCS, then PHILLIPS PCS may terminate this Agreement without further notice.
- ii. In the event of the filing of a petition in voluntary bankruptcy or an assignment for the benefit of creditors by PHILLIPS, or upon other action taken or suffered, voluntarily or involuntarily, under any federal, state or District law for the benefit of debtors of PHILLIPS, except for the filing of a petition in involuntary bankruptcy against PHILLIPS which is dismissed within thirty (30) days thereafter.
- iii. In the event that PHILLIPS' tax-exempt status is revoked or suspended.

**b. Termination by PHILLIPS for Cause.** PHILLIPS may terminate this Agreement upon notification to PHILLIPS PCS:

- i. In the event that PHILLIPS PCS shall materially default in the performance of any duty or obligation imposed upon it by this Agreement and such default shall continue for a period of thirty (30) days after written notice thereof has been given to PHILLIPS PCS by PHILLIPS, then PHILLIPS may terminate this Agreement without further notice.

- ii. In the event of the filing of a petition in voluntary bankruptcy or an assignment for the benefit of creditors by PHILLIPS PCS, or upon other action taken or suffered, voluntarily or involuntarily, under any federal or state or District law for the benefit of debtors of PHILLIPS PCS, except for the filing of a petition in involuntary bankruptcy against PHILLIPS PCS which is dismissed within thirty (30) days thereafter.
- iii. In the event that PHILLIPS PCS' tax-exempt status is revoked or suspended.
- iv. In the event that PHILLIPS PCS' charter is revoked.

**e. Actions after Termination.** Upon termination of this Agreement pursuant to Section 5 (a-d) above, PHILLIPS PCS shall pay to PHILLIPS any and all sums then accrued as payment for services per Section 4 (a-c) of this Agreement.

**6. INDEMNIFICATION.** PHILLIPS and PHILLIPS PCS hereby agree to indemnify, hold harmless and defend the other against any and all loss, injury, liability, claim, damage, cause of action or expense suffered by the other party resulting directly or indirectly, from any of the covenants, commitments or obligations of this Agreement. The obligations set forth in this section shall survive termination of this Agreement.

## **7. GENERAL PROVISIONS.**

**a. Assignment.** Neither party shall assign its respective rights and obligations hereunder without the written consent of the other.

**b. Notices.** All notices required or permitted by this Agreement shall be in writing and shall be deemed given if sent, postage prepaid, certified mail, return receipt requested, to the address set forth below:

To PHILLIPS:  
President/CEO  
PHILLIPS Programs for Children and Families  
7010 Braddock Road  
Annandale, VA 22003

To PHILLIPS PCS:  
President of the Board of Trustees  
[Insert address]

**c. Binding on Successors.** This Agreement shall be binding upon the parties hereto and their successors and assigns.

**d. Waiver of Provisions.** Any waiver of any terms and conditions hereof must be in writing and signed by the parties hereto. The waiver of any of the terms and conditions of this Agreement shall not be construed as a waiver of any other terms and conditions hereof.

**e. Governing Law.** The validity, interpretation and performance of this Agreement shall be governed by and construed in accordance with the laws of the District of Columbia.

**f. Severability.** The provisions of this Agreement shall be deemed severable, and if any portion shall be held invalid, illegal or unenforceable for any reason, the remainder of this Agreement shall be effective and binding upon the parties hereto.

**g. Additional Documents.** Each of the parties hereto agrees to execute any document or documents that may reasonably be requested from time to time by the other party to implement or complete such party's obligations under this Agreement.

**h. Remedies Cumulative.** No remedy set forth in this Agreement or otherwise conferred upon or reserved to any party shall be considered exclusive of any other remedy available to any party.

**i. No Obligation to Third Parties.** The terms of this Agreement are intended to be solely for the benefit of PHILLIPS PCS and PHILLIPS and their successors and assigns, and none of the obligations and duties of PHILLIPS or PHILLIPS PCS under this Agreement shall in any way or in any manner be deemed to create any obligation of PHILLIPS or PHILLIPS PCS to, or any rights in, any person or entity not a party to this Agreement, except as expressly provided in Section 6.

**j. Entire Agreement.** This Agreement sets forth the entire understanding between the parties and there are no other agreements or arrangements, either written or oral, between the parties.

**k. Amendment.** Any modifications or amendments to this Agreement must be in writing and executed by PHILLIPS and PHILLIPS PCS. Any modification not agreed to by both parties shall not be enforceable.

**IN WITNESS WHEREOF**, the parties hereto have executed this Agreement as of the date first written above.

(SEAL)

By: \_\_\_\_\_

Title: \_\_\_\_\_

ATTEST:

(SEAL)

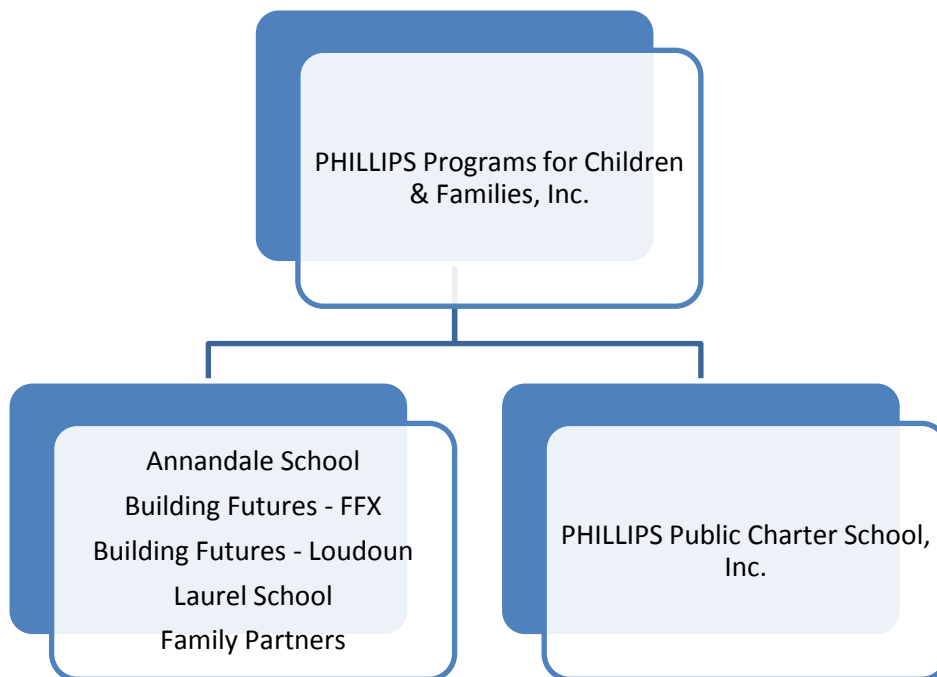
By: \_\_\_\_\_

Title: \_\_\_\_\_

ATTEST:

# PHILLIPS Corporate Structure

## September 2014



## *10. Assurances Form*

As the authorized representative of the applicant, I acknowledge the obligation of the proposed public charter school to comply with the following:

1. Maintain non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. (D.C. Code § 38-1802.04(c)(16).)
2. 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 DC Public Charter School Board. (D.C. Code § 38-1802.02(16).)
3. Remain nonsectarian and not be affiliated with a sectarian school or religious institution. (D.C. Code § 38-1802.04 (c)(15).)
4. 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. (D.C. Code § 38-1802.04(c)(11)(B)(ix).)
5. Offer open enrollment to all students who are residents of the District of Columbia, and use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. (D.C. Code § 38-1802.06.)
6. Provide PCSB with student enrollment data required for submission to the Office of the Chief Financial Officer. (D.C. Code § 38-1802.04 (c)(12).)
7. Collect, record, and report attendance, discipline, and enrollment data in compliance with the policies and procedures of PCSB, using the reporting software required by PCSB. (D.C. Code § 38-1802.11(a)(2).)
8. Collect and report academic and non-academic performance consistent with PCSB's data submission policies.
9. 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. (D.C. Code § 38-1802.04 (c)(2).)
10. Establish an informal complaint resolution process prior to the first date that the school accepts applications. (D.C. Code § 38-1802.04 (c)(13).)
11. Ensure that all relevant school personnel and Board of Trustee members are capable of executing financial management, governance and management, and other responsibilities as deemed necessary by PCSB. (D.C. Code § 38-1802.02(15).)
12. Provide PCSB 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. (D.C. Code § 38-1802.11(a)(2).)

13. Comply with the contract procurement requirements of the D.C. Code § 38-1802.04(c).
14. Comply with the following federal and local laws:
  - a. **Health and Safety:** Healthy Schools Act of 2010 (D.C. Code §§ 38-821.01 *et seq.*); federal and local laws regarding background checks for all employees and volunteers working with children and referring students to the Child and Family Services Agency for instances of education neglect and suspected abuse;
  - b. **Building Safety:** D.C. Building and Fire Codes (D.C. Code § 5-501 *et seq.*);
  - c. **Maintenance and Dissemination of Student Records:** Family Education Rights and Privacy Act (20 U.S.C. § 1232g);
  - d. **Certain Requirements of Education Institutions:** Compulsory School Attendance (D.C. Code § 38-201 *et seq.*); Immunization of School Students (D.C. Code § 38-501 *et seq.*); Tuition of Nonresidents (D.C. Code § 31-301 *et seq.*); Non-Profit Corporations (D.C. Code § 29-401 *et seq.*);
  - e. **Students with Disabilities:** Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. § 1411 *et seq.*) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); any and all federal and local laws around providing a free and appropriate public education to all students with disabilities;
  - f. **English Language Learners:** all federal and local laws and applicable regulations regarding identifying and serving students who are English language learners;
  - g. Title I of the Elementary and Secondary Education Act;
  - h. **Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia:** The Age Discrimination Act of 1975 (42 U.S.C. § 6101 *et seq.*); Title VI of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d *et seq.*); Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681 *et seq.*); and the Americans with Disabilities Act of 1990 (42 U.S.C. §§ 12101 *et seq.*); and
  - i. **Other:** All other laws deemed applicable by PCSB (D.C. Code § 38-1802.11(a)(1)(B)).

|                                                                           |                               |
|---------------------------------------------------------------------------|-------------------------------|
| Signature of Authorized Certifying Official <i>Piper Phillips Caswell</i> |                               |
| Name (Printed) <i>Piper Phillips Caswell</i>                              | Title <i>President + CEO</i>  |
| Name of Proposed School <i>PHILLIPS Public Charter School</i>             | Date <i>September 4, 2014</i> |



EXPEDITIONARY  
LEARNING

# Grade 7: Curriculum Map



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These grades 6–8 curriculum modules are designed to address CCSS ELA outcomes during a 45-minute English Language Arts block. The overarching focus for all modules is on building students’ literacy skills as they develop knowledge about the world.

Taken as a whole, these modules are designed to give teachers concrete strategies to address the “instructional shifts” required by the CCLS.

### Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:
  - Six unit-level assessments that almost always are on-demand: students’ independent work on a reading, writing, speaking, or listening task.
  - One final performance task that is a more supported project, often involving research.

### Structure of a Year of Instruction

- There are six modules per grade level.
- Of these six modules, teachers would teach four: Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.
- For Modules 2 and 3, option B formally assesses all standards formally assessed in Option A (and possibly some additional standards as well).

### How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards formally assessed in each module.

- **Module focus:** Read this first. The “focus” is the same across the grades 3-5 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Module title:** This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #2, building knowledge in the disciplines.
- **Description:** These three or four sentences tell the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text.
- **Texts:** This lists texts that all students read. The text in bold is the extended text for a given module: the text(s) with which students spend the most time. Remember that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile measure) to



least quantitatively complex. Texts near the bottom of the list are often complex in ways other than Lexile. Within a given module, the list shows the wide variety of texts students read as they build knowledge about a topic. This aligns with Instructional Shift #2, building knowledge in the disciplines.

- **Final Performance Task:** This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The end of Unit 3 assessment often addresses key components of the performance task.)
- **Unit-Level Assessments**
  - Each unit includes two assessments, most of which are “on-demand” (i.e., show what you know/can do on your own).
  - Mid-unit assessments typically, though not always, are reading assessments: text-based answers.
  - End of unit assessments typically, though not always, are writing assessments: writing from sources.
  - Most assessments have a heavy emphasis on academic vocabulary, particularly determining words in context.
  - Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on the NYS assessment.
  - The curriculum map below lists the title of each assessment, the standards assessed, and the assessment format.
  - Selected response (multiple-choice questions)
  - Short constructed-response (short-answer questions of the type that is scored using the NYS 2-point rubric)
  - Extended response (longer writing or essays of the type that is scored using the NYS 4-point rubric) (either on-demand or supported)
  - Speaking and listening (discussion or oral presentation)
  - Scaffolded essay (involving planning, drafting, and revision)
- **Standards:** In each module, the standards formally assessed are indicated with a check mark; see details below.

**Note:** For seventh grade specifically, two options for Module 4 will be available: 7M4A: (the adolescent brain and technology use) and 7M4B: “Water Is Life”.



|                     | Module 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Module 2A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Module 2B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Module 3A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Module 4A                        | Module 4B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Focus</b>        | Reading Closely and Writing to Learn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Working with Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Working with Evidence (Drama)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Understanding Perspectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Understanding Perspectives       | Reading and Research                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Module Title</b> | Journeys and Survival                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Working Conditions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Identify and Transformation: Then and Now                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Slavery: The People Could Fly                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | This is Your Brain – Plugged In! | Water Is Life                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Description</b>  | Students explore the experiences of people of Southern Sudan during and after the Second Sudanese Civil War. They build proficiency in using textual evidence to support ideas in their writing, both in shorter responses and in an extended essay. They read <i>A Long Walk to Water</i> , analyzing the points of view of the central characters, Salva and Nya. Students focus on one key theme: how individuals survive in challenging environments. The novel is paired with complex informational texts on Sudan. Students then combine research about Sudan with quotes the novel and craft a research-based two-voice poem. | Students explore the issue of working conditions, historical and modern-day. They analyze how people, settings, and events interact in literary and informational texts. Students first focus on <i>Lyddie</i> (about a girl who works in the Lowell mills); they write an argument essay about Lyddie's choices around joining a protest over working conditions. Then they read a speech by César Chávez (tracing how the sections of the text combine to build central claims) as they consider the role that workers, the government, and consumers play in improving working conditions. Finally, a short research project explores how businesses can affect working conditions. As a final performance task, students create a guide to working conditions in the garment industry. | Students explore the concept of personal identity formation and transformation in both historical and modern-day societies. They read first-person narratives that focus on various social identifiers—from race to gender to socioeconomic status—and they also read informational text in order to frame their understanding of what identity means. Students closely read <i>Pygmalion</i> and further explore the identity transformation of the play's main character, Eliza Doolittle. To conclude the module students analyze the impact of gender roles and stereotypes in personal identity development as influenced by the media and advertising in order to create a “counter ad” that does not rely on gender-specific stereotypes. | This module focuses on the autobiography of Frederick Douglass, with specific attention to understanding how he uses language in powerful ways and how he tells his story in order to serve his purpose of working to abolish slavery. Students begin by building background knowledge about Douglass and his historical context. They then read closely key excerpts from his <i>Narrative</i> , focusing on his message as well as the author's craft. Finally, they select one episode from the <i>Narrative</i> and rewrite it as a children's story, using <i>Frederick Douglass: The Last Day of Slavery</i> as a mentor text. | TO COME                          | Students explore water sustainability, fresh water management. They read “Water is Life” and excerpts from <i>The Big Thirst</i> to build background knowledge about water sustainability and water management. Then they engage in a robust research project to investigate the agricultural and industrial water management and use an evidence-based decision-making process to take a position. Finally, they write a position paper addressing the question: Which category of water management, agricultural or industrial, would be a good place to begin to improve our use of fresh water? |



| Module 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Module 2A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Module 2B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Module 3A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Module 4A                                                                                                                              | Module 4B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Texts (central text(s) in bold)<sup>1</sup></b></p> <ul style="list-style-type: none"> <li>• “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps,” Stephen Buckley (RI, 1110L)</li> <li>• Water for South Sudan, <a href="http://www.waterforsouthsudan.org">http://www.waterforsouthsudan.org</a> (RI, 1090L)</li> <li>• “Sudanese Tribes Confront Modern War,” Karl Vick (RI, 1060L)</li> <li>• “Author’s Note,” <i>A Long Walk to Water</i>, Linda Sue Park (RI, 1030L)</li> <li>• “Time Trip” excerpt from “Life and Death in Darfur: Sudan’s Refugee Crisis Continues,” <i>Current Events</i> (RI, 970L)</li> <li>• <b><i>A Long Walk to Water</i></b>, Linda Sue Park (RL, 720L)</li> </ul> | <ul style="list-style-type: none"> <li>• “In China, Human Costs Are Built into an iPad,” Charles Duhigg and David Barboza, <i>The New York Times</i> (RI, 1430L)</li> <li>• “An Apparel Factory Defies Sweatshop Label, but Can It Thrive?” Steven Greenhouse, <i>The New York Times</i> (RI, 1320L)</li> <li>• “Are Your Clothes Made in Sweatshops?” Oxfam Australia <a href="https://www.oxfam.org.au/explore/workers-rights/are-your-clothes-made-in-sweatshops/">https://www.oxfam.org.au/explore/workers-rights/are-your-clothes-made-in-sweatshops/</a>. (RI, 1220L)</li> <li>• <b>“Common-wealth Club Address,”</b> César Chávez (RI, 1155L)</li> <li>• “Ethical Style: How Is My T-Shirt Made?” Tabea Kay (RI, 1080L)</li> <li>• <b><i>Lyddie</i></b>, Katherine Patterson (RL, 860L)</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Pygmalion</i>, George Bernard Shaw (RL)</li> <li>• <i>Nadia’s Hands</i>, Karen English (RL)</li> <li>• <i>Not Much, Just Chillin: The Hidden Lives of Middle Schoolers</i>, Linda Perlstein</li> <li>• “Team Players,” Erika Packard, in <i>Monitor</i> (Vol. 37, Issue 8), September 2006.</li> <li>• “The Border,” in <i>Red: Teenage Girls of America Write on What Fires Up Their Lives Today</i>, Cindy Morand</li> <li>• “Why Couldn’t Snow White Be Chinese?” Grace Lin</li> <li>• “My Own True Name,” Diane Gonzales Bertrand</li> <li>• “Teen Slang: What’s, like, so wrong with like?” Denise Winterman,</li> <li>• Julianne Micoleta, “Generation Z Teens Stereotyped as ‘Lazy and Unaware,’” <i>Huffington Post</i>, March 2012.</li> <li>• “Is Money Affecting Your Social Status?” Reniqua Allen.</li> <li>• “Women and Urban Life in</li> </ul> | <ul style="list-style-type: none"> <li>• <b><i>Narrative of the Life of Frederick Douglass, an American Slave</i></b>, Frederick Douglass (RI, 1080L)</li> <li>• “Renaissance man,” Scott Kirkwood, adapted by Expeditionary Learning (RI, 1060L)</li> <li>• Texts from Freedom: A History of US Webisode 5, PBS (RI, 970L)</li> <li>• <i>Frederick Douglass: The Last Day of Slavery</i>, William Miller and Cedric Lewis (RI, 760L) (recommended, not required)</li> <li>• <i>The People Could Fly</i>, picture book edition, Virginia Hamilton (RL, 660L) (recommended, not required)</li> <li>• “We Wear the Mask,” Paul Laurence Dunbar (RL poem, NL)</li> <li>• “Slaveship,” Lucille Clifton (RL poem, NL)</li> <li>• “Introduction to Poetry,” Billy Collins (RI, NL)</li> <li>• “Harriet Tubman,” Eloise Greenfield (RL poem, NL)</li> </ul> | <ul style="list-style-type: none"> <li>• No text purchase required. Articles only, provided in lesson supporting materials.</li> </ul> | <ul style="list-style-type: none"> <li>• <b><i>The Big Thirst</i></b>, Charles Fishman (RI, 1260L)</li> <li>• “Water Crisis Looms for a Thirsty Planet,” Sheril Kirshenbaum (RI, 1180L)</li> <li>• <b>“Water Is Life,”</b> Barbara Kingsolver (RI, 1165L)</li> <li>• “And not a drop to drink? The freshwater crisis” (RI, 1055L)</li> <li>• “New York bottled water ban” (video) <a href="http://www.riverkeeper.org/campaigns/tapwater/">http://www.riverkeeper.org/campaigns/tapwater/</a></li> <li>• “Why Care about Water?” National Geographic (video) <a href="http://video.nationalgeographic.com/video/environment/freshwater/environment-freshwater-whycafe/">http://video.nationalgeographic.com/video/environment/freshwater/environment-freshwater-whycafe/</a></li> <li>• “Charles Fishman: Why College Students Should Start Paying Attention to Water” (video) <a href="http://www.youtube.com/watch?v=XM7So_Qi3B4">http://www.youtube.com/watch?v=XM7So_Qi3B4</a></li> </ul> |

<sup>1</sup> Texts listed in order of informational text first, then literature; both categories shown from most to least quantitatively complex (based on Lexile®).



| Module 1         |                                                                                                                                               | Module 2A                                                                                                                                       | Module 2B                                                                                                                                        | Module 3A                                                                                                                                                                                                                                             | Module 4A               | Module 4B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  |                                                                                                                                               |                                                                                                                                                 | Victorian Britain,” Lynda Nead                                                                                                                   | <ul style="list-style-type: none"><li>• “Black Woman,” Georgia Douglas Johnson (RL poem, NL)</li><li>• “Negro Speaks of Rivers,” Langston Hughes (RL poem, NL)</li><li>• “If We Must Die,” Claude McKay (RL poem, NL)</li></ul>                       |                         | <ul style="list-style-type: none"><li>• “Charles Fishman: The Water Crisis Isn’t Global. It’s Local” (video)<br/><a href="http://www.youtube.com/watch?v=lZxVyIiPDsA">http://www.youtube.com/watch?v=lZxVyIiPDsA</a></li><li>• “The Future of Water” (video)<br/><a href="http://www.youtube.com/watch?v=-qpbWZRC_dw">http://www.youtube.com/watch?v=-qpbWZRC_dw</a></li><li>• “Charles Fishman: Corporations Need to Pay More Attention to Water” (video)<br/><a href="http://www.youtube.com/watch?v=8uWzIDMuM_U">http://www.youtube.com/watch?v=8uWzIDMuM_U</a></li><li>• Various informational texts for an extensive research project</li></ul> |
| Lexile®          | Common Core Band Level Text Difficulty Ranges for Grades 6–8 <sup>2</sup> : 925–1185L                                                         |                                                                                                                                                 |                                                                                                                                                  |                                                                                                                                                                                                                                                       |                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Performance Task | Research-Based Two-Voice Poem (RL.7.6, RL.7.11, W.7.3a, W.7.3d, W.7.4, W.7.5, W.7.8, W.7.9, W.7.9a, W.7.9b, L.7.1, and L.7.2) research poetry | Consumer’s Guide to Working Conditions in the Garment Industry (W.7.2a, b, d, f, W.7.4, W.7.6, W.7.7, W.7.8, L.7.3, L.7.3a, and L.7.6) brochure | Advertisement Analysis and “Counter-Ad” (W.7.2a, b, c, d, e, f, W.7.4, W.7.6, W.7.7, W.7.8, L.7.3, and L.7.6) analysis and printed/electronic ad | Children’s Book to Retell an Episode from <i>Narrative of the Life of Frederick Douglass</i> (with author’s note) (W.7.3, W.7.4, W.7.5, W.7.9, W.7.11, W.7.11a, W.7.11b, L.7.1, L.7.2, L.7.2a, L.7.2b, L.7.3, L.7.3a, and L.7.6) scaffolded narrative | Position Paper: TO COME | Water Management Position Paper (RI.7.1, W.7.1, W.7.4, W.7.5, and L.7.6) research paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

<sup>2</sup> Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity  
[http://www.corestandards.org/assets/EO813\\_Appendix\\_A\\_New\\_Research\\_on\\_Text\\_Complexity.pdf](http://www.corestandards.org/assets/EO813_Appendix_A_New_Research_on_Text_Complexity.pdf)

### Unit-Level Assessments (NYSP12 ELA CCLS)

|                      | Module 1                                                                                                                                                                         | Module 2A                                                                                                                                          | Module 2B                                                                                                                                                           | Module 3A                                                                                                                                                                                                                                                         | Module 4A | Module 4B                                                                                                                                                               |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mid-Unit 1</b>    | Identifying Perspective and Using Evidence from <i>A Long Walk to Water</i> (Chapter 5) (RL.7.1 and RL.7.6) graphic organizer and selected response                              | How Working Conditions Affected Lyddie (RL.7.1 and RL.7.3) selected response and short constructed response                                        | Evidence, Ideas, and Interactions: “Why Couldn’t Snow White Be Chinese?” (RI.7.1, RI.7.2, and RI.7.3) short constructed response                                    | Frederick Douglass: Analyzing Informational Texts (RI.7.1) short constructed response                                                                                                                                                                             | TO COME   | “The Water Crisis Isn’t Global. It’s Local”: Listening for Main Ideas and Supporting Details (SL.7.2) selected response and short constructed response                  |
| <b>End of Unit 1</b> | Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes (RI.7.1, W.7.4, and W.7.9b) selected response and short constructed response | Argument Essay about <i>Lyddie</i> (RL.7.1, RL.7.3, W.7.1, W.7.9, W.7.9a; W.7.5, L.7.1, and L.7.2) scaffolded essay                                | Claims, Interactions and Text Structure: “Is Money Affecting Your Social Status?” (RI.7.1, RI.7.2, RI.7.3, and RI.7.5) short constructed response                   | Reading Poetry: Analyzing Structure and Language in “We Wear the Mask”: (RL.7.4, RL.7.5, and L.7.5a) selected response and short constructed response                                                                                                             | TO COME   | We Need to Pay More Attention to Water: Tracing and Evaluating Arguments in Text and Video (RI.7.8 and SL.7.3) selected response and short constructed response         |
| <b>Mid-Unit 2</b>    | Comparing “Water for Sudan” and <i>A Long Walk to Water</i> (RL.7.1, RL.7.9, RI.7.1) short constructed response and extended response                                            | How Chávez Develops His Claims in the Commonwealth Club Address (RI.7.1, RI.7.2, RI.7.3, RI.7.5) selected response                                 | Using Evidence, Theme, and Inference to Analyze an Unseen Passage in <i>Pygmalion</i> (RL.7.1, RI.7.3, and L.7.4.) selected response and short constructed response | Analyzing Stories: Comparing Written and Oral Stories, and Analyzing Purpose and Craft in Douglass’s <i>Narrative</i> (Part 1: RL.7.1, RL.7.7; Part 2: RI.7.1, RI.7.4, RI.7.6, L.7.4, L.7.4a, L.7.4b, L.7.5b, c) selected response and short constructed response | TO COME   | Simulated Research Task: Water Management Strategies (RI.7.9, W.7.7, W.7.8, L.7.4c, L.7.4d) selected response and short constructed response                            |
| <b>End of Unit 2</b> | Literary Analysis—Writing about the Theme of Survival (RL.7.1, RL.7.2, W.7.2, W.7.4, W.7.8, W.7.9a, L.7.1, L.7.2, and L.7.6) scaffolded essay                                    | Analyzing the Structure of Chávez’s “Wrath of Grapes” Speech (RI.7.1, RI.7.2, RI.7.3, and RI.7.5) selected response and short constructed response | Argumentative Essay: Eliza’s Changes (RL.7.1, RL.7.3, W.7.1, W.7.4, W.7.9, L.7.1, L.7.2, and W.7.5.) scaffolded essay                                               | Essay: Analyzing Douglass’s Purpose in <i>Narrative of the Life of Frederick Douglass</i> (W.7.2, W.7.4, W.7.9b, RI.7.1, RI.7.2, and RI.7.6) on-demand essay                                                                                                      | TO COME   | Making a Claim about Water Management (Part I: SL.7.1, SL.7.1a, SL.7.1e; Part II: SL.7.2a, SL.7.3a, SL.7.4, SL.7.5, SL.7.6, and RI.7.9 and RI.7.9a) discussion and oral |



|                      | Module 1                                                                                                                                              | Module 2A                                                                                                                                              | Module 2B                                                                                                                                     | Module 3A                                                                                                                                                   | Module 4A | Module 4B                                                                                                                                                                  |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      |                                                                                                                                                       |                                                                                                                                                        |                                                                                                                                               |                                                                                                                                                             |           | presentation                                                                                                                                                               |
| <b>Mid-Unit 3</b>    | Author's Craft:<br>Juxtaposition in <i>A Long Walk to Water</i><br>(RL.7.1, RL.7.2 and RL.7.6)<br>selected response and<br>short constructed response | Gathering Relevant<br>Information and<br>Generating Additional<br>Research Questions<br>(W.7.7 and W.7.8)<br>on-demand use of a<br>source for research | Gathering Relevant<br>Information and<br>Generating Additional<br>Research Questions<br>(W.7.7 and touches on<br>W.7.8) on-demand<br>research | Syntax and Storytellers'<br>Seminar. Part 1: Writer's<br>Roundtable<br>(SL.7.1b, c, d)<br>Part 2: Sentence Structure<br>Quiz<br>(L.7.1a, b, c, and L.7.2a); | TO COME   | First Draft of Position<br>Paper (RI.7.1, W.7.1a, b, e,<br>and W.7.4)<br>scaffolded essay                                                                                  |
| <b>End of Unit 3</b> | Using Strong Evidence<br>(RI.7.1, RL.7.1, L.7.2 and<br>W.7.9a and b)<br>selected response and<br>short constructed response                           | Writing a Research<br>Synthesis<br>(W.7.7 and W.7.8)<br>extended response                                                                              | Writing a Research<br>Synthesis<br>(W.7.7 and W.7.8)<br>extended responses                                                                    | Second Draft of Children's<br>Book (W.7.3, W.7.9,<br>and W.7.11)<br>scaffolded narrative                                                                    | TO COME   | Final Draft of Position<br>Paper and Reflection on<br>the Writing Process<br>(RI.7.1, W.7.1c, d, W.7.4,<br>W.7.5, and L.7.6)<br>scaffolded essay and<br>written reflection |



### **NYSP12 ELA CCLS Standards Formally Assessed, by Module**

- In the curriculum map below, any specific CCLS with a check mark indicates formally assessed.
- Some standards are formally assessed in multiple modules.
- “B” modules will assess all the same standards as “A” modules but may address additional standards.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RI/RL.1).
- Some standards are not applicable in an on-demand assessment context (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as “integrated throughout.”
- Some standards (e.g., W.2) have a main or “parent” standard and then subcomponents (e.g., W.2a). Often, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.

## Reading Standards for Literature

|                                                                                                                                                                                                                                                                                         | Module 1               | Module 2A | Module 2B | Module 3A | Module 4A | Module 4B |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|
| RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                         | ✓                      | ✓         | ✓         |           |           |           |
| RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.                                                                                                                                  | ✓                      |           |           |           |           |           |
| RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).                                                                                                                                                                 |                        | ✓         | ✓         |           |           |           |
| RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. |                        |           |           | ✓         |           |           |
| RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.                                                                                                                                                                         |                        |           |           | ✓         |           |           |
| RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.                                                                                                                                                                 | ✓                      |           |           |           |           |           |
| A. Analyze stories, drama, or poems by authors who represent diverse world cultures.                                                                                                                                                                                                    | ✓                      |           |           |           |           |           |
| RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).                                       |                        |           |           | ✓         |           |           |
| RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.                                                                                  | ✓                      |           |           |           |           |           |
| RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.                                                                    | Integrated throughout. |           |           |           |           |           |



|                                                                                                                                                                                                             | Module 1 | Module 2A | Module 2B | Module 3A | Module 4A | Module 4B |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| RL.7.11 (NYS). Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. | ✓        |           |           |           |           |           |
| A. Self-select text based on personal preferences. <sup>3</sup>                                                                                                                                             |          | ✓         | ✓         |           |           |           |
| B. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.                                                                             |          | ✓         | ✓         |           |           |           |

<sup>3</sup> In the middle school modules, RL.11a and b are also addressed through Accountable Independent Reading, which is formally launched during Module 2A/B. See “Launching Independent Reading in Grades 6–8: Sample Plan” (stand-alone document on EngageNY.org).



## Reading Standards for Informational Text

|                                                                                                                                                                                                                   | Module 1               | Module 2A | Module 2B | Module 3A | Module 4A | Module 4B |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|
| RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                   | ✓                      | ✓         | ✓         | ✓         | ✓         | ✓         |
| RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.                                                        |                        | ✓         | ✓         | ✓         |           |           |
| RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).                                |                        | ✓         | ✓         |           |           |           |
| RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.       |                        |           |           | ✓         |           |           |
| RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.                                                    |                        | ✓         | ✓         |           |           |           |
| RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.                                                                |                        |           |           | ✓         |           |           |
| RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). |                        |           |           |           | ✓         |           |
| RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.                                |                        |           |           |           | ✓         | ✓         |
| RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.              |                        |           |           |           | ✓         | ✓         |
| A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.                                             |                        |           |           |           | ✓         | ✓         |
| RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.                            | Integrated throughout. |           |           |           |           |           |



## Writing Standards

|                                                                                                                                                                                                                                                                                                                              | Module 1 | Module 2A | Module 2B | Module 3A | Module 4A | Module 4B |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| W.7.1. Write arguments to support claims with clear reasons and relevant evidence.                                                                                                                                                                                                                                           |          | ✓         | ✓         |           | ✓         | ✓         |
| A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.                                                                                                                                                                                                            |          | ✓         | ✓         |           | ✓         | ✓         |
| B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.                                                                                                                                                                  |          | ✓         | ✓         |           | ✓         | ✓         |
| C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.                                                                                                                                                                                                   |          | ✓         | ✓         |           | ✓         | ✓         |
| D. Establish and maintain a formal style.                                                                                                                                                                                                                                                                                    |          | ✓         | ✓         |           | ✓         | ✓         |
| E. Provide a concluding statement or section that follows from and supports the argument presented.                                                                                                                                                                                                                          |          | ✓         | ✓         |           | ✓         | ✓         |
| W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                             |          | ✓         | ✓         |           |           |           |
| A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | ✓        | ✓         | ✓         | ✓         |           |           |
| B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                      | ✓        | ✓         | ✓         | ✓         |           |           |
| C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                    | ✓        |           | ✓         | ✓         |           |           |



|                                                                                                                                                                                                                                 | Module 1 | Module 2A | Module 2B | Module 3A | Module 4A | Module 4B |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| D. Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                    | ✓        | ✓         | ✓         | ✓         |           |           |
| E. Establish and maintain a formal style.                                                                                                                                                                                       |          |           | ✓         |           |           |           |
| F. Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                           |          | ✓         | ✓         |           |           |           |
| W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                                                         |          |           |           | ✓         |           |           |
| A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.                                      |          |           |           | ✓         |           |           |
| B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.                                                                                                      |          |           |           | ✓         |           |           |
| C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                                                                                      |          |           |           | ✓         |           |           |
| D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.                                                                                   | ✓        |           |           | ✓         |           |           |
| E. Provide a conclusion that follows from and reflects on the narrated experiences or events.                                                                                                                                   | ✓        |           |           | ✓         |           |           |
| W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | ✓        | ✓         | ✓         | ✓         | ✓         | ✓         |
| A. Produce text (print or nonprint) that explores a variety of cultures and perspectives.                                                                                                                                       | ✓        |           |           | ✓         |           |           |



|                                                                                                                                                                                                                                                                                                    | Module 1               | Module 2A | Module 2B | Module 3A | Module 4A | Module 4B |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|
| W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. <sup>4</sup>                                             | Integrated throughout. |           |           |           |           |           |
| W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. <sup>5</sup>                                                                               | Integrated throughout. |           |           |           |           |           |
| W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.                                                                                                               |                        | ✓         | ✓         |           | ✓         | ✓         |
| W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | ✓                      | ✓         | ✓         |           | ✓         | ✓         |
| W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                                                                                           | ✓                      | ✓         | ✓         |           |           |           |
| A. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).                                          | ✓                      | ✓         | ✓         |           |           |           |
| B. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).                                                     | ✓                      |           | ✓         | ✓         | ✓         | ✓         |
| W.7.10. 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.                                                                      | Integrated throughout. |           |           |           |           |           |
| W.7.11. Create a presentation, artwork, or text in response to a literary work with a commentary that identifies connections.                                                                                                                                                                      |                        |           |           | ✓         |           |           |

<sup>4</sup> W.7.5 also is specifically assessed in M4.

<sup>5</sup> W.7.6 is particularly emphasized in M2A.



|                                                                                          | Module 1 | Module 2A | Module 2B | Module 3A | Module 4A | Module 4B |
|------------------------------------------------------------------------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| A. Make deliberate, personal, cultural, textual, and thematic connections across genres. |          |           |           | ✓         |           |           |
| B. Create poetry, stories, plays, and other literary forms (e.g., videos, artwork).      |          |           |           | ✓         |           |           |



## Speaking and Listening Standards

|                                                                                                                                                                                                                                     | Module 1 | Module 2A | Module 2B | Module 3A | Module 4A | Module 4B |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |          |           |           |           | ✓         | ✓         |
| A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.          |          |           |           |           | ✓         | ✓         |
| B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                               |          |           |           | ✓         |           |           |
| C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                     |          |           |           | ✓         |           |           |
| D. Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                     |          |           |           | ✓         |           |           |
| E. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.                                                                                            |          |           |           |           | ✓         | ✓         |
| SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.                        |          |           |           |           | ✓         | ✓         |
| A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.                                                               |          |           |           |           | ✓         | ✓         |
| SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.                                                                            |          |           |           |           | ✓         | ✓         |
| SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.     |          |           |           |           | ✓         | ✓         |



|                                                                                                                                         | Module 1 | Module 2A | Module 2B | Module 3A | Module 4A | Module 4B |
|-----------------------------------------------------------------------------------------------------------------------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. |          |           |           |           | ✓         | ✓         |
| SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.         |          |           |           |           | ✓         | ✓         |



## Language Standards

|                                                                                                                                                                               | Module 1 | Module 2A | Module 2B | Module 3A | Module 4A | Module 4B |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                 | ✓        |           | ✓         | ✓         |           |           |
| A. Explain the function of phrases and clauses in general and their function in specific sentences.                                                                           |          |           | ✓         | ✓         |           |           |
| B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.                                                      |          |           | ✓         | ✓         |           |           |
| C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.                                                                  |          |           | ✓         | ✓         |           |           |
| L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                     | ✓        |           | ✓         | ✓         |           |           |
| A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).                                         |          |           | ✓         | ✓         |           |           |
| B. Spell correctly.                                                                                                                                                           |          |           | ✓         | ✓         |           |           |
| L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                                                           |          | ✓         | ✓         | ✓         |           |           |
| A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.                                                        |          | ✓         | ✓         | ✓         |           |           |
| L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |          |           | ✓         |           |           |           |
| A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.              |          |           | ✓         | ✓         |           |           |



|                                                                                                                                                                                                                                      | Module 1               | Module 2A | Module 2B | Module 3A | Module 4A | Module 4B |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|
| B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i> ).                                                                   |                        |           | ✓         | ✓         |           |           |
| C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |                        |           | ✓         |           | ✓         | ✓         |
| D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                                                   |                        |           | ✓         |           | ✓         | ✓         |
| L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                                                                                                                           |                        |           |           | ✓         |           |           |
| A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.                                                                                                                                    |                        |           |           | ✓         |           |           |
| B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.                                                                                                            |                        |           |           | ✓         |           |           |
| C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i> ).                         |                        |           |           | ✓         |           |           |
| L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. <sup>6</sup>     | ✓                      |           | ✓         | ✓         | ✓         | ✓         |
| L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                        | Integrated throughout. |           |           |           |           |           |

<sup>6</sup> L.7.6 also is specifically addressed in M4.



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 1: Unit 2: Lesson 1**

## **Introducing the Concept of Theme: Survival in *A Long Walk to Water* (Chapters 1–5)**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)

I can analyze the development of a theme throughout a literary text. (RL.7.2)

**Supporting Learning Targets**

- I can effectively engage in discussions with different Discussion Appointment partners.
- I can identify a central theme in *A Long Walk to Water*.

**Ongoing Assessment**

- Observation of student participation
- Student contributions to Survival anchor chart
- Exit ticket



| Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Teaching Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Entry Task: Introducing Learning Targets (5 minutes)</li> <li>B. Introducing Discussion Appointments (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Defining the Concept of Theme and Discussing Possible Themes in <i>A Long Walk to Water</i> (20 minutes)</li> <li>B. Identifying One Central Theme in <i>A Long Walk to Water</i>: Beginning the Survival Anchor Chart (10 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Exit Ticket: Revisiting Learning Targets (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Read Chapter 6 in <i>A Long Walk to Water</i> and complete Gist on Reader's Notes</li> </ol> </li> </ol> | <ul style="list-style-type: none"> <li>• This first lesson in Unit 2 begins the scaffolding for the End of Unit 2 Assessment, a literary analysis essay on <i>A Long Walk to Water</i>. Students learn about the concept of theme, which lays the foundation for their work later in the unit on an essay related to the theme in the novel. (Several additional resources about theme are included in the supporting materials for this lesson, as a teacher reference.)</li> <li>• Students will return to the concept of theme almost daily; do not worry if they are just beginning to grasp this abstract concept during this lesson.</li> <li>• In addition, this lesson introduces students to a new structure to help them move toward mastery with SL.7.1. This structure, Discussion Appointments, is a natural extension of the collaboration students did in Unit 1, during which they worked fairly consistently with two different partners: A day and B day. Discussion Appointments allow students to build their speaking and listening skills as they talk with five different peers at different times.</li> <li>• To understand the procedure of Discussion Appointments, preview Part B of the Opening of this lesson and refer to the Instructions for Discussion Appointments (in supporting materials). In the first nine lessons of Unit 2, the lesson plans will suggest which of the African locations students will use for their meetings. After that, it is up to the teacher to choose which appointments to designate during a given lesson.</li> <li>• When you ask students to meet a Discussion Appointment in Salva's Africa, use the African names for their appointments. Students' Discussion Appointments sheets include a map of southern Sudan and surrounding countries. Reference to these locations is another way to help students envision where things are happening for Salva and Nya in the novel.</li> <li>• Review the Instructions for Discussion Appointments in the Supporting Materials at the end of the lesson (for teacher reference; not a student handout).</li> <li>• In Part B of the Opening, before students begin making their Discussion Appointments, note whether you have an uneven number of students to sign up. This means there will be one student per location who will not have an appointment. Tell students that this is no problem because you will assign anyone with no appointment on a given day to a new partner or to a pair, making a committee of three for that discussion.</li> </ul> |



| Agenda | Teaching Notes (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | <ul style="list-style-type: none"><li>• Discussion Appointments make pairing more efficient and consistent, but no system is perfect. Let the class know that there is a standing rule that any student who does not have an appointment for that location or cannot find an appointment because someone is absent or the student has lost his Discussion Appointments sheet should come to the teacher to be assigned a partner.</li><li>• Throughout Unit 2, students continue to read <i>A Long Walk to Water</i>. As they do their “first read” for homework, they keep track of plot and vocabulary in their Reader’s Notes. The Reader’s Notes have two parts: Part 1 is gist notes for each chapter (building off students’ routine from Unit 1); Part 2 is a Reader’s Dictionary. See the Unit 2 Overview, Preparation and Materials, for more explanation of how you might organize the Reader’s Notes materials; see Lesson 2 for more detailed information about how students use the Reader’s Notes.</li><li>• In this lesson, students only use the Reader’s Notes in the homework, and the task they are doing for homework is one that is familiar to them from Unit 1.</li><li>• In advance: Copy the Discussion Appointments in Salva’s Africa, preferably on colored paper so that students can easily locate this document in their folders or binders.</li><li>• Prepare the new Survival anchor chart (see supporting materials for a model).</li><li>• Decide how you will organize the Reader’s Notes assignment, which students complete for the first time for homework in this lesson, but which continues through Lesson 9. Review unit overview, Preparation and Materials, and look ahead to Lesson 2 to see the specific ways that the Reader’s Notes will be used.</li><li>• If you decide to make a packet for the Reader’s Notes for Chapters 6-10 (recommended and included as a stand alone document with the unit overview), prepare that packet for this lesson. If you are not using a packet, the Reader’s Notes for Chapter 6 can be found as a stand-alone sheet at the end of this lesson.</li><li>• Review Reader’s Notes for Chapter 6</li><li>• See Work Time, Part A. Consider preparing some examples of theme from texts or movies your students may be familiar with.</li><li>• Post the supporting learning targets on the board or chart paper.</li></ul> |



| Lesson Vocabulary | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| theme             | <ul style="list-style-type: none"> <li>• <i>A Long Walk to Water</i> (book; one per student)</li> <li>• Instructions for Discussion Appointments (for Teacher Reference)</li> <li>• Discussion Appointments in Salva’s Africa (one per student)</li> <li>• Themes in Literature (one per student)</li> <li>• Survival anchor chart (new; teacher-created; see model in Supporting Materials)</li> <li>• Survival anchor chart (Students’ Notes) (one per student)</li> <li>• Markers</li> <li>• Exit ticket (one per student)</li> <li>• Reader’s Notes, Chapter 6 (one per student)</li> </ul> |

| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Meeting Students’ Needs                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A. Entry Task: Introducing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• As students enter the classroom, ask them to copy down the two learning targets that are on the board or displayed on a document camera. They should write these learning targets at the top of a sheet of paper that they will use during this class.</li> <li>• Once they have the learning targets copied, ask them to circle the key words in the targets and underline any words they are unsure of. Tell them it is OK if a word has both a circle and an underline.</li> <li>• Read the learning targets aloud to the students.</li> <li>• Cold call a few students to get their key words and circle them on the board. Confirm their choices of key words as being important or question why they think a word might be significant. Then ask students to give any vocabulary they do not know. Underline those words.</li> <li>• Students are likely to say they are unsure about Discussion Appointments. Say: “This is going to be a way that you meet with partners during this unit, and we will be setting those up in a few minutes.”</li> <li>• Students may also single out <i>theme</i> as a word to clarify. You can ask if anyone knows what a theme is, and if you get a definition, you can acknowledge it. Then say: “We will be looking at themes today during Work Time, and that will help everyone become clear on the word.” Do not linger on a definition at this point.</li> </ul> | <ul style="list-style-type: none"> <li>• Learning targets are a research-based strategy that helps all students, but helps challenged learners the most.</li> <li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li> </ul> |



| Opening (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Meeting Students' Needs                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>B. Introducing Discussion Appointments (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students you are going to explain the new protocol for meeting with peers during Unit 2. Distribute the <b>Discussion Appointments in Salva's Africa handout</b>. Tell students that this will be a way for them to have partner discussions with more than the two partners they had during Unit 1. Being able to talk to a lot of classmates will give them more ideas for discussing and writing about <i>A Long Walk to Water</i>. Reinforce that discussion is one strong way to deepen their understanding of a text.</li> <li>• Give the following directions for making Discussion Appointments:</li> <li>• You will sign up for five appointments with five different partners.</li> <li>• For each location on the map, you may have only one appointment.</li> <li>• If someone asks you for an appointment and that location is available, you need to accept the appointment.</li> <li>• In the blank next to each location, write the name of your appointment partner.</li> <li>• Once you have made all five appointments, return to your seat.</li> <li>• Give students 3 minutes to make their Discussion Appointments. Consider setting a timer to help them stay focused and do this task quickly. Circulate to support or clarify as needed. About halfway through this sign-up process, check with the students to see who needs appointments in various locations. You can do this by asking, for example: "Raise your hand if you need an appointment in Kenya." As students raise their hands, match them up.</li> <li>• Once they have their sheets filled out, ask students to return to their seats. Tell them that they will work with these Discussion Appointment partners regularly.</li> <li>• Remind them that if their partner is absent on a given day or they do not have a partner for a particular location, they should report to you at the front of the room and you will tell them with whom to meet.</li> </ul> | <ul style="list-style-type: none"> <li>• Use of protocols (like Discussion Appointments) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students to practice their speaking and listening skills.</li> </ul> |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p><b>A. Defining the Concept of Theme and Discussing Possible Themes in <i>A Long Walk to Water</i> (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Define theme in this unit as a statement that the author is making in the novel about how the world works in some way. Distribute the <b>Themes in Literature</b> handout.</li> <li>Ask a student to read the “What is theme?” section on the handout. Have students turn to a partner and discuss:             <ul style="list-style-type: none"> <li>* “Think of a book you have read or a movie you have seen in which the author or filmmaker is trying to convey a message about the world. What is the theme of the book or movie? How can you tell?”</li> </ul> </li> <li>Ask two pairs to explain <i>theme</i> and give any examples they have. Tell students not to worry if they are just moving toward an accurate definition at this point; the next activity will help make it much clearer. They will also work with this concept throughout the unit.</li> <li>Explain that a theme is conveyed in a book but is bigger than the book alone; reiterate that theme is a message the author is trying to give readers. Often similar themes show up in many different stories, poems, dramas, or novels. Tell students that in a moment, they will get to think more about some possible themes.</li> <li>Ask students to bring their Themes in Literature handout and go find their “Juba” Discussion Appointments. Once they are with their appointment, they should find a place to sit, and then listen for directions for their partner discussion.</li> <li>Refocus the whole group and give directions:             <ol style="list-style-type: none"> <li>With your “Juba” partner, read the 12 themes on your Themes in Literature handout and discuss each.</li> <li>Think about what you have read so far in <i>A Long Walk to Water</i> and decide which three of these themes might be the author’s message in this book.</li> <li>Be sure that you can explain your reasons for the three possible themes you choose.</li> <li>You have 5 minutes to select three possible themes and be ready to explain them to the class.</li> </ol> </li> <li>Give students 5 minutes to work. Circulate to listen and to gauge students’ initial understanding of the concept of theme. It is fine if they do not understand all twelve themes on the handout; remember, this is early work with a fairly abstract concept.</li> <li>Ask students to remain with their partner, but focus whole group. Cold call several pairs to share the themes they think might fit the book. Give specific positive feedback about comments you heard students make during their partner conversation. (For example: “I liked hearing Sam and Alice discussing whether number 1 or number 5 was the best theme for <i>A Long Walk to Water</i> by giving examples from the book.”) Congratulate them for good thinking when they select themes that could work for the novel.</li> <li>Ask students to stay with their Juba partner for another activity</li> </ul> | <ul style="list-style-type: none"> <li>Consider giving students an example of themes from other novels, movies, plays, or stories you know they are familiar with. This will vary from class to class based on the background of your students. For example, many seventh graders have read or seen the movie <i>Harry Potter and the Sorcerer’s Stone</i> but you cannot assume that all students would relate to this example. Examine the Themes in Literature handout and determine a few examples you believe your students can connect with.</li> </ul> |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Meeting Students' Needs                                                                                                                                                                                                              |
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| <p><b>B. Identifying One Central Theme in <i>A Long Walk to Water</i>: Beginning the Survival Anchor Chart (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that since there are so many possible themes for this book, the class is going to focus on just one: Individuals are able to survive in challenging environments in remarkable ways. Remind them of their Reader's Notes on the novel so far and the fact that they already have a lot of knowledge about how Nya and Salva face challenges to survive.</li><li>• Start the <b>Survival anchor chart</b> (see supporting materials for a model). Ask students to Think-Pair-Share:<ul style="list-style-type: none"><li>* "Talk with your partner to answer this question: What are some challenges that these two characters have faced so far in the novel?"</li></ul></li><li>• Ask students to write their ideas on the same sheet of paper they wrote the learning targets on.</li><li>• Listen for students to share possible examples (e.g., Salva had to run from the attack in his village; Nya has to walk many miles to get water).</li><li>• Before the whole group share, distribute <b>Survival anchor chart (Students' Notes)</b>. Explain to students that since they will often need to refer to this anchor chart while doing homework, they will keep their own version of the anchor chart. Whenever the class adds to the anchor chart, they should update their Survival anchor chart (student's notes).</li><li>• During the whole group share, list on the anchor chart the challenges that the students offer and prompt the students to add these ideas to the Survival anchor chart (student's notes). Tell students that they will be adding to this chart as they continue to read the novel, and ask them to keep their Survival anchor chart (student's notes) in a place where they will be able to use it in class and for homework.</li><li>• Ask students to thank their partners and return to their seats.</li></ul> | <ul style="list-style-type: none"><li>• Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas.</li></ul> |



| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Meeting Students' Needs |
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| <p><b>A. Exit Ticket: Revisiting Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>exit ticket</b> and ask students to take a moment to do the following:<ol style="list-style-type: none"><li>1. Reread the two learning targets.</li><li>2. Select one you think you have made progress on.</li><li>3. Circle that target on your exit ticket.</li><li>4. Explain, using specific examples, how you have made progress on this target. What is your evidence?</li></ol></li></ul> |                         |
| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Meeting Students' Needs |
| <ul style="list-style-type: none"><li>• Read Chapter 6 in <i>A Long Walk to Water</i>. Fill in Gist on Reader's Notes in Reading Packet 1. These notes are like the ones you kept for Chapters 1-5. You will be using this packet to keep your notes for Chapters 6-10. You will get more instructions about how we will use a Reader's Notes packet tomorrow, but for tonight's homework, after you read Chapter 6, just fill in your gist notes.</li></ul>                                                                     |                         |



EXPEDITIONARY  
LEARNING

# Grade 7: Module 1: Unit 2: Lesson 1

## Supporting Materials



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Make one appointment at each location:



Public domain map courtesy of the University of Texas Libraries.

*Note: This map shows Sudan, South Sudan, and the surrounding countries today. When Salva was a boy, South Sudan was part of Sudan. In 2011, South Sudan became an independent country.*

In Juba, South Sudan:

In Kenya:

In Ethiopia:

In Khartoum, Sudan:

By the White Nile:

## What is theme?

The **theme** of a book is the message or the lesson that the author is trying to convey. It is different from the plot, which is the events that happen in the book.

A theme has the following characteristics:

- It is a message or lesson about life that is broadly applicable—it is true for situations beyond the story.
- It is a statement, not just a topic. That is, *friendship* is not a theme. However, *friendship can bring comfort in times of hardship* could be a theme.
- Different books or movies can have similar themes. For example, *Little Red Riding Hood* and *Hansel and Gretel* both convey the message that you should be careful about who you trust, because people may not share their true intentions. The plots of these fairy tales are quite different, but their themes are similar.

## Directions

Read through the list of common themes in literature with your partner. Decide which three might be themes in *A Long Walk to Water*. Be prepared to explain why you selected each one.

1. Nature can present many challenges to humans.
2. We cannot escape our fates.
3. Family is our most important support.
4. Love is what makes life worth living.
5. Dangerous situations can make people become leaders.
6. To be truly happy, you must do what you know is right, even if it is unpopular.
7. People often do not appreciate what they have until it is gone.
8. Water is our most important resource.
9. In wartime, ordinary rules and routines vanish.
10. Individuals are able to survive in challenging environments in remarkable ways.
11. All people have the same basic needs.
12. Sometimes we have to abandon things that are important to us in order to survive.

### Sources:

Rachel Mork, "12 Most Common Themes in Literature" [www.life123.com](http://www.life123.com);

"Literature," [www.learner.org](http://www.learner.org);

Angela Bunyi, "Finding THE Message: Grasping Themes in Literature," [www.scholastic.com](http://www.scholastic.com)



**Challenges and Survival Factors in *A Long Walk to Water***

List the challenges that Nya and Salva face and the factors that help them to survive.

| CHALLENGES                                                  | SURVIVAL FACTORS                                           |
|-------------------------------------------------------------|------------------------------------------------------------|
| Salva's village was attacked                                | Salva's teacher told the boys to run away from the village |
| No clean water near where Nya's family lives                | Nya walks to get water every day                           |
| Salva is alone - no family/adult to take care of him        | Other people help Salva                                    |
| Salva and people travelling with him don't have enough food | Salva and his group find food (honey)                      |
|                                                             | Salva makes a friend (Marial)                              |



.....  
**Name:**

.....  
**Date:**

Use this chart to take notes on the Survival anchor chart your class makes. Anything that is written on the class anchor chart should also be recorded on this sheet. You will need to have this sheet with you in class and when you complete homework.

**Challenges and Survival Factors in *A Long Walk to Water***

List the challenges that Nya and Salva face and the factors that help them to survive.

| CHALLENGES | SURVIVAL FACTORS |
|------------|------------------|
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| CHALLENGES | SURVIVAL FACTORS |
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Directions: Look at today's learning targets and circle the one that you think you have made progress meeting. Explain how you know you have made progress on that learning target.

TODAY'S LEARNING TARGETS:

1. I can effectively engage in discussions with different Discussion Appointment partners.
2. I can identify "theme" as it applies to *A Long Walk to Water*.



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 1: Unit 2: Lesson 2**

## **Establishing Routines for Discussing *A Long Walk to Water* (Chapter 6)**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)

I can analyze the development of a theme throughout a literary text. (RL.7.2)

Supporting Learning Targets

- I can use context clues (in the sentence or on the page) to determine the meaning of words in *A Long Walk to Water*.
- I can analyze the development of a theme in a novel by identifying challenges to and factors in survival for Salva and Nya in *A Long Walk to Water*.

Ongoing Assessment

- Reader's Notes from Chapter 6 (from homework)



| Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Teaching Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Vocabulary Entry Task (5 minutes)</li> <li>B. Introducing Learning Targets and Reading Closely for Details (10 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Introducing Reader's Dictionary (10 minutes)</li> <li>B. Reviewing Reader's Notes, Starting Salva/Nya Anchor Chart, and Adding to Survival Anchor Chart (15 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Previewing Homework and Revisiting Learning Targets (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Read Chapters 7 and 8 in <i>A Long Walk to Water</i>. Complete Reader's Notes, Parts 1 (Gist Notes) and 2 (Reader's Dictionary), for these chapters.</li> </ol> </li> </ol> | <ul style="list-style-type: none"> <li>• Lessons 2 and 3 establish the classwork and homework routines that will guide students' reading, note-taking, and discussion of <i>A Long Walk to Water</i> throughout Unit 2. Later in the unit, students will move more quickly with each routine, but initially the routines are slowed down to give teachers and students time to master them.</li> <li>• The Vocabulary Entry Task will be a feature of almost every lesson through Lesson 9. The entry task can be posted on a document camera or overhead for students to complete in a spiral notebook, or it can be distributed to students on small sheets of paper. Decide and set the routine that will work best for your students, beginning with this lesson.</li> <li>• This lesson also introduces the Odell Education resource called Reading Closely: Guiding Questions Handout (provided here in supporting materials and also available as a stand-alone document on EngageNY.org and odelleducation.com/resources). Students will refer to this document regularly as a way of understanding and connecting their learning targets. Preview this document in advance, thinking in particular about how it relates to the "Things Close Readers Do" anchor chart that students created during Unit 1.</li> <li>• As they read the novel for homework, students will take Reader's Notes for each reading assignment. Part 1 of the Reader's Notes is gist notes about each chapter. This builds on their work with gist notes in Unit 1. Part 2 of the Reader's Notes for each assignment is a Reader's Dictionary, a tool that will support students in learning new words in the novel and in developing their ability to determine the meaning of unfamiliar words as they read any text. Students gradually begin combining their initial gist notes to create gist notes for an entire chapter. These notes are still informal, but move students closer to more formal summaries.</li> <li>• The Reader's Dictionary includes two to eight words per chapter that students may not know and that are central to understanding the novel and completing the assessments. Some of these target words can be determined from context; others cannot. The definitions for words that cannot be determined from context are provided in the dictionary. Students will attempt to determine the meaning of the other words from context and then check their work in class the next day.</li> <li>• A Reader's Notes Teacher's Edition is provided in the unit overview. It provides definitions for the vocabulary that students encounter as they read chapters 6-18 of <i>A Long Walk to Water</i>. It is explicitly mentioned in this lesson. Consider using it in a similar fashion in the following lessons.</li> </ul> |



| Agenda | Teaching Notes (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|        | <ul style="list-style-type: none"><li>• Online dictionaries such as the Longman Dictionary of Contemporary English (<a href="http://www.ldoceonline.com">http://www.ldoceonline.com</a>) can be a good source. Bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as <a href="http://www.safeshare.tv">www.safeshare.tv</a>, for actually viewing these links in the classroom.</li><li>• Lesson 2 includes a chance for students to have supported practice with the reading routines that they will use for homework: taking gist notes and determining the meaning of words in context. Take the time now to build this capacity; this will ensure that all students are successful with and learning from the homework assignments.</li><li>• In addition to practicing homework routines, students will use their Reader's Notes to add to the two anchor charts, which will record their thoughts about the novel and prepare them for the End of Unit 2 and End of Unit 3 assessments. The Salva/Nya anchor chart, begun in this lesson, captures the main events that happen to each character, sorted by chapter. The Survival anchor chart (begun in Lesson 1) focuses on challenges the characters face and factors in their survival.</li><li>• Both anchor charts are used daily; both will contain quite a lot of text. Consider keeping these charts electronically; if not, be aware that each chart will require several pieces of flip chart paper. Create the Salva/Nya anchor chart in advance of this lesson (see supporting materials).</li><li>• As you launch this unit, decide how you will organize the materials students are using as they complete their reading and note-taking homework assignments. See the Unit 2 overview "Preparation and Materials," which explains several options. Review this in advance.</li><li>• As students do a "first read" of chapters of the novel each night for homework, they will complete their Reader's Notes. They will use this work in class each day as they discuss the novel.</li><li>• Starting in Lesson 3, students also will use the Gathering Textual Evidence graphic organizer each night as they reread chapters to identify and analyze quotations about survival.</li></ul> |



| Agenda | Teaching Notes (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|        | <ul style="list-style-type: none"> <li>• In each lesson, the “Materials” box lists the section of the Reader’s Notes and Gathering Textual Evidence graphic organizer that students will use for that night’s homework. Those specific sections of the overall documents are also provided as supporting materials at the end of the lesson, for ease of reference. If you chose to make packets for chapters 6-18 (a Reader’s Notes packet for students “first read” and a Gathering Textual Evidence Packet for their “reread”), you of course do not need to also copy the supporting materials at the end of the lesson.</li> <li>• In advance: Review the Fist to Five strategy, Reading Closely for Details, the Teacher’s Edition of the Reader’s Notes for Chapter 6, and Chapters 6–8 of <i>A Long Walk to Water</i>.</li> <li>• Create the Salva/Nya anchor chart (see supporting materials).</li> <li>• Post: Learning targets, entry task, Salva/Nya anchor chart, Survival anchor chart, Fist to Five chart (from Unit 1, Lesson 1).</li> </ul> |

| Lesson Vocabulary                                                                                                                                                                                       | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>determine, context, immediate, broader, analyze, development; generations (33), makeshift (33), hopes were dashed (34), solemn (35, 37), topi (35), aroma (36), cold fist gripped his heart (38)</p> | <ul style="list-style-type: none"> <li>• <i>A Long Walk to Water</i> (book; one per student)</li> <li>• Vocabulary Entry Task (one per student)</li> <li>• Things Close Readers Do anchor chart (from Unit 1)</li> <li>• Reading Closely: Guiding Questions (from Odell Education; also see stand-alone document on EngageNY.org and odelleducation.com/resources) (one per student)</li> <li>• Reader’s Dictionary Teacher’s Edition (one to display)</li> <li>• Reader’s Notes for Chapters 7 and 8 (one per student)</li> <li>• Salva/Nya anchor chart (new; teacher-created)</li> <li>• Survival anchor chart (begun in Lesson 1; see Supporting Materials)</li> <li>• Survival anchor chart (Student’s Notes; from Lesson 1; one per student)</li> </ul> |



| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Meeting Students' Needs |
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| <p><b>A. Vocabulary Entry Task (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Post the Vocabulary Entry Task in advance:<ul style="list-style-type: none"><li>* That very day he shot a young antelope, the kind called a topi.</li></ul></li><li>• “What does topi (page 33) mean? Underline the phrase in the sentence that helped you figure it out.”<ul style="list-style-type: none"><li>* “What does <i>solemn</i> (page 35) mean? What on the page tells you that?”</li></ul></li><li>• Ask students to take out their Reader’s Notes so you can check Part 1 (gist notes) for Chapter 6 in a moment.</li><li>• Introduce the entry task routine for students. Tell them that this will be a daily routine and that the vocabulary work will always focus on words from the previous night’s reading. Sometimes students will look closely at unfamiliar words; sometimes they will look closely at a word that they may have seen before but that has a particular importance or meaning in this text.</li><li>• The expectation is that students work silently and individually to complete the entry task. Tell students the format you have chosen to use for this task (they complete it either in a daily work notebook or on a paper you distribute each day).<br/>Focus students on the posted entry task. Ask them to take 2 to 3 minutes to individually complete their entry task. As students work, circulate to check that their Reader’s Notes for Chapter 6 (Part 1) are complete. Do not collect students’ notes, since they need them later in the lesson.</li><li>• Focus students whole group. Cold call two students to share their answers to the entry task, making sure they explain how they figured the words out. Remind them that they determined word meaning from context when they worked with informational text in Unit 1 and ask them to name some strategies they learned. Listen for them to explain that they kept reading (the sentence or page) or reread (the sentence or page) to gather clues; that they checked a guess by rereading and substituting the word; or other strategies for determining vocabulary in context (see Unit 1, Lessons 10–14).</li><li>• Point out that in the novel, as in informational text, readers use both <i>immediate</i> (in the sentence) and <i>broader</i> (on the page; maybe even after the word) context to determine the meaning of a word.</li></ul> |                         |



| Opening (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Meeting Students' Needs                                                                                                                                                                                                                                   |
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| <p><b>B. Introducing Learning Targets and Reading Closely for Details (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct the class's attention to the two learning targets for the day:</li><li>• "I can use context clues (in the sentence or on the page) to determine the meaning of words in <i>A Long Walk to Water</i>."</li><li>• "I can analyze the development of a theme in a novel by identifying challenges to and factors in survival for Salva and Nya in <i>A Long Walk to Water</i>."</li><li>• Ask students: "Which learning target have we been working on so far today? When you know, raise your hand." Pause. When most of the class has a hand up, call on one student to read the target aloud ("I can use context clues ..."). Confirm that students understand the meaning of context; remind them that the prefix <i>con</i> means "with," so context means the additional information that comes with the text.</li><li>• Focus students on the second target. Ask them: "When did you work on this target? When you know and can explain your thinking, raise your hand."</li><li>• Wait until at least two-thirds of the class has a hand up. Call on one student to share. Probe to make sure the student explains the connection between Lesson 1 and the learning target. Confirm that students remember the meaning of theme from their work in Lesson 1. Point out that yesterday they identified a theme; today they are analyzing its development. Analyzing means taking something apart to see how it fits together. Development refers to the process of building. It may help students to connect this term to housing development. In a literary sense, development means how some component—an idea, a character—is built over the course of a book. So analyzing the development of theme means noticing how an author used different pieces, such as characters or scenes or words, to build a theme in a book.</li><li>• Focus students on the Things Close Readers Do anchor chart (from Unit 1). Ask students to read the chart silently and choose one item on the list that they think is very important. When they have one in mind, they should raise their hands. After all hands are up, select three students to read their choices out loud.</li></ul> | <ul style="list-style-type: none"><li>• Learning targets are a research-based strategy that helps all students, but especially challenged learners. Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul> |



| Opening (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Meeting Students' Needs |
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| <ul style="list-style-type: none"> <li>• Distribute <b>Reading Closely: Guiding Questions</b>. Explain the general purpose of the handout and connect it to the Things Close Readers Do anchor chart. (For example: "In our first unit, we spent a lot of time talking about things close readers do. Our Things Close Readers Do anchor chart lists a lot of strategies to use when reading closely and carefully, and we practiced those strategies a lot. This document is going to help us get even better at reading closely. It explains in a lot more detail many things readers do in order to read a text closely and understand it fully. We will work with this document throughout the year, even though we won't get to talk about every single bullet on this page. But on different days, we will focus on a different skill and then practice that skill for a while. I want you to remember that these skills are important not on their own, but because when you put them all together, they will help you become a stronger reader. This handout will help us see how the different skills we are working on are connected.")</li> <li>• Give students 2 minutes to silently skim the handout. Then ask questions to help students notice the overall organization of the document. For example:             <ul style="list-style-type: none"> <li>* "What is the first row mostly about? The second? The third?"</li> <li>* "Why are the rows arranged in this order?"</li> </ul> </li> <li>• Explain to students that they will often make connections between their learning targets and this document. Point students to the first supporting learning target:             <ul style="list-style-type: none"> <li>* "I can use context clues (in the sentence or on the page) to determine the meaning of words in <i>A Long Walk to Water</i>."</li> </ul> </li> <li>• Ask them to look over the "Questioning the Text" row in Reading Closely: Guiding Questions and find phrases that they think describe this learning target. When they find one, they should put their finger on it.</li> <li>• When most students have their fingers on one, ask a few students to share out. Listen for them to say: "What words or phrases are critical for my understanding of the text?" and "What words do I need to know to better understand the text?" Ask all students to star a statement that relates to this learning target.</li> <li>• Point the class to the second supporting learning target:             <ul style="list-style-type: none"> <li>* "I can analyze the development of a theme in a novel by identifying challenges to and factors in survival for Salva and Nya in <i>A Long Walk to Water</i>."</li> </ul> </li> <li>• Ask students to again look over the Reading Closely: Guiding Questions handout and put their finger on a statement that connects to this learning target. Tell them that there are several possibilities.</li> </ul> |                         |



| Opening (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Meeting Students' Needs |
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| <ul style="list-style-type: none"><li>• When most students have their fingers on one, ask a few students to share out. Possible answers include but are not limited to: "What is this text mainly about?" "What is the author thinking and saying about the topic or theme?" "How are the details I find related in ways that build ideas and themes?" Ask all students to star a statement that relates to this learning target.</li><li>• Direct students to put Reading Closely: Guiding Questions in a place where they can easily find it each day.</li></ul> |                         |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p><b>A. Introducing Reader's Dictionary (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Point the class to Part 2 of the Reader's Notes: the Reader's Dictionary. Tell students they will be using these pages to keep track of words they learn so that they can remember them and use them in their writing later in the unit.</li> <li>Ask them to locate the Reader's Dictionary for Chapter 6. Ask:             <ul style="list-style-type: none"> <li>* "Why are definitions provided for words in bold but not words in regular type? How will you get the other □ definitions?"</li> </ul> </li> <li>Listen for them to use and explain the word context in their answers. Ask:             <ul style="list-style-type: none"> <li>* "What words might you add to this list?"</li> </ul> </li> <li>Briefly review the definitions of the words in bold from Chapter 6. Notice that the definitions are student-friendly and match the usage of the word in the novel; they are not comprehensive dictionary definitions.</li> <li>Next, ask students to turn to Chapter 6 in <i>A Long Walk to Water</i> and work with their seat partners to determine the meaning of other words. Remind them that the purpose of a Reader's Dictionary is to record a definition that they understand, not to copy one from a dictionary. Emphasize that you would prefer a mostly accurate definition in their own words to a formal dictionary definition. As they read, they will be mostly working with context clues at home, so today is their chance to practice this skill with a partner. Reassure students that they will get better at figuring out what a word means from context and writing it down in their own words as they practice over the course of the novel. Prompt them to use their entry task work to fill in definitions for solemn and topi.</li> <li>After students have worked for a few minutes, post definitions on a flip chart or a screen. (Posting the Teacher's Edition of the <b>Reader's Dictionary</b> would work.) Ask students how many they got correct or close to correct. Model what correct means: ("For example, the posted definition for 'his hopes were dashed' is 'he completely lost hope.' If you put that 'hopes were dashed' means that Salva was confused, I would call that not correct, since the emotion you named is wrong. However, if you put 'he was discouraged,' I would say that was mostly correct because you got the emotion right, even though you didn't quite capture how strong the emotion was, as the posted definition does.")</li> <li>Ask students to show you with their fingers how many they got correct or close to correct and celebrate their success. Prompt them to correct any definitions that were wrong.</li> <li>(If not part of a packet, distribute the Reader's Notes for Chapters 7 and 8). Direct the class's attention to the Reader's Dictionary for Chapters 7 and 8. Read all listed words aloud and briefly review the provided definitions. Do not define words that do not have definitions, as students will be trying to determine their meaning from context as they read for homework. Remind students that they will encounter these words as they do their homework and encourage them to refer back to the definitions here as needed to make sure they understand the reading assignment.</li> </ul> | <ul style="list-style-type: none"> <li>For students who struggle with complex vocabulary, consider adding visual images to the definitions in the Reader's Dictionary. To further support ELLs, consider providing definitions of challenging vocabulary in the students' home language. Resources such as Google Translate and bilingual translation dictionaries can help.</li> <li>Asking students to identify challenging vocabulary helps them monitor their understanding of a complex text. When students annotate the text by circling these words, it can also provide a formative assessment for the teacher.</li> </ul> |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>B. Reviewing Reader's Notes, Starting Salva/Nya Anchor Chart, and Adding to Survival Anchor Chart (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to turn to Part 1 (gist notes) of their Reader's Notes for Chapter 6 and discuss them with their seat partner, as they did in Unit 1. Students should add anything to their Reader's Notes that they are missing.</li> <li>Tell students that the class will be keeping a <b>Salva/Nya anchor chart</b>. On this chart, they will record what happens to Salva and Nya in each chapter. This will help them notice patterns in the book and keep track of the plot. To create it, they will use Part 1 of their Reader's Notes.</li> <li>Ask students to work with their seat partners to choose Salva or Nya and generate a one- to two-sentence gist statement about their initial sense of what happened to that character in Chapter 6 (based on their homework).</li> <li>Cold call two pairs of students per character to contribute their sentence(s), and then synthesize their answers into one gist statement per character. Ask students to name what makes a strong gist statement. Listen for these answers: briefly names major events, refers to other characters by name, explains time and place, is clear about the order of events and why characters do certain things. Create a small checklist called "strong gist notes" near the top of the anchor chart that students will be able to refer to throughout the unit as they add to this chart. Notice that this sort of chapter-wide gist statement moves students closer to formal summaries, but is still in informal note form.</li> <li>Prompt students to use the Salva/Nya chart to add to or revise their Reader's Notes.</li> <li>Finally, add to the <b>Survival anchor chart</b>. Tell students that each day, they will add to the Survival anchor chart that they began in Lesson 1. Today, they will work with their seat partners to add ideas to the chart from Chapter 6. Set purpose: "Find at least one challenge to survival and at least one factor in survival for Salva and Nya from Chapter 6, which you read for homework last night. Please be ready to share your ideas."</li> <li>As the class works, circulate to gauge how well students are applying the thinking embedded in the two columns of the anchor chart (which was modeled during Lesson 1). Determine whether more modeling may be needed later in the lesson.</li> <li>When work time ends, cold call several pairs to share, making sure to probe: "What in the text makes you say that?" Possible answers include: "challenges—Dinka, lack of water, lions." Add to the Survival anchor chart. Prompt students to take out their <b>Survival anchor chart (Student's Notes)</b> and update it so that it includes all of the ideas on the class Survival anchor chart.</li> <li>If a student contributes an idea that does not fit on the chart or is inaccurate, it is important not to record it. Framing your correction with the fact that students are learning to use this anchor chart can keep the tone positive, but the anchor chart will not serve its purpose unless this public record of class thinking is a good point of reference for students.</li> </ul> | <ul style="list-style-type: none"> <li>Many students will benefit from having the time available for this activity displayed via a visible timer or stopwatch.</li> <li>Providing models of expected work supports all learners, but especially challenged learners.</li> <li>Research indicates that cold calling improves student engagement and critical thinking. Prepare students for this strategy by discussing the purpose, giving appropriate thinking time, and indicating that this strategy will be used before students are asked questions. Some students may benefit from being privately prompted before they are called upon in a cold call. Although cold calling is a participation technique that necessitates random calling, it is important to set a supportive tone so that the use of the cold call is a positive experience for all.</li> </ul> |



| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Meeting Students' Needs                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A. Previewing Homework and Revisiting Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Post the assignment and explain it. Say something like: “For homework tonight, you will read Chapters 7 and 8 in <i>A Long Walk to Water</i> and complete both parts of the Reader’s Notes for these chapters. As you complete Part 1, the gist notes, remember to think about the kinds of initial gist notes that will later help you summarize a chapter.”</li><li>• Invite students to turn and talk:<ul style="list-style-type: none"><li>* “What do you think will happen to Salva in the next two chapters? Why do you think that?”</li></ul></li><li>• Remind students that as they read, they should continue to use context to figure out what words mean and to record ideas in Part 2, the Reader’s Dictionary. Encourage them to write down at least one idea for each word.</li><li>• Do a Fist to Five with the learning target:<ul style="list-style-type: none"><li>* “I can use context clues (in the sentence or on the page) to determine the meaning of words in <i>A Long Walk to Water</i>.”</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Opportunities for peer conversation about the book will motivate reluctant readers.</li><li>• Checking in with learning targets helps students self-assess their learning. This research-based strategy supports struggling learners most.</li></ul> |
| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Meeting Students' Needs                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"><li>• Read Chapters 7 and 8 in <i>A Long Walk to Water</i>. Complete both parts of the Reader’s Notes for these chapters.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"><li>• Consider providing a reading calendar for students to help them, support teachers, and families understand what is due when.</li></ul>                                                                                                               |



EXPEDITIONARY  
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# Grade 7: Module 1: Unit 2: Lesson 2

## Supporting Materials



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.....  
**Name:**  
.....

**Date:**  
.....

Please complete this task individually. Please refer to the pages you read last night for homework and to your Reader's Dictionary.

1. *That very day he shot a young antelope, the kind called a **topi**.*

What does *topi* (page 33) mean? Underline the phrase in the sentence that helped you figure that out.

2. What does *solemn* (page 35) mean? What on the page tells you that?



# READING CLOSELY: GUIDING QUESTIONS

| <b>APPROACHING TEXTS</b><br><br>Reading closely begins by considering my specific purposes for reading and important information about a text.                                                                                                                                                                                                               | <b>I am aware of my purposes for reading:</b> <ul style="list-style-type: none"> <li>• Why am I reading this text?</li> <li>• In my reading, should I focus on: <ul style="list-style-type: none"> <li>⇒ The content and information about the topic?</li> <li>⇒ The structure and language of the text?</li> <li>⇒ The author's view?</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                       | <b>I take note of information about the text:</b> <ul style="list-style-type: none"> <li>• Who is the author?</li> <li>• What is the title?</li> <li>• What type of text is it?</li> <li>• Who published the text?</li> <li>• When was the text published?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>QUESTIONING TEXTS</b><br><br>Reading closely involves:<br>1) initially questioning a text to focus my attention on its structure, ideas, language and perspective then<br>2) questioning further as I read to sharpen my focus on the specific details in the text                                                                                        | <b>I begin my reading with questions to help me understand the text and I pose new questions while reading that help me deepen my understanding:</b><br><br><b>Structure:</b> <ul style="list-style-type: none"> <li>• How is the text organized?</li> <li>• How has the author structured the sentences and paragraphs?</li> <li>• How do the text's structure and features influence my reading?</li> </ul> <b>Topic, Information and Ideas:</b> <ul style="list-style-type: none"> <li>• What information/ideas are presented at the beginning of the text?</li> <li>• What information/ideas are described in detail?</li> <li>• What stands out to me as I first examine this text?</li> </ul> | <b>I pose new questions while reading that help me deepen my understanding:</b><br><br><ul style="list-style-type: none"> <li>• What do I learn about the topic as I read?</li> <li>• How do the ideas relate to what I already know?</li> <li>• What is this text mainly about?</li> <li>• What information or ideas does the text present?</li> </ul> <b>Language:</b> <ul style="list-style-type: none"> <li>• What words or phrases stand out to me as I read?</li> <li>• What words and phrases are powerful or unique?</li> <li>• What do the author's words cause me to see or feel?</li> </ul> <ul style="list-style-type: none"> <li>• What words do I need to define to better understand the text?</li> <li>• What words or phrases are critical for my understanding of the text?</li> <li>• What words and phrases are repeated?</li> </ul> <b>Perspective:</b> <ul style="list-style-type: none"> <li>• Who is the intended audience of the text?</li> <li>• What is the author saying about the topic or theme?</li> <li>• What is the author's relationship to the topic or themes?</li> <li>• How does the author's language show his/her perspective?</li> </ul> |
| <b>ANALYZING DETAILS</b><br><br>Reading closely involves:<br>1) thinking deeply about the details I have found through my questioning to determine their meaning, importance, and the ways they help develop ideas across a text; 2) analyzing and connecting details leads me to pose further text-specific questions that cause me to re-read more deeply. | <b>I analyze the details I find through my questioning:</b><br><br><b>Patterns across the text:</b> <ul style="list-style-type: none"> <li>• What does the repetition of words or phrases in the text suggest?</li> <li>• How do details, information, or ideas change across the text?</li> </ul> <b>Meaning of Language:</b> <ul style="list-style-type: none"> <li>• How do specific words or phrases impact the meaning of the text?</li> </ul>                                                                                                                                                                                                                                                 | <b>I analyze the details I find through my questioning:</b><br><br><b>Importance:</b> <ul style="list-style-type: none"> <li>• Which details are most important to the overall meaning of the text?</li> <li>• Which sections are most challenging and require closer reading?</li> </ul> <b>Relationships among details:</b> <ul style="list-style-type: none"> <li>• How are details in the text related in a way that develops themes or ideas?</li> <li>• What does the text leave uncertain or unstated? Why?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

From Odell Education's "Reading Closely for Details: Guiding Questions" handout. Used by permission.



**CHAPTERS 7 and 8**

| PART 1: GIST NOTES       |                           |                             |
|--------------------------|---------------------------|-----------------------------|
| Chapter and page numbers | What Nya's story is about | What Salva's story is about |
| 7                        |                           |                             |
| 8                        |                           |                             |



**CHAPTERS 7–8**

| Word/Phrase    | Page | Definition          |
|----------------|------|---------------------|
| terror         | 40   |                     |
| puzzled        | 42   |                     |
| reeds          | 43   |                     |
| papyrus        | 43   |                     |
| shallow canoes | 43   |                     |
| prow           | 44   | The front of a boat |
| monotonous     | 46   |                     |
| abundance      | 47   |                     |



| Word/Phrase                      | Page | Definition                                           |
|----------------------------------|------|------------------------------------------------------|
| massed                           | 49   |                                                      |
| gourd                            | 50   | A round fruit whose shell can be used as a container |
| desperate                        | 50   |                                                      |
| Other new words you encountered: |      |                                                      |



(For Teacher Reference: writing in italics indicates the type of content you are looking for students to add)

**Strong Gist Notes:**

- *Briefly name major events*
- *Refer to characters by name*
- *Explain time and place*
- *Are clear about the order of events and why characters do certain things*

| Chapter | Nya                                                                                                                                                                                                      | Salva                                                                                                                                                                                                                                                                                      |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6       | <i>Nya and her family are at the lake camp, where she digs for water instead of walking to it. Her mother is worried that when her father and brother to out hunting, they will be attacked by Dinka</i> | <i>Salva meets his Uncle Jewiir, who was traveling in the same group he was. Uncle Jewiir is a leader in the group. He uses his gun to shoot a topi to eat, but they have all been so starved that it makes them sick. Salva's friend Marial is killed by a lion while he is sleeping.</i> |
| 7       |                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                            |
| 8       |                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                            |



| Chapter | Nya | Salva |
|---------|-----|-------|
| 9       |     |       |
| 10      |     |       |
| 11      |     |       |
| 12      |     |       |



| Chapter | Nya | Salva |
|---------|-----|-------|
| 13      |     |       |
| 14      |     |       |
| 15      |     |       |
| 16      |     |       |



| Chapter | Nya | Salva |
|---------|-----|-------|
| 17      |     |       |
| 18      |     |       |



(For Teacher Reference: text in italics refers to ideas students might add. This model is provided as a guide for teachers as you begin with this chart. In future lessons, use your own professional judgment, based on your reading of the novel, as well as notes in the lesson itself, to guide you on what to add.)

*List the challenges that Nya and Salva face and the factors that help them to survive.*

| <b>CHALLENGES</b>                                                  | <b>POSSIBLE ENTRIES FROM LESSON 1</b>                               |
|--------------------------------------------------------------------|---------------------------------------------------------------------|
| <i>Salva's village was attacked</i>                                | <i>Salva's teacher - told the boys to run away from the village</i> |
| <i>No clean water near where Nya's family lives</i>                | <i>Nya walks to get water every day</i>                             |
| <i>Salva is alone - no family/adult to take care of him</i>        | <i>Other people help Salva</i>                                      |
| <i>Salva and people travelling with him don't have enough food</i> | <i>Salva and his group find food (honey)</i>                        |
|                                                                    | <i>Salva makes a friend (Marial)</i>                                |
| <b>CHALLENGES</b>                                                  | <b>POSSIBLE ENTRIES FROM LESSON 2</b>                               |
| <i>Attacks by Dinka (on Nuer people)</i>                           | <i>Family – Salva's uncle takes care of him</i>                     |
| <i>Lack of water (Salva's group can't find any)</i>                |                                                                     |
| <i>Lions</i>                                                       |                                                                     |



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# **Grade 7: Module 1: Unit 2: Lesson 3**

## **Practicing Routines for Discussing *A Long Walk to Water* and Gathering Textual Evidence**



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| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <p>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)</p> <p>I can cite several pieces of text-based evidence to support an analysis of a literary text. (RL.7.1)</p> <p>I can analyze the development of a theme throughout a literary text. (RL.7.2)</p>                                                                                                                                                                                                                                                                                                                                         |                                                                                                       |
| Supporting Learning Targets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Ongoing Assessment                                                                                    |
| <ul style="list-style-type: none"><li>• I can use context clues (in the sentence or on the page) to determine the meaning of words in <i>A Long Walk to Water</i>.</li><li>• I can break a word into parts in order to determine its meaning and figure out what words it is related to.</li><li>• I can analyze the development of a theme in a novel by identifying challenges to and factors in survival for Salva and Nya in <i>A Long Walk to Water</i>.</li><li>• I can cite several pieces of text-based evidence to support my claims about the factors that allowed Salva and Nya to survive in <i>A Long Walk to Water</i>.</li></ul> | <ul style="list-style-type: none"><li>• Reader's Notes for Chapters 7 and 8 (from homework)</li></ul> |



| Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Teaching Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Vocabulary Entry Task (5 minutes)</li> <li>B. Reviewing Reader's Dictionary, Chapters 7 and 8 (5 minutes)</li> <li>C. Introducing Learning Targets and Connecting to Reading Closely: Guiding Questions Handout (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Using Reader's Notes to Add to Salva/Nya and Survival Anchor Charts (10 minutes)</li> <li>B. Introducing the Focus Question and Gathering Textual Evidence about Survival (20 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Previewing Homework (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Reread Chapters 6–8 and add two quotes to the Gathering Textual Evidence graphic organizer.</li> <li>B. Read Chapters 9 and 10 and complete Reader's Notes (both parts) for these new chapters. Debrief (5 minutes)</li> </ol> </li> </ol> | <ul style="list-style-type: none"> <li>• In Lesson 3, students practice the routines they learned in Lesson 2. Be sure to notice and provide specific positive feedback when they follow these routines (for example, doing the entry task quickly and individually, following routines for showing their homework, having focused conversations with their discussion partners). Building these routines early in the unit will create efficiencies and allow students to learn as much as possible from the tasks that are the building blocks of this unit.</li> <li>• In Lesson 3, students learn one more routine that is a part of every homework assignment and some lessons through Lesson 9: how to use the Gathering Textual Evidence graphic organizer. Students gather evidence as they reread chapters. This task builds on the work with textual evidence students did in Unit 1. This graphic organizer is an essential scaffold for the End of Unit 2 Assessment, which is a literary analysis essay that addresses the question of how Salva and Nya survived. Students refer to their graphic organizer daily in Lessons 10 – 16.</li> <li>• Supporting students in doing this work well will position them to be successful when they write. Remind students of the importance of doing this work carefully and keeping track of this graphic organizer.</li> <li>• On the Gathering Textual Evidence graphic organizer, students practice the skills of explaining quotes and connecting them to specific factors in the survival of the two main characters.</li> <li>• See Unit Overview, “Preparation and Materials,” for an explanation of ways to organize this ongoing assignment. Like the Reader's Notes, the recommendation is to create one packet (found as a stand alone document with the unit overview). However, if you prefer to not make a packet, the “supporting materials” in each lesson include the section of the Gathering Textual Evidence graphic organizer that will be for homework that night.</li> <li>• If you chose to make packets for chapters 6-18 (a Reader's Notes packet for students “first read” and a Gathering Textual Evidence Packet for their “reread”), you of course do not need to also copy the supporting materials at the end of the lesson.</li> <li>• In advance: Decide how you will check this homework assignment. See Unit Overview “Preparation and Materials” for details.</li> <li>• Students also rely heavily on this graphic organizer again in Unit 3 when they draft their poems.</li> </ul> |



Practicing Routines for Discussing *A Long Walk to Water* and Gathering  
Textual Evidence (Chapters 7 and 8)

| Agenda | Teaching Notes (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|        | <ul style="list-style-type: none"> <li>• By this point in the novel, students should be able to keep their Reader's Notes (<u>first</u> read for gist and vocabulary) fairly independently. If they need more support, continue to provide it.</li> <li>• Starting in this lesson, students fill out the Salva/Nya anchor chart increasingly independently. This anchor chart will be a crucial resource as they begin work toward their End of Unit 2 Assessment and the Module Performance Task: a two-voice poem (see separate document on EngageNY.org). Even though the anchor chart is not created as collectively, it is important that it reflects a clear and complete understanding of the novel.</li> <li>• Review: Reading Closely: Guiding Questions, Chapter 6–10 of <i>A Long Walk to Water</i>, Teacher's Edition of Reader's Notes for Chapters 6–10, Teacher's Edition of the Gathering Textual Evidence graphic organizer (in order to plan the modeling in Work Time B).</li> <li>• Post: learning targets, entry task, Salva/Nya anchor chart, Survival anchor chart.</li> </ul> |

| Lesson Vocabulary                                                                                                                                                                                    | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>prefix, root word, evidence, claim; terror (40), puzzled (42), shallow canoes (43), papyrus (43), reeds (43), prow (44), monotonous (46), abundance (47), massed (49), gourds, desperate (50)</p> | <ul style="list-style-type: none"> <li>• <i>A Long Walk to Water</i> (book; one per student)</li> <li>• Vocabulary Entry Task (one per student)</li> <li>• Reading Closely: Guiding Questions (from Lesson 2; one per student)</li> <li>• Reader's Notes (Chapters 9 and 10) (one per student)</li> <li>• Survival anchor chart (begun in Lesson 1)</li> <li>• Salva/Nya anchor chart (begun in Lesson 2)</li> <li>• Survival anchor chart (Students' Notes; begun in Lesson 1)</li> <li>• Discussion Appointments in Salva's Africa (from Lesson 1; one per student)</li> <li>• Gathering Textual Evidence graphic organizer (one per student and one to display)</li> <li>• Document camera</li> </ul> |

| Opening | Meeting Students' Needs |
|---------|-------------------------|
|---------|-------------------------|



**A. Vocabulary Entry Task (5 minutes)**

- Post Vocabulary Entry Task in advance:
- Vocabulary Entry Task:
- “Salva staggered forward with yet another enormous load of reeds in his arms. Everyone was busy. Some people were cutting down the tall papyrus grass by the water’s edge. Others, like Salva, gathered up the cut stalks ...” (page 43)
  - \* “What do the words *reed* and *papyrus* mean? Underline the parts of the excerpt that could help you figure this out.”
  - \* “What does *abundance* mean? What did you find on page 47 that helped you figure it out?”
- Remind students of the expectation that the entry task is done individually. Assure them that they will get better at the skill of thinking about words in context both by grappling alone (the entry task) and by talking over their thinking (during the discussion of the entry task).
- As students do the entry task, check their homework: Reader’s Notes for Chapters 7 and 8.
- Provide specific positive feedback for meeting the expectation of individual grappling during the entry task and following your routine for having their homework checked.
- When students are finished, call on several of them to share their thinking. Help the class notice that the context for *reeds* and *papyrus* is in the same sentence, but the context for *abundance* comes from reading farther down the page.

**B. Reviewing Reader’s Dictionary, Chapters 7 and 8 (5 minutes)**

- Tell students that in addition to determining the meaning of words using context, we can sometimes use our knowledge of word parts and families to figure out what a word means. Point them to the word *desperate* (page 50). Ask: “What other words does it remind you of?” Listen for students to mention: “despair,” “desperation,” or “desperado.”
- Tell students that *desperate* has two parts. There is a *prefix*, the small part of the word at the beginning. In this case, the prefix is *de-*, which means “down from” or “apart from.” For example, *decode* means to take a code apart, *deforest* means to take a forest down, *desegregate* means to take apart a segregated system.
- The main part of a word is called a *root*, and it is from the root that other words are built. It’s just like the root of a tree or plant: other things grow from it. The root of *desperate* is *sper*, from the Latin *sperare*, which means “to hope.” Many of our root words come from Latin. If you look at *despair* and *desperado*, you can see this root. Turn and talk: What does *desperate* mean? How did you use the parts of the word to figure it out?
- Cold call several students to share their thinking. Then probe by asking them, “Is a desperate person careful? Why or why not?”

- Discussion of breaking a word into parts and figuring out what words it is related to should tap into students’ interest in playing with language. Model your own interest in and curiosity about language just as much as you model the skill of breaking words apart.
- Reading the vocabulary words aloud will help students learn those words.



| Opening (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Meeting Students' Needs |
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| <ul style="list-style-type: none"> <li>• Post definitions of other words from Chapters 7 and 8 and ask students to review their Reader's Dictionaries in their Reader's Notes and correct their own work as necessary. Remind them that this skill will improve with practice. Reassure them that it is OK if they are not getting them all right. Be clear that there are two purposes for focusing on vocabulary. It will help them build knowledge related to the theme of survival, which is their focus as they read this novel, and it will help them practice the more general skill of figuring words out, which will make them better readers of any text.</li> <li>• Direct students' attention to the <b>Reader's Notes for Chapters 9 and 10</b>. Read all listed words in the Reader's Dictionary aloud and briefly review the provided definitions. Do not define words that do not have definitions, and remind students to use the Reader's Dictionary for reference as they complete their homework.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                         |
| <p><b>C. Introducing Learning Targets and Connecting to Reading Closely: Guiding Questions Handout (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students which learning target they were working on when they talked about what <i>desperate</i> means. Tell them to raise their hand when they know. When most of the class has a hand up, call on one student to share. ("I can break a word into parts in order to determine its meaning and figure out what words it is related to.")</li> <li>• Next, direct students' attention to the new learning target: "I can cite several pieces of text-based evidence to support my claims about the factors that allowed Salva and Nya to survive in <i>A Long Walk to Water</i>."</li> <li>• Confirm that they remember what it means to cite text-based evidence (see Unit 1, Lesson 4). Introduce the term <i>claim</i>. Help students connect to the contexts in which they already know this word: I claimed that seat. She claimed that she had already paid for the shoes. A <i>claim</i> is a statement that something is true, and it needs to be supported. When we write about texts, we often make claims about a text and support those claims with evidence from the text. Ask: "When is another time in this module that you did this thinking? Raise your hand when you think of a time."</li> <li>• When more than two-thirds of the class has a hand up, call on two students to share their thinking. Confirm that students remember meaning of <i>cite</i> and <i>evidence</i>.</li> <li>• Ask students to get out the <b>Reading Closely: Guiding Questions</b> handout and look in particular at Section III. Ask: "What phrases do you see on this handout that describe this learning target? When you find one, put your finger on it."</li> <li>• When most students have their finger on one, ask a few students to share out. Listen for students to say: "What details, information, and ideas are repeated throughout the text?" or "Which details are most important to help me understand the text?" or "How are the details I find related in ways that build ideas and themes?"</li> <li>• Ask all students to star a statement that relates to this learning target.</li> </ul> |                         |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Meeting Students' Needs |
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| <p><b>A. Using Reader's Notes to Add to Salva/Nya and Survival Anchor Charts (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that they are getting more familiar with the novel and with the routines for taking notes on the class's two anchor charts. So starting today, while most of the class works on one chart, one pair will work on the other. In effect, this pair will be teaching the class. A new pair will have this job each day.</li><li>• Ask all students to work with seat partners to discuss what they might add to the Survival anchor chart from last night's reading. Prompt them to use their Reader's Notes for this work.</li><li>• As all pairs work, select one strong pair and invite them to come to the Salva/Nya anchor chart. Direct their attention to the criteria on the anchor chart for strong gist statements: remind them that these chapter-wide gist statements are still informal notes, but becoming closer to actual summaries. Ask this pair to add to the Salva/Nya chart.</li><li>• Focus students whole group and ask them to look at the pair's work on the Salva/Nya anchor chart. Remind students that this chart is helping them think more about plot in order to keep track what happened to each main character in each chapter. Invite the pair of students who added to the Salva/Nya chart to share their work with the class. Ask if anyone wants to clarify or add anything to the entry. Prompt students to use this chart and the criteria list to check their Reader's Notes and make sure their notes are of high quality. Thank the students who worked on the Nya/Salva chart, and provide positive feedback to the class for working together to make sure the notes on this chart are complete.</li><li>• Focus the group on the Survival anchor chart. Remind students that this chart is helping them think more about theme. Cold call pairs of students to add to the Survival anchor chart. With each factor that they suggest, probe: "What in the text makes you say that?" Remind students to update their Survival Anchor Chart (Student's Notes) and return it to their binder where they will be able to access it when doing their homework.</li><li>• Reiterate that the pattern of individual thinking and reading at home, combined with good partner conversation in class, will make the students stronger readers. Consider pointing out how this routine is similar to work they will do later in life, in study groups in high school or college, or in seminars or book groups. Emphasize that the goal of all their work this year is to become increasingly proficient and independent readers.</li></ul> |                         |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>B. Introducing the Focus Question and Gathering Textual Evidence about Survival (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Give students specific positive feedback for their use of the two anchor charts. Emphasize that these charts are going to be very important for the writing students will do later in this unit and also in Unit 3.</li><li>• Remind students that we keep asking ourselves about how Nya and Salva survive. Share with them that at the end of the unit, they will write an essay answering the question:<ul style="list-style-type: none"><li>* “What factors made survival possible for Salva in <i>A Long Walk to Water</i>?” At the end of the module, they will write a poem that explains how both Salva and Nya survive. Starting today, they will begin to gather textual evidence. Gathering and thinking about this evidence will help them understand the book more deeply and prepare them to write the essay and poem.</li></ul></li><li>• Tell students that for the rest of class, they will work with their Kenya Discussion Partner (listed on their copy of <b>Discussion Appointments in Salva’s Africa</b>). Remind them of the expectations established in Lesson 1 about moving quietly and efficiently, and that if their Discussion Appointment partner is absent, they should come to the front of the room so you can assign them a partner.</li><li>• Distribute the <b>Gathering Textual Evidence graphic organizer</b> and tell students they should move to meet with their Discussion Appointment.</li><li>• When students are settled, direct them to work with their Kenya partner to follow the directions on page 1 of the graphic organizer to learn about how to take their notes.</li><li>• Check for understanding by asking them to hold up fingers in answer to your questions. Ask:<ul style="list-style-type: none"><li>* “Which column in the graphic organizer is filled out directly from the novel?”</li><li>* “Which column in the graphic organizer tells more about the quote?”</li><li>* “Which column in the graphic organizer shows your thinking about how this connects to a factor in survival?”</li></ul></li><li>• Clarify as needed. Point out to students that they will use their Survival anchor chart (Student’s Notes) when they are working at home; when they are working in class, they can refer to the Survival anchor chart on the wall.</li><li>• Tell students that they will begin using the graphic organizer today. Remind them that they used a similar graphic organizer in Unit 1 when they thought about Salva and Nya’s identity. Point out that, moving from left to right, there are four columns in this graphic organizer.</li></ul> | <ul style="list-style-type: none"><li>• Discussion Appointments and other protocols that involve movement give students a needed break that allows them to better focus on challenging tasks. Here, the movement comes right before students need to engage with the most challenging section of the lesson.</li><li>• Modeling is most effective when students can see and hear what you are doing. It is best for them to have the paper in front of them and to see you actually write the notes.</li><li>• During this time, you could choose to have a small group of students who need more support complete the work in a small group with you. One way of supporting struggling students is to provide them with more guided practice before releasing them to work independently.</li></ul> |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Meeting Students' Needs |
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| <ul style="list-style-type: none"><li>• Direct their attention to the first row of the chart, which has been filled out as an example. Ask them to follow along as you think aloud about how you completed the row.</li><li>• Ideally, post the graphic organizer on a document camera and point to each section as you think aloud about it. A think-aloud might sound something like this:<ul style="list-style-type: none"><li>* “I knew I wanted to find a quote about how important family was for survival. I had just read the chapter where Salva finds his uncle, and so I went back to that part of the book.”</li><li>* “I could see from my Reader’s Notes that it was Chapter 6, so I turned to that chapter and found the part about Salva. I reread the pages (34 and 35) when he first finds his uncle. Open your book to those pages and □take a look.”</li><li>* “I almost chose that quote on page 34 that says, ‘Uncle!’ he cried out, and ran into the man’s arms.’ But then I realized that this quote shows how happy he was to see his uncle, not how important his uncle was to his survival.”</li><li>* “So instead, I chose the quote on page 35 that you see on the chart, which says both that they are together and that his uncle will take care of him.” (Point out the “details/evidence” in the first column and the page number in the second column.)</li><li>* (Focus students on the third column, Explanation.) “After I wrote the quote down and the page number where I found it in the text, I moved on to the third column. In this column, I explained the context of the quote, which means what happened in the story right before and right after that quote. When I look back at my chart later, this will help me remember what exactly the quote means, and I would also use this information if I were including this quote in my essay.”</li><li>* (Focus students on the fourth column, Significance.) “Finally, in the right-hand column, I connected this quote to a specific factor that was important in Salva’s survival. You’ll see that family is a factor we have listed on the chart on page 1 of this packet. In this column, I am analyzing—I am connecting this quote to a bigger idea in the story. You’ll see that I explain what happens later as a way of proving that Salva’s uncle did in fact take care of him and so family was an important factor in his survival.”</li></ul></li><li>• Invite students to think about what they noticed in this modeling, then talk with their partners about their observations.</li><li>• Tell students that it’s their turn to give it a try. They will first analyze a quote that has already been selected and explained. Tell students they will have 5 minutes to do the following:<ol style="list-style-type: none"><li>1. Read the first three columns of the chart.</li><li>2. Complete the fourth column. Remember that in this column you can discuss events before and after the quote, and your goal is to clearly connect this quote to the ways that family allowed Nya’s sister to survive.</li></ol></li></ul> |                         |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Meeting Students' Needs |
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| <ul style="list-style-type: none"><li>• As students work, circulate to support their thinking. Listen for them to point out that Akeer might not have survived if her family had not brought her to the clinic. Because they did bring her to the clinic, Akeer got better. You may need to push them to add the longer-term analysis (that the visit helped her get better).</li><li>• After the class has worked for 5 minutes, refocus students whole group. Call on several pairs to share their answers. Notice and provide specific positive feedback for a clear link to family and for use of details from the text beyond the immediate context of the quote.</li><li>• Create a written record of what a strong answer for this column looks like. Prompt students to make sure that their graphic organizers have a strong answer and encourage them to correct theirs using the one you have just written up as a model.</li><li>• Finally, tell students that now they will find, explain, and analyze a quote on their own. Focusing on Chapters 6–8, they need to find one more quote about how family helps Nya or Salva survive. Focusing on Chapters 6-8 of <i>A Long Walk to Water</i>, they need to find one more quote about how family helps Nya or Salva survive.</li><li>• As students work, circulate to listen and push their thinking. After students have worked for 5 minutes, call on several pairs to share their work. Offer specific positive feedback for choosing a brief and relevant quote, for clearly explaining and then also analyzing that quote.</li><li>• Focus students whole group. Choose a particularly strong example to add to the graphic organizer you have been using for the first two examples.</li><li>• Reinforce students' growing skill with the Discussion Appointment routine. Give specific positive feedback if you noticed quick transitions to partner work, students coming to the front who needed a partner, and strong collaboration in their pairs.</li><li>• Ask students to thank their Kenya Discussion Appointment and return to their seats.</li></ul> |                         |



| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Meeting Students' Needs                                                                                                                                                                                                                           |
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| <p><b>A. Previewing Homework (5 minutes)</b></p> <ul style="list-style-type: none"><li>Review the homework assignment, pointing out that tonight students need to reread and then also read some new chapters. Tell them that there are some difficult scenes in tonight's reading, and have them turn to the notes from Unit 1 about reading emotionally difficult text and find one thing they can do.</li><li>Remind students that they will need their Survival anchor chart (Student's Notes) to complete the homework assignment.</li><li>Invite students to turn and talk:<ul style="list-style-type: none"><li>* "Why is rereading important in tonight's homework assignment?"</li><li>* "How much time do you think you will spend rereading?" Encourage students to set a minimum time (5 to 10 minutes) for which they will reread.</li></ul></li></ul> | <ul style="list-style-type: none"><li>The opportunity to discuss the homework and set goals with their peers will help motivate students to engage in rereading, which is likely to be a new and perhaps challenging activity for them.</li></ul> |
| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Meeting Students' Needs                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"><li>Reread Chapters 6–8 and add two quotes to your Gathering Textual Evidence graphic organizer. These can relate to any factor important to survival on our anchor chart; they do not have to relate to family.</li><li>Read Chapters 9 and 10 and complete Reader's Notes (both parts) for these new chapters.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"><li>Struggling students could be asked to add one quote from a particular chapter that relates to a specific factor (in this case, focusing them on water and Chapter 6 would work).</li></ul>                  |



EXPEDITIONARY  
LEARNING

# Grade 7: Module 1: Unit 2: Lesson 3

## Supporting Materials



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.....  
**Name:**

.....  
**Date:**

Please complete this task individually. Please refer to the pages you read last night for homework and to your Reader's Dictionary.

“Salva staggered forward with yet another enormous load of reeds in his arms. Everyone was busy. Some people were cutting down the tall papyrus grass by the water’s edge. Others, like Salva, gathered up the cut stalks . . .” (p. 43)

1. What do the words *reed* and *papyrus* mean?

Underline the parts of the excerpt that could help you figure this out.

2. What does *abundance* mean? What did you find on page 47 that helped you figure it out?



**CHAPTERS 9 and 10**

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**PART 1: GIST NOTES**

| Chapter and page numbers | What Nya's story is about | What Salva's story is about |
|--------------------------|---------------------------|-----------------------------|
| 9                        |                           |                             |
| 10                       |                           |                             |



| Word/Phrase                             | Page | Definition                                                                                                     |
|-----------------------------------------|------|----------------------------------------------------------------------------------------------------------------|
| shrubs                                  | 52   | Small bushes                                                                                                   |
| endured                                 | 52   |                                                                                                                |
| been reduced to                         | 52   |                                                                                                                |
| relentless                              | 52   |                                                                                                                |
| <b>arid</b>                             | 52   | Dry                                                                                                            |
| lag                                     | 53   |                                                                                                                |
| <b>vulture</b>                          | 59   | A bird that eats dead animals                                                                                  |
| corpses                                 | 59   |                                                                                                                |
| <b>refugee camp</b>                     | 60   | A temporary place to live, usually made up of tents, for large numbers of people who have fled their countries |
| spark of hope                           | 61   |                                                                                                                |
| vision                                  | 61   |                                                                                                                |
| receding                                | 61   |                                                                                                                |
| <b>ritual scarring</b>                  | 62   | A scar made on purpose to show identity, a tradition in coming-of-age ceremonies in some places                |
| <b>Other new words you encountered:</b> |      |                                                                                                                |



The two central characters in *A Long Walk to Water* are named Nya and Salva. The author of the novel, Linda Sue Park, includes a short section in each chapter that is written from Nya's perspective, and the remainder of the chapter is written from Salva's perspective. What factors allow the two characters to survive in challenging environments?

1. What will you be gathering evidence about? Underline the focusing question above.
2. What information will you need to be able to answer the focusing question and to explain your answer? Turn to a partner. Look carefully at the graphic organizer as you discuss the answers to the questions below.

Color in the circle next to each question after you have talked about it.

- o What information will you put in the first two columns? Where will you get this information?
- o What information will go in the remaining columns? Where will this information come from?
- o Why are you gathering all this information? What are you trying to figure out?

### Chapter 9-10

| <b>Detail/Evidence</b>                                                                                                            | <b>Page &amp; chapter</b> | <b>Explanation</b><br><b>Put the quote in context: to which event in the story does this connect?</b>                                                                                                                   | <b>Significance</b><br><b>Which idea on the anchor chart does this quote connect to? Why?</b> | <b>Used in your writing?</b> |
|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------------------------|
| Quote (About Nya or <u>Salva</u> ?)<br>"Eh, Nephew!' he said in a cheerful voice. We are together now, so I will look after you." | 35, ch. 6                 | Explanation<br>Salva had been travelling alone. One day, he met his uncle, who had been traveling with the same group he was in. Once he met his uncle, he had someone to take care of him and he was much less scared. | Significance                                                                                  |                              |
| Quote (About <u>Nya</u> or Salva?)                                                                                                | 45, ch. 8                 | Explanation<br>Akeer is Nya's sister. She is                                                                                                                                                                            |                                                                                               |                              |



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| <p>“So Nya and her mother had taken Akeer to the special place – a big white tent full of people who were sick or hurt, with doctors and nurses to help them.”</p> |  | <p>sick because she drank contaminated water. Her family took her to the medical clinic, which was several days’ journey away.</p> |  |  |
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| <b><i>Detail/Evidence</i></b>       | <b><i>Page &amp; chapter</i></b> | <b><i>Explanation</i></b><br><b>Put the quote in context: to which event in the story does this connect?</b> | <b><i>Significance</i></b><br><b>Which idea on the anchor chart does this quote connect to? Why?</b> | <b><i>Used in your writing?</i></b> |
|-------------------------------------|----------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------|
| Quote (About Nya or <u>Salva</u> ?) |                                  | Explanation                                                                                                  | Significance                                                                                         |                                     |
| Quote (About <u>Nya</u> or Salva?)  |                                  |                                                                                                              |                                                                                                      |                                     |
| Quote (About <u>Nya</u> or Salva?)  |                                  |                                                                                                              |                                                                                                      |                                     |



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 1: Unit 2: Lesson 4**

## **Using Routines for Discussing *A Long Walk to Water* and Introducing Juxtaposition (Chapters 9 and 10)**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)

I can analyze how an author develops and contrasts the points of view of characters and narrators in a literary text. (RL.7.6)

Supporting Learning Targets

- I can use context clues (in the sentence or on the page) to determine the meaning of words in *A Long Walk to Water*.
- I can break a word into parts in order to determine its meaning and figure out what words it is related to.
- I can explain what juxtaposition means and list several ways in which Salva and Nya are juxtaposed in *A Long Walk to Water*.
- I can explain one way in which juxtaposing these characters helps the author compare and contrast their points of view.

Ongoing Assessment

- Reader's Notes from Chapters 9 and 10 (from homework)
- Gathering Textual Evidence graphic organizer for Chapters 6-8 (from homework)
- Exit ticket



| Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Teaching Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p>1. Opening</p> <p>A. Vocabulary Entry Task (5 minutes)</p> <p>B. Reviewing Reader's Dictionary and Introducing Learning Targets (10 minutes)</p> <p>2. Work Time</p> <p>A. Take a Stand: Survival in Chapters 9 and 10 (10 minutes)</p> <p>B. Introducing Juxtaposition (15 minutes)</p> <p>3. Closing and Assessment</p> <p>Exit Ticket (5 minutes)</p> <p>4. Homework</p> <p>A. <u>Reread</u> Chapters 9 and 10 and add two quotes to the Gathering Textual Evidence graphic organizer.</p> <p>B. Read Chapters 11–13. Complete Reader's Notes (both parts) for these new chapters</p> | <ul style="list-style-type: none"> <li>By Lesson 4, students should be proficient with the routines for reviewing vocabulary and the reading. The lesson Opening has been condensed into fewer steps to reflect the familiarity with these routines.</li> <li>Continue to offer specific positive feedback for student mastery and use of routines, especially rereading for homework.</li> <li>If you choose to collect Reader's Notes after Chapter 10 and the Gathering Textual Evidence graphic organizer for Chapters 6–8 (recommended), collect the work just before the closing of class. Otherwise, follow your usual routine for spot- checking homework.</li> </ul> <p>Students also should be familiar enough with the two main anchor charts (Salva/Nya and Survival) that you can introduce some variation without confusing them. (It does not make sense to change the routine every day, but some variation will increase student engagement.) In this lesson, the class will update the anchor charts, but in the context of the more engaging Take a Stand protocol. This simple protocol is described in Part A of Work Time and also in the supporting materials. Review it in advance.</p> <ul style="list-style-type: none"> <li>This lesson introduces students to the concept of juxtaposition. This concept helps students meet standard RL.7.6, which focuses on how an author develops and contrasts the point of view of two narrators or characters. The novel <i>A Long Walk to Water</i> was chosen for this module in part because it addresses this reading standard so directly.</li> <li>This standard, and the concept of juxtaposition, is introduced in this lesson and practiced informally in this unit. In Unit 3, students will engage more deeply with the standard, which is more central to (and formally assessed through) their two-voice poem about Salva and Nya.</li> <li>Juxtaposition is defined for students in the lesson; it involves putting things side by side to see how they compare and contrast. In <i>A Long Walk to Water</i>, the author juxtaposes the two main characters in a number of ways. Do not tell students this; they will come to discover it throughout the lesson series. But note for yourself the many comparisons: Both Salva and Nya are children, both suffer from lack of water, and both are affected by some aspect of the conflict in South Sudan. Also note the contrasts: The two characters grow up about 20 years apart from each other, they are different genders and from different tribes, etc. And, of course, one character is fictional and the other is based on a real person.</li> </ul> |



Using Routines for Discussing *A Long Walk to Water* and Introducing  
Juxtaposition (Chapters 9 and 10)

| Agenda | Teaching Notes (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|        | <ul style="list-style-type: none"><li>• Through this juxtaposition, Park is able to show a wider range of experiences than if she had only one character. The parallels and contrasts between the characters also help the reader understand each character's point of view and allow Park to more fully convey her ideas about how people in Sudan survive. Throughout this unit, students will be guided to notice not only how the two main characters are juxtaposed, but also to think about the author's purpose in using this approach.</li><li>• In advance: Review the explanation of juxtaposition in the lesson. This lesson includes some basic examples, but you may prefer to select examples that you know your particular students will relate to.</li><li>• Find a visual example of juxtaposition here:<br/><a href="http://www.dpreview.com/challenges/Entry.aspx?ID=672430&amp;View=Results&amp;Rows=4">http://www.dpreview.com/challenges/Entry.aspx?ID=672430&amp;View=Results&amp;Rows=4</a>. Images 2 and 4 are particularly effective. Bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as <a href="http://www.safeshare.tv">www.safeshare.tv</a>, for actually viewing these links in the classroom.</li><li>• Review the Take a Stand protocol (see Appendix 1). Read the directions for Part A of Work Time to envision this activity. Consider posting three charts in three areas of the classroom: "Strongly Agree," "Strongly Disagree," and "In the Middle."</li><li>• Review Chapters 9 and 10 of <i>A Long Walk to Water</i>, as well as the Teacher's Edition of the Reader's Notes for these chapters.</li><li>• Prepare Reader's Notes, Chapters 11–18 (packet) if this is how you are organizing this work. See Unit 2 overview.</li><li>• In advance: Bring in or locate an online image that shows juxtaposition of two objects.</li><li>• Post: Learning targets, Vocabulary Entry Task definition of <i>juxtaposition</i>, charts (Strongly Agree, Strongly Disagree, in the Middle; Salva/Nya anchor chart; Survival anchor chart).</li><li>• Before teaching this lesson, review the Unit 3 mid-unit assessment. In your conversation with students, try to avoid specific discussion of those examples of juxtaposition. (Both are from chapters 17 and 18: Salva's step by step work to start his organization juxtaposed with Nya's village's step by step change because of the well; Nya's joy in going to school juxtaposed with Salva's joy in finding his father.)</li></ul> |



| Lesson Vocabulary                                                                                                                                                                                                                                                                                    | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| metaphor, point of view, perspective, juxtaposition (n)/juxtapose (v), compare, contrast; relentless (52), refugee camp (60), spark of hope (61), shrubs (52), endured (52), been reduced to (52), arid (52), lag (53), vulture (59), corpses (59), vision (61), receding (61), ritual scarring (62) | <ul style="list-style-type: none"> <li>• Vocabulary Entry Task (one per student)</li> <li>• Reader's Notes, Chapters 11–13 (one per student)</li> <li>• Gathering Textual Evidence graphic organizer (Chapters 9–10) (one per student)</li> <li>• <i>A Long Walk to Water</i> (book; one per student)</li> <li>• Salva/Nya anchor chart (begun in Lesson 2)</li> <li>• Reading Closely: Guiding Questions (from Lesson 2; one per student)</li> <li>• Survival anchor chart (begun in Lesson 1)</li> <li>• Survival anchor chart (Students' Notes; begun in Lesson 1)</li> <li>• Take a Stand directions and prompt (one per student)</li> <li>• Discussion Appointments in Salva's Africa (from Lesson 1; one per student)</li> <li>• Juxtaposition image (one to display; see Teaching Note above)</li> <li>• Juxtaposition image discussion prompts (one per student)</li> <li>• Juxtaposition in Chapters 8 and 9 questions (one per student)</li> <li>• Exit ticket (one per student)</li> </ul> |

| Opening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Meeting Students' Needs |
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| <p><b>A. Vocabulary Entry Task (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Post the Vocabulary Entry Task before students arrive:             <ul style="list-style-type: none"> <li>A. "What does <i>relentless</i> (page 52) mean? How did you figure it out?</li> <li>B. "Why does the author use the phrase '<i>spark of hope</i>' (page 61)? What does this mean? Why didn't she just write 'hope'?"</li> </ul> </li> <li>• When students are finished, cold call several of them to share their thinking. Help them notice that "spark of hope" provides a visual image of a small light in the darkness. It is a <i>metaphor</i>, which authors sometimes use to help their readers understand the emotions of their characters. Authors sometimes choose a sensory image to represent an emotion, since we cannot see or hear emotions directly.</li> </ul> |                         |



| Opening (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Meeting Students' Needs                                                                                                      |
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| <p><b>B. Reviewing Reader's Dictionary and Introducing Learning Targets (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Write the word <i>refugee</i> on the board. Ask students if they see a prefix they recognize. When a student points out the prefix <i>re-</i>, explain that <i>re-</i> means again, back, or from, as in <i>rewind</i> (wind again), <i>retrace</i> (trace again), or <i>revert</i> (turn back to the way it was before).</li> <li>• Ask students if they recognize a root in the word. (This is likely to be harder.) Explain that the root of this word, like the root of <i>desperate</i>, is from Latin. The root is <i>fug</i>, from <i>fugere</i>, which means “to flee or run away.”</li> <li>• Ask students: “Given this prefix and this root, what do you think this word means? What is a refugee camp? Why might they be set up?”</li> <li>• Listen for students to identify that a refugee is someone who has fled home.</li> <li>• Extend the learning of this word family by asking students if they can think of other words that have the same root. Listen for them to suggest related words, including <i>fugitive</i> and <i>refuge</i>.</li> <li>• Post definitions of other words in their Reader's Notes for Chapters 9 and 10 and ask students to review their dictionaries and correct as necessary.</li> <li>• (If <b>Reader's Notes for Chapters 11–13</b> and are in a new packet, distribute that packet.) Distribute <b>Gathering Textual Evidence graphic organizer (Chapters 9- 10)</b>. Finally, quickly review the words in the Reader's Dictionary for Chapters 11–13. As before, read the words aloud but do not define any words that are not already defined.</li> <li>• Read aloud the last two supporting learning targets:             <ul style="list-style-type: none"> <li>* “I can explain what juxtaposition means and list several ways in which Salva and Nya are juxtaposed in <i>A Long Walk to Water</i>.”</li> <li>* “I can explain one way in which juxtaposing these characters helps the author compare and contrast their points of view.”</li> </ul> </li> <li>• Ask students:             <ul style="list-style-type: none"> <li>* “Think of a time while reading this book that you talked about point of view. When you remember one, raise your hand.” When most of the class has a hand up, call on several students to explain their thinking. Listen for references to the point of view work in Unit 1. Confirm that students remember what point of view means: the perspective from which a story is told or how things are being seen and experienced.</li> </ul> </li> <li>• Ask the class to repeat after you: <i>juxtapose, juxtaposition, juxtaposing</i>. Tell the students that they will talk more about this learning target, but that <i>juxtapose</i> literally means to put two things next to each other. To illustrate this abstract concept in a concrete way, ask students to juxtapose two items on their desks.</li> </ul> | <ul style="list-style-type: none"> <li>• Reading the vocabulary words aloud will help students learn those words.</li> </ul> |



| Work Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b>A. Take a Stand: Survival in Chapter 9 and 10 (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Be sure students have their book <i>A Long Walk to Water</i> out. Ask a strong pair of students to use their Reader's Notes to add to the Salva/Nya anchor chart. Direct their attention to the criteria for strong gist notes.</li> <li>• Invite other students to clarify the pair's notes as needed.</li> <li>• Tell the class that today, as usual, they will be talking about survival. But they are going to do it in a new way. Review the Take a Stand protocol briefly with students. Tell them that it is a simple process that lets them show their opinion by where they stand, physically. Point out that "take a stand" is often used synonymously with "tell your opinion."</li> <li>• Give directions:             <ol style="list-style-type: none"> <li>1. You will be given a question to think about.</li> <li>2. Then you will physically "take a stand": go to the spot in the room that is designated for that opinion.</li> <li>3. You will be asked to justify your decision. Why do you think what you think?</li> <li>4. If you hear someone else say something that changes your thinking, you may move to the spot in the room that designates your new opinion.</li> </ol> </li> <li>• Distribute the Take a Stand directions and prompt, or post the prompt on the board. Read it aloud:             <ul style="list-style-type: none"> <li>* "Salva survives the desert crossing mostly because he is lucky. His personal qualities, such as bravery and persistence, have little to do with his survival."</li> </ul> </li> <li>• Give students 2 minutes to review their Reader's Notes and think silently about this prompt.</li> <li>• Refocus students whole group and point out the three areas of the room:             <ul style="list-style-type: none"> <li>* "People who strongly agree will be all the way over here."</li> <li>* "People who strongly disagree will be all the way over here."</li> <li>* "People who are in the middle will be here."</li> </ul> </li> <li>• Ask the class to physically move to "take a stand." Once students are settled, tell them you would like to hear a few of them justify their thinking. Encourage students to listen to their peers and consider whether, based on the evidence and explanation, their own opinion is changing. Emphasize that readers often modify their opinions as they read, think, talk, and write more about a topic.</li> </ul> <p>Cold call a few students to justify their stand, making sure to hear from students at different points on the spectrum. Pause to allow their classmates to move in response to the ideas they hear.</p> | <ul style="list-style-type: none"> <li>• Use of protocols (like Take a Stand) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.</li> <li>• In this part of the lesson, students are supported in grappling with a complex idea by having the opportunity to explore that idea with an image and in conversation, rather than in writing.</li> </ul> |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                           |
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| <ul style="list-style-type: none"> <li>Ask at least one student who moved:               <ul style="list-style-type: none"> <li>* “How and why did your thinking change?”</li> </ul> </li> <li>Publically appreciate students who are willing to revise their thinking based on others' evidence and explanations.</li> <li>Thank students for their participation and ask them to return to their seats. Briefly debrief the protocol by asking: “What factors in survival did we talk about today?” Add these to the <b>Survival anchor chart</b>. Make sure that <i>persistence</i> is mentioned and added to the chart.</li> <li>Prompt students to use the Salva/Nya chart to check their Reader's Notes for accuracy and to update the <b>Survival anchor chart (Student's Notes)</b>.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>B. Introducing Juxtaposition (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Tell students that today they are going to dig in to some really interesting aspects of the novel, specifically why the author wrote the story the way she did.</li> <li>Review key text features with the class, asking:               <ul style="list-style-type: none"> <li>* “What text features in <i>A Long Walk to Water</i> signal when the reading is about Salva or about Nya?” Give students a moment to talk, then invite volunteers to share. Confirm that they have noticed the following:                   <ul style="list-style-type: none"> <li>* Nya's story is the first (shorter, colored) part of each chapter.</li> <li>* Dates are listed at the start of each character's story in each chapter.</li> <li>* Salva's story takes place earlier in time than Nya's.</li> </ul> </li> </ul> </li> <li>Ask students to take out their <b>Reading Closely: Guiding Questions</b> handout (from Lesson 2). Focus them on the second row, and ask them,               <ul style="list-style-type: none"> <li>* “Are we mostly talking about Structure, Topic, Language, or Perspective? How can you tell?”</li> </ul> </li> <li>Listen for students to notice that the class is discussing the structure of this book. Tell them that strong readers notice how a book is put together, and why, and that this is the work you will be doing today.</li> <li>Project a definition of <i>juxtaposition</i>: “To put things next to each other, especially for the purpose of comparing them.” Read it aloud. Explain that using prefixes and word roots will help students remember what this word means. <i>Juxta</i> means “next to,” and <i>pos</i> is a common root from the Latin <i>positus</i> (placed). Ask students to think of other words that use the root <i>pos</i>. Listen for “position,” “impose,” “compose,” etc.</li> </ul> | <ul style="list-style-type: none"> <li>Many students will benefit from having the time available for the various partner conversations displayed via a timer or stopwatch.</li> <li>Consider partnering ELLs who speak the same home language when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language.</li> </ul> |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Meeting Students' Needs |
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| <ul style="list-style-type: none"><li>• Ask students to add this word and its definition to their Reader's Notes (in the margin).</li><li>• Share the <b>juxtaposition image</b>. Give students a minute to look at it, then post the <b>juxtaposition image discussion prompts</b>. Turn and talk:<ul style="list-style-type: none"><li>* "What two images are juxtaposed here?"</li><li>* "What is the same about these images? What is different?"</li><li>* "Why did the artist want you to compare these two images?"</li></ul></li><li>• Tell students that now they will think about this question:<ul style="list-style-type: none"><li>* "How did the author of <i>A Long Walk to Water</i> juxtapose Nya and Salva?"</li></ul></li><li>• Start a list on the board, getting the class started with the most basic example: One way Park juxtaposes Salva and Nya is by putting them in the same book, and even in the same chapter. Add that to the list.</li><li>• Direct students' attention to the Salva/Nya anchor chart and ask: "What other ways does the author juxtapose Salva and Nya?" Wait until four or five hands are up, and then hear two students' ideas.</li><li>• Point out that juxtaposition means putting things side by side BOTH for <i>comparison</i> (how they are alike and different) AND for <i>contrast</i> (how they are different). Pause for a moment to make sure students understand this academic vocabulary: Comparing usually focuses on similarities, and contrasting involves finding differences.</li><li>• To check for understanding, do a quick call and response. Tell students that you will make a statement and then count to three on your fingers. At three, they need to say all together "compare" or "contrast." Say: "Both dogs are brown, but my dog is bigger." "He had chocolate ice cream, but I had vanilla." "We both ate spaghetti."</li><li>• Provide positive feedback to students for engaging with the new and complicated idea of juxtaposition. Tell them that they are acquiring tools for thinking deeply about complex texts. As they move on to high school and college, they will need tools that match the texts they will read.</li><li>• Tell students that in a moment, during their Ethiopia Discussion Appointment, they will continue talking about how the characters compare. Briefly review the expectations for movement, and then ask students to move to their Ethiopia Discussion Appointment.</li><li>• When students are settled, refocus the class. Ask students to think, then turn and talk: "Now that we have noticed that the two characters are juxtaposed, let's think about how this helps us compare and contrast them. Find at least two similarities and two differences between Salva and Nya."</li></ul> |                         |



| Work Time (continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Meeting Students' Needs |
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| <ul style="list-style-type: none"><li>• Call on several pairs to explain their ideas. Listen for comparisons: The two characters are within the book (the author could have told one story, then the other); are within the same historical context; are both children; and both need water. Listen for contrasts: boy versus girl, different years, etc.</li><li>• Point out that the author clearly chose to write her novel in this way: She is using juxtaposition to get us, as readers, to think more deeply about the characters and themes. Tell students that now they will practice analyzing one particular instance of how Park uses juxtaposition to help readers compare and contrast the two characters' points of view.</li><li>• Post the <b>Juxtaposition in Chapters 8 and 9 questions</b> for a Think-Pair-Share:<ul style="list-style-type: none"><li>* "In Chapters 8 and 9, what was each character's experience with water?"</li><li>* "How were their experiences the same and different?"</li><li>* "Why do you think the author put these two accounts so close to each other?"</li><li>* "What does she want you to notice or wonder about survival in Sudan?"</li></ul></li><li>• Listen for students to notice:<ul style="list-style-type: none"><li>– In Chapters 8 and 9, Salva is crossing the desert. People live or die depending on whether or not they have water. Nya is worried about getting clean water, since the nurse told them to boil it but there is never enough to boil.</li><li>– Same: Life depends on clean water. Different: Nya is at home, where dirty water causes sickness but not death, and there is hope (people come to talk about a well); Salva is traveling, and people die from thirst.</li><li>– Putting these so close together helps Park show us how important access to clean water is in Sudan, in war and in peace, at home and traveling, in the 1980s and today. People without access to clean water have difficulty surviving.</li></ul></li><li>• Tell students that this is only an introduction to this idea. They will circle back to it and should keep it in mind as they read.</li></ul> |                         |



| Closing and Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>A. Exit Ticket: (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the exit ticket. Read the prompt aloud and ask students to respond in writing:<ul style="list-style-type: none"><li>* “How does Park’s decision to juxtapose Salva and Nya in <i>A Long Walk to Water</i> help us better understand each character’s point of view? Support your answer with at least one specific comparison from the book so far.”</li></ul></li><li>• Collect Reader’s Notes and the first part of the Gathering Textual Evidence graphic organizer (for Chapters 6–8).</li></ul> <p><i>(Note: If you have created the Gathering Textual Evidence graphic organizer as a packet, it is formatted so that students can tear off the first page and turn it in and still have the part of the packet they need to complete tonight’s homework.)</i></p> | <ul style="list-style-type: none"><li>• Using entrance/exit tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students’ needs during the lesson or before the next lesson.</li><li>• When you review student’s Reader’s Notes and Gathering Textual Evidence graphic organizers, consider giving feedback that celebrates effort and also tells students what the “next step” should be. Note any students who are really struggling with this; they may need additional support in class.</li><li>• Also select one particular issue that applies to most of the class; identify a piece of work that deals with this issue well and type it up for use in Lesson 5.</li></ul> |
| Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Meeting Students' Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"><li>• <b>Reread</b> Chapters 9 and 10 and add two quotes to your Gathering Textual Evidence graphic organizer.</li><li>• Read Chapters 11–13 and complete the Reader’s Notes (both parts) for these new chapters.</li></ul> <p><i>Note: Review students’ Reader’s Notes and Gathering Textual Evidence graphic organizers and be ready to return them to the class at the start of Lesson 5</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"><li>• Struggling students could be asked to add one quote from a particular chapter that relates to a specific factor (in this case, focusing them on water and chapter 6 would work).</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



EXPEDITIONARY  
LEARNING

# Grade 7: Module 1: Unit 2: Lesson 4

## Supporting Materials



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Please complete this task individually. Please refer to the pages you read last night for homework and to your Reader's Dictionary.

1. What does *relentless* (page 52) mean? How did you figure it out?
2. Why does the author use the phrase *spark of hope* (page 61)? What does this mean? Why didn't she just write "hope"?



**CHAPTERS 11-13**

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**PART 1: GIST NOTES**

| Chapter and page numbers | What Nya's story is about | What Salva's story is about |
|--------------------------|---------------------------|-----------------------------|
| 11                       |                           |                             |
| 12                       |                           |                             |
| 13                       |                           |                             |



| Word/Phrase                                     | Page | Definition                                                |
|-------------------------------------------------|------|-----------------------------------------------------------|
| <b>scythed</b>                                  | 64   | Cut with a long, curved blade                             |
| doubtful                                        | 64   |                                                           |
| boldly                                          | 65   | Without being afraid                                      |
| <b>grudgingly</b>                               | 66   | Unwillingly                                               |
| <b>masses</b>                                   | 66   | Large groups                                              |
| <b>emaciated</b>                                | 68   | Very thin from not getting enough to eat                  |
| mingle                                          | 71   |                                                           |
| despair                                         | 72   |                                                           |
| <b>skittered</b>                                | 73   | To move lightly and quickly, like a little animal         |
| <b>government collapse;<br/>government fall</b> | 73   | When the people who are in charge in a country lose power |
| stampede                                        | 74   |                                                           |
| <b>borehole</b>                                 | 76   | A deep hole drilled into the ground                       |
| <b>earnestly</b>                                | 76   | seriously and honestly                                    |
| welter                                          | 79   | Large and confusing group                                 |
| plagued                                         | 80   |                                                           |
| peril                                           | 80   |                                                           |
| <b>Other new words<br/>you encountered:</b>     |      |                                                           |



**Gathering Textual Evidence – How do Salva and Nya  
survive in a challenging environment in  
*A Long Walk to Water?* (Chapters 9–10)**

.....  
**Name:**  
.....

.....  
**Date:**  
.....

| <b><i>Detail/Evidence</i></b>       | <b><i>Page &amp; chapter</i></b> | <b><i>Explanation</i></b><br><b>Put the quote in context: to which event in the story does this connect?</b> | <b><i>Significance</i></b><br><b>Which idea on the anchor chart does this quote connect to? Why?</b> | <b><i>Used in your writing?</i></b> |
|-------------------------------------|----------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------|
| Quote (About Nya or <u>Salva</u> ?) |                                  | Explanation                                                                                                  | Significance                                                                                         |                                     |
| Quote (About <u>Nya</u> or Salva?)  |                                  |                                                                                                              |                                                                                                      |                                     |



Directions

1. You will be given a question to think about.
2. Then you will physically “take a stand”: go to the spot in the room that is designated for that opinion.
3. You will be asked to justify your decision. Why do you think what you think?
4. If you hear someone else say something that changes your thinking, you may move to the spot in the room that designates your new opinion.

The prompt:

**Salva survives the desert crossing mostly because he is lucky. His personal qualities, such as bravery and persistence, have little to do with his survival.**



What two images are juxtaposed here?

What is the same about these images? What is different?

Why did the artist want you to compare these two images?



1. In chapters 8 and 9, what was each character's experience with water?
2. How were their experiences the same and different?
3. Why do you think the author put these two accounts so close to each other?
4. What does she want you to notice or wonder about survival in Sudan?



.....  
**Name:**

.....  
**Date:**

1. How does Park's decision to juxtapose Salva and Nya in *A Long Walk to Water* help us better understand each character's point of view? Support your answer with at least one specific comparison from the book so far.

|                                                                                    |                                                                                     |                                                                                     |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
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# Acknowledgments

The authors want to thank the many people who contributed to this publication. Matt Perry, formerly Principal of the Arthur A. Benjamin Health Professions High School (HPHS) in Sacramento, California, enthusiastically encouraged interdisciplinary curriculum integration throughout the school and supported our creation of this manual. For five years, teachers at HPHS have used this approach to develop integrated curriculum units and have participated in exciting conversations about how to advance student learning. This manual reflects their dedication and hard work. Beverly Campbell of BECGroup Consulting and the National Consortium on Health Science Education (NCHSE) carefully read the original manuscript and provided helpful comments. She was instrumental in guiding the successful curriculum integration work at HPHS. Carole Stacy, Executive Director of NCHSE, provided support throughout the original curriculum development effort. We wish to extend our special thanks to Kathleen Harris, Director of Coaching for ConnectEd, who helped us refine and expand our work on curriculum mapping.

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# Contents

|                                                                                       | Page |
|---------------------------------------------------------------------------------------|------|
| Acknowledgments                                                                       | ii   |
| Welcome!                                                                              | iv   |
| Designing Multidisciplinary Integrated Curriculum Units                               | 1    |
| Multidisciplinary Integrated Curriculum Model                                         | 7    |
| <i>Major Steps to Design an Integrated Curriculum Unit</i>                            | 8    |
| 1 Connect With Industry and Postsecondary Partners                                    | 9    |
| 2 Create and Share Curriculum and Performance Maps                                    | 11   |
| 3 Decide on the Topic of the Integrated Unit                                          | 15   |
| 4 Craft the Essential Question                                                        | 18   |
| 5 Identify Key Questions                                                              | 19   |
| 6 Allocate Responsibilities                                                           | 22   |
| 7 Review and Revise the Instructional Sequence                                        | 23   |
| 8 Set the Learning Scenario                                                           | 25   |
| 9 Establish Student Assessments                                                       | 27   |
| 10 Write Lesson Plans                                                                 | 32   |
| 11 Evaluate the Unit                                                                  | 36   |
| Integrated Unit Logistics                                                             | 38   |
| Integrated Unit Evaluations: Teacher, Student,<br>and Industry/Postsecondary Partners | 39   |
| References                                                                            | 40   |
| Appendices                                                                            | 41   |
| Appendix 1: Integrated Curriculum Unit Template                                       |      |
| Appendix 2: Integrated Curriculum Unit Sample                                         |      |
| Appendix 3: Student Progress Map Template                                             |      |
| Appendix 4: Student Progress Map Sample                                               |      |
| Appendix 5: Project Evaluation Criteria                                               |      |
| Appendix 6: Curriculum Integration Action Plan                                        |      |

# Welcome!

*We're excited that you are incorporating curriculum integration into your school and are using this manual to support the process. We designed this manual for teachers who are new to curriculum integration and for those who want to enhance their current practice. Presented here is a roadmap for committed teams of teachers to work together in planning, developing, and implementing a multidisciplinary, career-focused, and integrated high school curriculum. We hope this manual will help you be successful.*

# Designing Multidisciplinary Integrated Curriculum Units

## Introduction

Engagement is one of the most important keys to students' academic success. Every teacher knows that even teaching the right foundation skills is not enough to ensure that they will learn. Students need to be curious about new material, focused on what they are learning, and, of course, present in class. Why do so many students lack this high level of engagement? Today's high school students are demanding relevant coursework and they aren't getting it. Too often, by the time they reach high school, students have concluded that school has little connection to their current lives and even less to offer in preparing them for the future.

Many teachers have experienced, first hand, the disaffection of high school students who have turned away from learning because they don't connect with school. Survey data make a strong case for the importance of relevant coursework for students. In a 2006 survey of more than 3,000 at-risk, early high school students in California, more than 80 percent revealed that they would study more and work harder in school if they saw the relevance of their classes to their future education and careers (Peter D. Hart Research Associates 2006).

Applied learning theory can help us understand how to reverse this situation. According to researchers, students are more motivated to learn when they need to acquire knowledge (to accomplish something they care about), when they are curious (about an interesting and challenging problem), and when the material relates to their own lives (Svinicki 2002). As teachers, we can create this kind of motivation

by linking rigorous academic content to students' personal lives and the community issues they care about.

One of the most powerful strategies teachers can use to make learning relevant is to place academics within the context of issues and problems from the world of work. Across the country, teachers, school administrators, and parents have seen students change their attitudes about school when they are solving exciting problems and working on projects that link their academic and technical courses to an authentic career-related theme.

*Contextual instruction has proven to be the most powerful aspect of our small high school. Students believe in their lessons when every assignment adds meaning and creates understanding in all of their classes. I can speak for our school; we have truly made a difference in our students' hope for success—they feel empowered to dig deep and ask questions, and they are enthusiastic about sharing their research with the world.*

Matt Perry, Principal  
Arthur A. Benjamin Health Professions High School  
Sacramento, California

## Curriculum Integration Requires a New Instructional Approach

Curriculum integration is taking hold in a wide variety of high school settings. In career-focused pathways, new small high schools, career academies, and even large traditional high schools, teachers are integrating academic and technical instruction by focusing on career-related themes. They are working across the usual boundaries of academic and technical fields to make course material more engaging, encourage once reluctant learners to enroll and succeed in higher-level academic courses, and give

students a running start at planning for college and their future careers.

The term “integrated curriculum” has many different, sometimes conflicting, meanings to educators. In this manual, integrated curriculum refers to the materials and pedagogical strategies used by *multidisciplinary* teams of teachers to organize their instruction so that students are encouraged to make meaningful connections across subject areas. English, mathematics, science, social studies, arts, world language, physical education, and career technical teachers can all collaborate to plan and present related lessons that center around a central, career-themed issue or problem.

What does a new multidisciplinary, integrated curriculum look like? It looks like the real, thorny, and exciting problem solving that engages professionals in their daily work lives. It brings authenticity to students’ schoolwork, homework, and work-based learning situations. For example, in their mathematics and health sciences classes, Arthur A. Benjamin Health Professions High School students, in Sacramento, California, learn about the calculations that insurance underwriters make, while they ponder a highly relevant question: how do high-risk lifestyle decisions and behaviors affect access to and premiums for health insurance? While the students address this important question, their Spanish class provides a venue for studying differences in mortality rates and causes of death in many Spanish-speaking coun-

tries and across ethnic groups in the United States. Spanish becomes an important tool for researching and understanding national and cultural differences in rates of illness and injury and causes of death.

In another example, students in several states examine the connections among genetics, diet, and exercise to explore the rising rate of obesity. Instead of solving the usual math problems, algebra students in New York, Texas, and Utah apply their knowledge of algebraic equations in calculating their body mass index. They also debate the link between fast food consumption and the rise in obesity in their English, biology, Spanish, and health science courses. These subjects take on new relevance when students see that they are tools for addressing an important real-life issue.

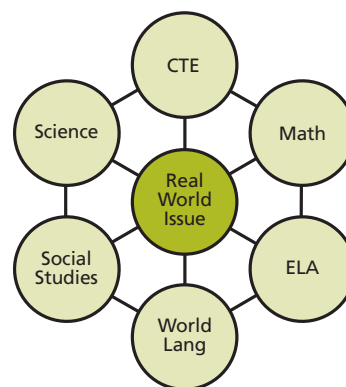
Integrating courses around career-related themes and making those themes relevant to teenagers—while also addressing state-mandated academic and technical content—requires a new model for designing instruction. This practical manual shows you how to create exciting and challenging curriculum units for high schools that use this integrated instructional approach.

## The Goals of a Multidisciplinary Integrated Curriculum

Delivering a standards-based multidisciplinary integrated curriculum is a strategy that addresses many of our national, state, and local objectives around

### What is Curriculum Integration?

1. Instruction centers around a concept, issue, problem, topic, or experience in a career-themed context.
2. Students explore a set of topics in several standards-based academic disciplines connected by a unifying concept that reinforces learning and brings the curriculum to life.
3. The concept that is being explored brings together various aspects of the curriculum in a meaningful way.



high school improvement. This approach is designed to reach high school students at all academic achievement levels, to facilitate learning for students with diverse learning styles, to replace academic tracking with placement based on students' interests, and to close the achievement gaps across groups of students. By focusing on mastering standards in technical and core classes, students can apply what they have learned and, therefore, remember more of it. Teachers, principals, and school district administrators who support this approach indicate that they have used it to accomplish the following:

- Shift classroom instruction from passive to active, thereby engaging more students in learning. Students become the center of the learning experience by collaborating in real-life, career-focused projects and problems that are connected to their current interests and future pursuits. The work is teacher-directed, not teacher-centered.
- Identify the specific skills and lessons that students are not mastering by having administrators and teachers review the test data. Then teachers can incorporate those skills into the projects for additional student reinforcement.
- Help students develop effective education and career planning skills. By participating in professional work and engaging with employees who address exciting and challenging problems in their jobs, students can recognize the need to perform well in high school, understand the educational pathways leading to a variety of rewarding careers, and pursue postsecondary education and/or training to achieve their personal career goals.
- Reach out to the diverse group of students who come to class with widely different backgrounds and levels of academic preparation. Students who participate in an integrated curriculum can express their own interests, demonstrate their unique skills, and master high-level academic and technical material by applying a variety of learning styles.

- Provide students with knowledge of a wide variety of career-related fields by creating research opportunities and career connections with professionals in many jobs within a career area.
- Build community support for improving high schools through partnerships with industry, postsecondary education, and local community representatives. By engaging key industry, education, and community-based stakeholders in their local communities, these educators are creating support for schools and proactive education improvement policies and are providing future employment opportunities for their students.

### **The Foundation of Multidisciplinary Integrated Curriculum Units**

- Cohort scheduling of students
- Teacher professional development
- Standards-based, college-preparatory academic courses
- Challenging career-technical courses
- Supportive counselors
- Academic supports for struggling students

Teachers are the key to success in creating a multidisciplinary integrated curriculum, but they can't do it alone. Effective curriculum integration requires an infrastructure that is different from that found in the usual high school. Major pieces of this infrastructure include supportive administrators, class schedules that facilitate teacher collaboration, investments in finding and working with industry and postsecondary partners outside the high school and the district, sustained teacher enthusiasm and commitment, and a foundation of solid integrated curriculum material. Success also requires a clear road map. This practical manual offers teachers that road map.

Rest easy—designing a multidisciplinary integrated curriculum does not require creating an entirely new set of academic courses. This manual presents a strategy for teams of teachers to enhance their academic

and technical instruction by introducing multidisciplinary curriculum units into existing courses.

These integrated curriculum units are relatively large multidisciplinary projects that bring together academic and technical subject material around a common career- or industry-related issue or theme. Through immersion in an important problem faced by industry professionals, students experience their studies as more coherent and see how they connect with the real world. An effective integrated unit improves instruction because it helps teachers address important academic and technical standards in a new way. It arises out of students' needs and interests, provides real-world relevance and application, and prepares students for success in college and career.

Creating a successful interdisciplinary integrated curriculum starts with this short list of basic principles (the six A's) identified by Adria Steinberg (1997).

### Why Invest the Time to Create and Use Integrated Curriculum Units?

For both teachers and students, incorporating integrated, career-themed curriculum units into a high school program offers a variety of potential benefits. Lipson et al. (1993) examined research on integrated curricula and student learning and described the following links between integrated curricula and positive student outcomes (cited in Lake 1994):

- Integrated curricula help students apply skills.
- An integrated knowledge base leads to faster retrieval of information.
- Multiple perspectives lead to a more integrated knowledge base.
- Integrated curricula encourage depth and breadth in learning.



- Academic and Technical Rigor - Projects are designed to address key learning standards identified by the school or district.
- Authenticity - Projects use a real world context (e.g., community and workplace problems) and address issues that matter to the students.
- Applied Learning - Projects engage students in solving problems calling for competencies expected in high-performance work organizations (e.g., teamwork, problem-solving, communication, etc.).
- Active Exploration - Projects extend beyond the classroom by connecting to internships, field-based investigations, and community explorations.
- Adult Connections - Projects connect students with adult mentors and coaches from the wider community.
- Assessment Practices - Projects involve students in regular, performance-based exhibitions and assessments of their work; evaluation criteria reflect personal, school, and real-world standards of performance.

- Integrated curricula promote positive attitudes in students.

In addition to these direct positive effects for students, there are also several benefits for teachers who collaborate to create integrated curriculum units and lessons. Designing and delivering a multidisciplinary integrated curriculum

- helps teachers engage in and establish a culture of professional dialogue about student work;
- offers a way to address and reinforce key state academic and technical standards through applications that are more interesting and engaging to students;
- provides fertile ground for high-quality student projects and presentations that encourage students to develop both academic and technical skills;
- establishes a meaningful vehicle for making connections across academic disciplines;
- encourages both teacher and student team building across technical and core departments and classes, which deepens camaraderie, and bonding;
- facilitates teacher collaboration, thus, reducing teacher “burn out”;
- reduces classroom discipline problems because teachers from core and technical classes meet regularly to discuss students’ performance, thereby allowing teachers to get to know individual students better;
- encourages higher expectations and student performance levels because industry partners participate in the classroom and judge the Culminating Event;
- fosters professional growth by encouraging teachers to go beyond the boundaries of their academic and technical fields; and
- brings coherence to the curriculum by providing a thematic focus for a school program, a small learning community, or a classroom.

Our work with students also suggests that engaging them in projects and having them investigate authentic problems from the world of work across several courses

- helps them make connections across academic disciplines;
- demonstrates the need to apply learning from several disciplines to solve real-world problems;
- introduces students to a wide range of career options and opportunities;
- connects students and their work to the larger community; and
- provides a better answer to the age-old question “why do I have to learn this?” than “because you need it to graduate or to go to college.”

### **What Does It Take to Build a Successful Multidisciplinary Integrated Unit?**

Creating a multidisciplinary integrated curriculum unit requires a true partnership. School leaders, teachers, students, and industry and postsecondary partners all play key roles in the curriculum design process. What exactly is needed from all of these partners?

#### **From the school:**

- A common intellectual mission and commitment to high achievement for all students
- Agreement to implement a common curricular focus that will cut across disciplines
- A flexible schedule that allows integrated, multidisciplinary project work and involvement with the world beyond school
- Common planning time allotted for teachers to formulate and coordinate the components of an integrated unit
- A funding model that supports the extra time, energy, and materials spent on developing and implementing the integrated units

- Master scheduling priorities that lead to cohorts of students being placed in the same technical and core academic classes
- Assistance and engagement with the goals and activities of the Advisory Board

#### **From the teachers:**

- Commitment and dedication to the common mission and focus
- Cooperation and teamwork among faculty and participating staff
- Shared responsibility in developing and implementing all aspects of the integrated units
- Agreement on core learning goals
- Agreement to build learning goals for the integrated curriculum unit by aligning it with existing academic and technical content standards
- Risk taking and flexibility
- Focus on deeper structures and understandings of their discipline
- Encouragement of student ownership
- A love of learning and understanding that teachers need to deepen their understanding and knowledge of the technical class and industry standards, professions, and practices
- Assistance in developing the Advisory Board and making it sustainable

#### **From the students:**

- Commitment and dedication to the common mission and focus
- Cooperation and teamwork with other students, faculty, and participating staff
- Shared responsibility throughout the entire process of designing the integrated unit, including active participation in the Culminating Event
- Willingness to pursue a deeper understanding of the material and its connections across disciplines

- Willingness to synthesize complex concepts into a cohesive whole and to engage with community and industry partners in the learning and assessment processes

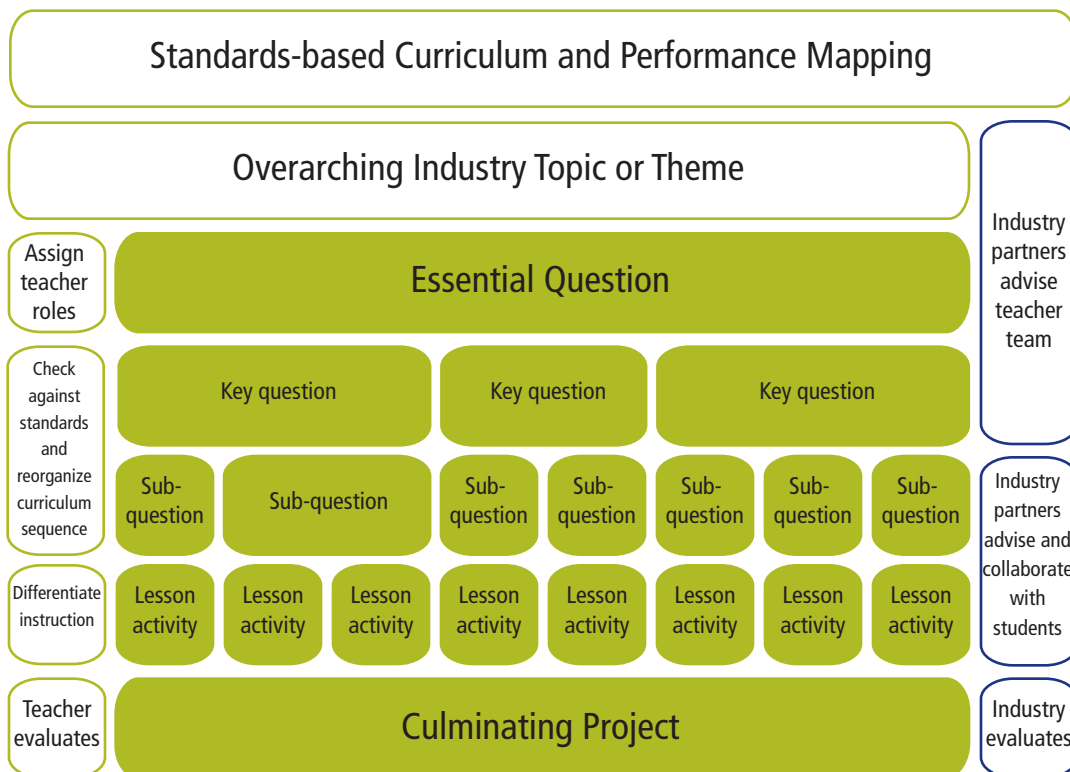
#### **From industry and postsecondary partners:**

- Showing commitment and dedication to the common mission and focus
- Volunteering as guest speakers for topics that relate to the thematic unit
- Serving on and assisting with the development of the Advisory Board
- Supporting students in their research and project work
- Providing opportunities for field trips and job shadowing
- “Teaching the teachers” about industry standards, professions, practices, and issues
- Investing in the students by assessing their ongoing work, offering feedback, and evaluating their culminating projects
- Offering feedback to teachers on curriculum development and related activities and collaborating with teachers as they develop the integrated units
- Offering feedback to students regarding the accuracy and relevance of material presented in their projects
- Volunteering facilities as venues for showcasing students’ work outside of class
- Providing student internships
- Introducing other industry partners to volunteer opportunities within the school
- Providing opportunities for summer teacher externships and other professional development to help teachers learn about authentic industry issues

# Multidisciplinary Integrated Curriculum Model

In the remainder of this manual, we offer details on the major steps that teachers at 11 high schools across the United States have followed to design and deliver multidisciplinary integrated curriculum

units. At a number of the high schools, teacher teams have tailored some of the steps to meet their unique needs, but all of them have followed the broad outlines of this model.



# Major Steps to Design an Integrated Curriculum Unit

- ☐ **1 Connect With Industry and Postsecondary Partners**  
Plan to consult with industry and postsecondary partners for help with identifying authentic connections, providing specialized instruction and mentoring, and evaluating student work.
- ☐ **2 Creating and Sharing Curriculum and Performance Maps**  
Examine the existing scope and sequence of concurrent academic and CTE classes, then map out and share the performance measures for each class.
- ☐ **3 Decide on the Topic of the Integrated Unit**  
Look across the performance measures to find connections between classes and then choose a topic of interest to students that allows for authentic integration of multiple subject areas.
- ☐ **4 Craft the Essential Question**  
Set up a need-to-know learning opportunity for students by framing the unit and driving the instruction with an essential question.
- ☐ **5 Identify Key Questions**  
Break down the overall concept of the essential question into smaller parts, often directly related to individual academic or CTE subjects.
- ☐ **6 Allocate Responsibilities**  
Identify and assign the roles and responsibilities for each team member, particularly the team leader, to ensure that development and enactment of the integrated unit moves forward.
- ☐ **7 Review and Revise the Instructional Sequence**  
Once the unit theme and general content has been chosen, revisit the curriculum map to identify potential sequence adjustments that might bring relevant topics closer together in the school year.
- ☐ **8 Set the Learning Scenario**  
Plan to engage student interest by introducing the unit with an interesting example of the unit theme in a real-world setting, ideally with relevance to students' lives.
- ☐ **9 Establish Student Assessments**  
Determine appropriate formative and summative student assessments, including the culminating project. Ideally, the culminating project would allow students to demonstrate multidisciplinary content knowledge mastery.
- ☐ **10 Write Lesson Plans**  
After initial overall unit planning is complete, individual subject lesson plans and instructional materials should be written and/or assembled for enactment and future reference.
- ☐ **11 Evaluate the Unit**  
Once the various pieces are finished, step back and re-evaluate the unit as a whole.

# Connect With Industry and Postsecondary Partners

## STEP 1

The first step in creating integrated curriculum units is to get to know your local industry or postsecondary partners. Partners are invaluable in helping to identify authentic applications for academic and technical course content, evaluate the quality of student work, and build students' education and career planning skills. Invite them to meet your teachers and students. The Work-Based Learning Coordinator, lead teacher, or another individual should be responsible for connecting with partners outside the school. This will ensure that there is one point of contact between the school and industry or postsecondary partners.

The following are major Coordinator responsibilities:

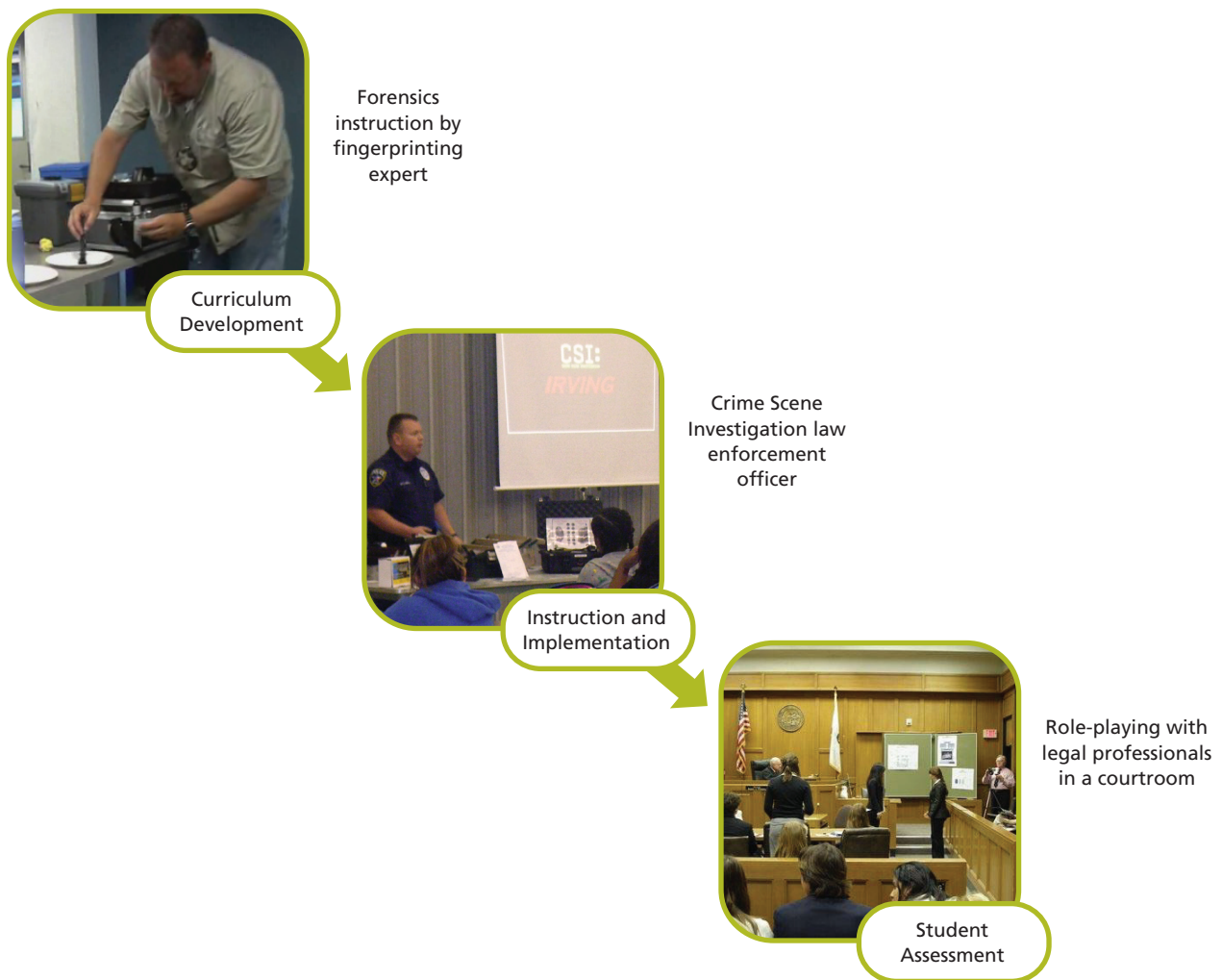
- Identify community resources, such as local industry professionals, businesses, educators, organizations, or libraries, that can assist students in their research and project work.
- Invite community/industry partners into the classroom for guest-speaking opportunities or team-teaching activities that relate to the integrated unit. These speakers can
  - “teach the teachers” about industry practices, projects, standards, and professions;
  - brainstorm about integrated curriculum unit projects and provide authentic props, templates, and tools;
  - personalize the topic of the integrated curriculum unit and provide additional local context;
  - discuss how knowledge and skills from specific academic disciplines are used in the workplace (e.g., “In our department we use algebra, statistics, or persuasive writing to...”);
  - describe how they contribute to solving real-world problems in their jobs and the kinds of teamwork, communication, and problem-solving skills that are needed to do this work; or
  - provide information about the range of specific jobs and careers within their field and the kinds and levels of education and experience required.
- Assemble an “expert panel” of local professionals with experience related to the unit topic. Ask panelists to assist in assessing and evaluating student work.
- Establish a network of community partners, including colleagues from other schools, colleges, and universities, who can offer feedback on curriculum development and other activities. This expert panel can work as a steering committee or advisory board for your school or academy, helping to establish internships and do curriculum development, marketing, and fundraising. For more information, go to <http://pearsonfoundation-naf.org/academydevelopment/index.html>.
- Invite the professionals to review drafts of student work, mentor students, provide feedback online, and judge final work products.
- Work with local colleges and universities to expose students to college students and professors and opportunities for taking college classes in high school.
- Schedule visits to various local work sites, thus connecting students to the world of work.
  - Individuals at these sites should be prepared to speak about how their organizations can provide connections to the curriculum topic and to important academic and technical standards.
  - Individually or in small groups, students can “job shadow” professionals at these sites for a day to understand how the technical skills they are learning relate to work.

Students must also have a comprehensive and effective work-based learning experience that matches what they are learning in the classroom. This expo-

sure helps sharpen students' desire to increase their knowledge and develop skills that are relevant to their career interests. These work-based learning opportunities can take several forms: job shadowing, intensive internships, virtual apprenticeships, and school-based enterprises. Ideally, this work-based

learning is incorporated into students' sequential technical program of study. Possible models include guest speakers and field trips in 9th grade, mentoring in 10th grade, job shadowing in 11th grade, and internships in 12th grade.

### Multiple Roles for Industry and Postsecondary Partners in an Integrated Forensics Unit



# Create and Share Curriculum and Performance Maps

## STEP 2

One major goal of multidisciplinary integrated curriculum is to give students an opportunity to connect the content covered in various academic subject areas to authentic applications in the world of work through standards-based curriculum. Many school districts require pacing guides and conduct benchmark testing, so it is important to take these into consideration when creating integrated units. Even highly technical and difficult material can be much more engaging when students see it in the context of an interesting real-world problem that arouses their curiosity. And the standards that underlie this material can be addressed through well-planned and implemented integrated units.

Therefore, the second step in developing an integrated curriculum unit is to look at the important

topics, standards, and performances across the existing curriculum. By taking this global view, teams can eventually see where authentic connections can be made across academic disciplines and blended into an engaging and relevant career-related theme. This process begins with creating curriculum and performance maps.

- Individually, subject area teachers should map out the existing scope and sequence of topics covered in their courses. This information is often determined by the district office in the form of pacing guides or other course outline documents. This mapping can be done by week or by month, as shown in tables 1 and 2.

**Table 1: Topic Curriculum Map for Biology by Week**

| SEPTEMBER |               |                        |            |                | OCTOBER              |                                                  |         |                                          |              |
|-----------|---------------|------------------------|------------|----------------|----------------------|--------------------------------------------------|---------|------------------------------------------|--------------|
|           | WEEK 1        | WEEK 2                 | WEEK 3     | WEEK 4         | WEEK 1               | WEEK 2                                           | WEEK 3  | WEEK 4                                   |              |
| Topic     | Cell membrane | Cell types and viruses | Organelles | Photosynthesis | Cellular respiration | Macro molecules and Krebs cycle and cytoskeleton | Meiosis | Fertilization and chromosome segregation | and so on... |

**Table 2: Topic Curriculum Map for Algebra by Month**

| SEPT         | OCT                                   | NOV                      | DEC                                      | JAN                  | FEB                                 | MAR                               | APR                       | MAY | JUN |
|--------------|---------------------------------------|--------------------------|------------------------------------------|----------------------|-------------------------------------|-----------------------------------|---------------------------|-----|-----|
| Real numbers | Solving and graphing linear equations | Writing linear equations | Solving and graphing linear inequalities | Systems of equations | Exponents and exponential functions | Quadratic equations and functions | Polynomials and factoring |     |     |

**Table 3: Topic and Standards Curriculum Map for Biology by Week**

| SEPTEMBER |                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                  |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
|           | WEEK 1                                                                                                                            | WEEK 2                                                                                                                                                                                                                                                                                                                                                                                                   | WEEK 3                                                                                                                                                                                                                                                                                                                                | WEEK 4                                                                                                                                           |
| Topic     | Cell membrane                                                                                                                     | Cell types and viruses                                                                                                                                                                                                                                                                                                                                                                                   | Organelles                                                                                                                                                                                                                                                                                                                            | Photosynthesis                                                                                                                                   |
| Standards | 1a. Students know that cells are enclosed within semipermeable membranes that regulate their interaction with their surroundings. | 1b. Students know that enzymes are proteins and catalyze biochemical reactions without altering the reaction equilibrium and that the activities of enzymes depend on the temperature, ionic conditions, and pH of the surroundings.<br><br>1c. Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure. | 1d. Students know that the Central Dogma of molecular biology outlines the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins on ribosomes in the cytoplasm.<br><br>1e. Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins. | 1f. Students know that usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide. |

- Next, teachers should align their course outline topics to the state standards. This information is also sometimes provided by the district office, so topic and standards mapping can often be done in the same step. Table 3 shows a topic and standards curriculum map for one month of Biology.
- The final and most important step in curriculum mapping is to unpack the topics and standards into performances that students are expected to master and demonstrate. With state standards, the objective is to set priorities for what students need to know and be able to do, but it is often

necessary to break standards down into a more usable, measurable form. There are many different ways to “unpack the standards,” but generally it involves distinguishing both the content (nouns) and skills (action verbs) that are incorporated in the standard and then identifying the underlying performances expected of students. An example of standard unpacking is provided in table 4. The fourth step of this process is to identify the student performance measures that go into the final performance map. Table 5 provides a sample performance map of one month of Biology.

**Table 4: Legal and Government Service Pathway**

| List the standard                                                             | Public Services B9.2<br>Know the basic elements of all aspects of trial procedures.                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. What is the content/application?                                           | Trial Procedures: Pretrial motions, objections, opening and closing statements, direct questioning, cross-examination, redirection examination, roles of prosecutor, defense attorney, judge                                                                                                                                                     |
| 2. What <u>skills</u> (action verbs) do the students need to master?          | Define and describe the basic elements of trial procedure.                                                                                                                                                                                                                                                                                       |
| 3. What <u>patterns</u> of thinking are required?                             | Persuasion; Organize and structure ideas and arguments                                                                                                                                                                                                                                                                                           |
| 4. How would a student demonstrate mastery of the standard                    | <b>1. Present a pretrial motion at a mock trial pretrial hearing.</b><br><b>2. Assume the role of a prosecutor or defense attorney at a mock trial.</b><br><b>3. Raise appropriate objections when assuming an attorney role.</b><br><b>4. Assume the role of a presiding judge.</b><br><b>5. Write effective opening and closing arguments.</b> |
| 5. What <u>work product</u> could be produced to demonstrate <u>mastery</u> ? | In a cooperative learning group, students conduct a mock trial of a criminal case, applying their knowledge of proper courtroom procedure and rules of evidence. Students will illustrate their ability to formulate precise questions and present convincing arguments.                                                                         |

Source: Career Technical Education Framework for California Public Schools Grades Seven Through Twelve, 2007, pp. 417–418.

**Table 5: Performance Map for Biology by Week**

| SEPTEMBER            |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      | WEEK 1                                                                                                                                                                                                                                                                                                                                                                                        | WEEK 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | WEEK 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | WEEK 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Topic                | Cell membrane                                                                                                                                                                                                                                                                                                                                                                                 | Cell types and viruses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Organelles                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Photosynthesis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Standards            | 1a. Students know that cells are enclosed within semipermeable membranes that regulate their interaction with their surroundings.                                                                                                                                                                                                                                                             | 1b. Students know that enzymes are proteins and catalyze biochemical reactions without altering the reaction equilibrium and that the activities of enzymes depend on the temperature, ionic conditions, and pH of the surroundings.<br><br>1c. Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 1d. Students know that the Central Dogma of molecular biology outlines the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins on ribosomes in the cytoplasm.<br><br>1e. Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 1f. Students know that usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Performance Measures | <ul style="list-style-type: none"> <li>Describe how phospholipids are organized to form a fluid mosaic cell membrane.</li> <li>Describe the functions of proteins in the cell membrane.</li> <li>Explain the difference between diffusion and osmosis.</li> <li>Compare and contrast passive and active transport.</li> <li>Explain how large particles get into and out of cells.</li> </ul> | <ul style="list-style-type: none"> <li>Show that enzymes function as biological catalysts. They speed up spontaneous reactions by lowering the activation energy without being consumed.</li> <li>Illustrate how protein shapes create the lock-and-key model of enzymes.</li> <li>Illustrate the induced fit model of enzymes.</li> <li>Show how H<sup>+</sup> and OH<sup>-</sup> ions relate to the pH scale and where this is important in biological systems.</li> <li>Demonstrate that the activity of enzymes depends upon temperature, ionic conditions, and the pH of the surroundings.</li> <li>Describe five properties shared by all living organisms.</li> <li>Explain why viruses cannot be considered as living organisms.</li> <li>Distinguish prokaryotes and eukaryotes.</li> <li>Describe how each organelle performs a task essential to the life of the cell.</li> <li>Describe the composition of the nucleus.</li> <li>Compare and contrast the structure of an animal cell with that of a plant cell.</li> <li>State the three basic concepts included in the cell theory.</li> </ul> | <ul style="list-style-type: none"> <li>Describe the DNA in the nucleus as the template code from which proteins are made.</li> <li>Explain that parts of the DNA contain codes for specific proteins.</li> <li>Explain that when proteins are needed, their part of the DNA is copied (transcribed) into messenger RNA (mRNA).</li> <li>Explain that mRNA carries the code to ribosomes out in the cytoplasm, where it is converted (translated) into the protein originally coded by the DNA.</li> <li>Recall that this process is considered the Central Dogma.</li> <li>Identify two types of endoplasmic reticulum (ER): smooth and rough. <ul style="list-style-type: none"> <li>Recall that rough ER synthesizes proteins.</li> <li>Recall that smooth ER modifies or detoxifies lipids.</li> </ul> </li> <li>Explain that proteins that are to be sent outside the cell are moved to the Golgi apparatus where they are modified, packaged in vesicles, and moved to the cell membrane to be secreted.</li> </ul> | <ul style="list-style-type: none"> <li>Explain that photosynthesis is a complex process that converts visible light energy into chemical energy in carbohydrate molecules.</li> <li>Recall that the processes of photosynthesis take place within chloroplasts, which can be seen under a microscope in plant cells and photosynthetic protists.</li> <li>Explain that photosynthesis occurs in two reactions: one light-dependent and the other light-independent. <ul style="list-style-type: none"> <li>Diagram the light-dependent reaction within the thylakoid membrane where water is oxidized and light energy is first converted into chemical bond energy generating ATP, NADPH + H<sup>+</sup>, and O<sub>2</sub>.</li> <li>Diagram the light-independent reaction (Calvin cycle) with the stroma where carbon dioxide, ATP, and NADPH + H<sup>+</sup> react to form phosphoglyceraldehyde, which is then converted into sugars.</li> </ul> </li> </ul> |

Performance maps provide a useful tool for looking at your own class and the ways in which you might address the relevancy of the topics you teach and students' motivation. These maps also provide a tool for looking across a student's program to find natural connections from which to build projects. Individual teachers or departments can create performance maps, which can also help teachers to identify areas where students may need remediation.

### Sharing Maps

Once the individual curriculum and performance maps are completed, it is important to take some significant time to share maps with the whole teacher team. It is a good idea to have physical maps printed or written out so that the entire team can see them. This may seem unwieldy at first because the maps contain a lot of information and typically span many pages; however, it will be helpful not only for visual purposes but also during the next step when searching for a unit theme.

In a group meeting and beginning with the career and technical education (CTE) teacher, each member of the instructional team should present a brief overview of the scope and sequence of his or her course to the rest of the team and a detailed description of the performance measures. Having the CTE

class teacher begin this discussion helps the academic teachers start thinking about career-themed applications that may be relevant to the major topics and concepts they cover. For example, references to cigarette smoking (described as part of the Health Sciences course unit on the respiratory system) may lead an English teacher to think about an expository or persuasive writing assignment or help a social studies teacher to visualize a lesson on the role of tobacco and other commodities in economic development. For a law class focusing on a crime-scene investigation, the English teacher may think about incorporating narrative report writing and using the active voice in the police reports.

At this time, academic teachers can also identify concepts in their disciplines that are very important but difficult for students to grasp and address them through an integrated curriculum unit. Ideally, teachers can use the integrated unit to reinforce students' learning by having them explore these challenging concepts through multiple applications in a variety of contexts.

Now that everyone on the team is familiar with the content and performance measures of each subject area, it is time to brainstorm the various connections that can be made across the academic subject areas, linking them to the CTE class.

# Decide on the Topic of the Integrated Unit

## STEP 3

Once the team is familiar with the content and performance measures of each class, review all the performance maps together. Remember that the integrated unit is designed to place important academic content in the context of meaningful, real-world problems without burdening teachers with additional material to cover in an already busy school year. Teacher teams should ensure that they are not adding unnecessary content to their teaching load by adhering closely to the existing performance map when choosing a topic for the integrated unit.

Record or make note of the natural connections identified among the classes. Look for connections between the content that students are learning and the skills that students are expected to master.

For example, in the map below, a natural content connection exists between writing persuasive compo-

sitions in the English class and courtroom testimony in the Law class. Similarly, a content connection exists between deductive reasoning in Geometry and criminal investigation in Law.

In fact, real-world issues that arise in the career and technical education (CTE) class can often provide a context that allows seemingly unrelated content in multiple subject areas to be integrated. For example, Biology (DNA structure/technology) and Algebra (circle geometry) can be integrated through the context of a criminal investigation and prosecution. Students need to understand DNA structure and sequencing in order to conduct DNA fingerprinting activities, and students need to be able to calculate the area and perimeter of a circle when determining the search area surrounding a center point—i.e., the scene of a crime.

| Subject Area    | AUG                                            | SEPT                                                             | OCT                                                                  | NOV                                 | DEC                                                       |
|-----------------|------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------|-----------------------------------------------------------|
| English         | Biographies<br>Character traits and motivation | Short stories<br>Time and sequence<br>Foreshadowing<br>Flashback | Universal themes<br>Literary devices<br>Imagery, allegory, symbolism | Creative writing<br>Interviews      | Evaluating credibility<br>Writing persuasive compositions |
| Algebra II      | Numbers and fractions                          | Solving systems of linear equations                              | Solving and graphing quadratics                                      | Exponential equations<br>Logarithms | Polynomial functions                                      |
| Biology         | Scientific method                              | Cell biology<br>Photosynthesis<br>Cellular respiration           | Central dogma<br>DNA structure and technology<br>Protein synthesis   | Meiosis<br>Inheritance              | Cloning<br>Stem cell research                             |
| Geometry        | Definitions<br>Geometric reasoning             | Induction vs. deduction<br>Construction of lines, angles, shapes | Circles<br>Properties of triangles<br>Congruence                     | Quadrilaterals<br>Polygons          | Area, and surface area<br>Sectors and segments            |
| Law and Justice | Ancient legal systems<br>Early laws            | Sources of law<br>Bill of Rights<br>Amendments                   | Codes<br>Criminal investigation                                      | Courts<br>Courtroom testimony       | Mediation<br>Arbitration<br>Conflict resolution           |

*Due to limited space, this example is a **topic** curriculum map for a semester. Remember that this map represents the much larger **performance** map used in the actual development process.*

| Subject Area    | AUG                                            | SEPT                                                             | OCT                                                                  | NOV                                 | DEC                                                       |
|-----------------|------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------|-----------------------------------------------------------|
| English         | Biographies<br>Character traits and motivation | Short stories<br>Time and sequence<br>Foreshadowing<br>Flashback | Universal themes<br>Literary devices<br>Imagery, allegory, symbolism | Creative writing<br>Interviews      | Evaluating credibility<br>Writing persuasive compositions |
| Algebra II      | Numbers and fractions                          | Solving systems of linear equations                              | Solving and graphing quadratics                                      | Exponential equations<br>Logarithms | Polynomial functions                                      |
| Biology         | Scientific method                              | Cell biology<br>Photosynthesis<br>Cellular respiration           | Central dogma<br>DNA structure and technology<br>Protein synthesis   | Meiosis<br>Inheritance              | Cloning<br>Stem cell research                             |
| Geometry        | Definitions<br>Geometric reasoning             | Induction vs. deduction<br>Construction of lines, angles, shapes | Circles<br>Properties of triangles<br>Congruence                     | Quadrilaterals<br>Polygons          | Area, and surface area<br>Sectors and segments            |
| Law and Justice | Ancient legal systems<br>Early laws            | Sources of law<br>Bill of Rights<br>Amendments                   | Codes<br>Criminal investigation                                      | Courts<br>Courtroom testimony       | Mediation<br>Arbitration<br>Conflict resolution           |

Many connections and possible topics may emerge from the performance map. Select a topic that: reflects the career focus of the program; supports the major learning goals of the school and the participating teachers; can be addressed through multiple disciplinary lenses; advances instruction related to key disciplinary content standards; and includes local industry professionals or colleges if possible. The topic should be drawn from real-world issues associated with professional work in the career/industry sector. You may wish to include industry professionals when brainstorming this part of the project as they can provide valuable feedback and resources.

### Topic

A good topic will have the following characteristics:

- Is relevant to students' lives and interests.
- Reinforces content standards and skills.
- Reflects important contemporary or historical issues in a broad career area.
- Is general enough to include all major academic disciplines.

- Cuts across all disciplines and may be addressed from various disciplinary perspectives.
- Lends itself to student investigation and research.
- Can be linked to community issues and needs.

The following are examples of broad topics that teams of teachers have used for multidisciplinary integrated curriculum units in Health Science and Engineering programs of study:

### Health Science

- Bioethics
- Communicable diseases
- Complementary and alternative medicine
- Forensics
- Global health issues: HIV/AIDS
- Healthcare careers
- Health insurance
- Nutrition and health
- Smoking
- Workplace injuries

## Engineering

- Ship hull design
- Reverse engineering
- Bridge building
- Catapult design and use
- Autonomous rovers
- Electronic voting machines
- Green commercial buildings
- Energy efficient house renovation

After deciding what the final topic for the integrated curriculum unit will be, discuss the following questions in a team meeting:

- What do you want students to understand?
- What do you want students to be able to do?
- What resources have students accessed to complete their work?
- What interdisciplinary connections have students made?
- What connections have students made with the community?
- How have students demonstrated their learning?

It is a good idea to use a standardized format to record a summary of the different parts of an integrated unit, both for a team's current discussion and evaluation, and for future reference. A sample project template and an example can be found in the Appendix.

## Summarize and Record Your Work

Once the team has identified the integrated unit topic, record the performances that students will demonstrate in each subject, the essential question, and a brief project/unit description. The template shown in Appendix 1 is a convenient one-page format for presenting this information to students, parents, community/industry partners, and others at your school.

Performance mapping has become a regular part of integrated curriculum design work at Digital Media & Design High School in San Diego. To view a video of this process, go to [www.ConnectEdCalifornia.org](http://www.ConnectEdCalifornia.org).

# Craft the Essential Question

## STEP 4

The next step is to develop the Essential Question for the integrated curriculum unit. Be sure to consider the learning outcomes and the key academic and technical standards your team has identified as you craft your Essential Question.

An Essential Question is the fundamental query that directs and drives the search for understanding across all participating subject areas. Everything in the integrated curriculum unit is studied with the goal of understanding and answering the Essential Question. Because the Essential Question is central to the design of the unit, it is important to consider the characteristics of a good Essential Question.

- The question reflects a problem that engages students in learning because it is interesting and relevant. Students want to figure out an answer.
- It relates to an open-ended problem with multiple solutions (not a “yes” or “no” answer).
- There is no single correct answer or course of action. Students may arrive at a variety of answers. And, they may not all agree about the best answer.
- The question is often controversial. The controversy heightens students’ interest and causes them to raise their own questions.
- The question challenges students to solve real-world problems. The nature of the problem creates a natural bridge to professional work and industry and postsecondary partnerships.
- The complexity of the problem requires collaboration and thinking beyond recall. Students need to work in teams and build upon each other’s skills and experiences.
- The question applies to more than one discipline, and full understanding requires learning in more than one discipline.



The following are examples of Essential Questions that high school students are addressing through integrated curriculum units in Health Sciences and Biomedical programs of study:

- *How can we balance personal freedoms and society’s need to provide accessible, affordable healthcare?*
- *How can workplace injuries be reduced and who is responsible for implementing these reductions?*
- *What role should government play in regulating biomedical research?*
- *How can medical science prevent worldwide disease epidemics in the future?*
- *Who should decide who gets medical care?*
- *What is the best way to reduce cigarette smoking? Should smoking be criminalized?*



The following are examples of Essential Questions that students are addressing through Engineering programs of study:

- *How can we balance technology, growth, and preserving the environment?*
- *How can we balance society’s needs for resources and their limited availability?*
- *How will we survive in a world without oil when we run out of our primary fuel source?*
- *What is the price of going green? What is the price of not going green?*
- *What are the personal, collective, and ethical responsibilities of weapons development?*

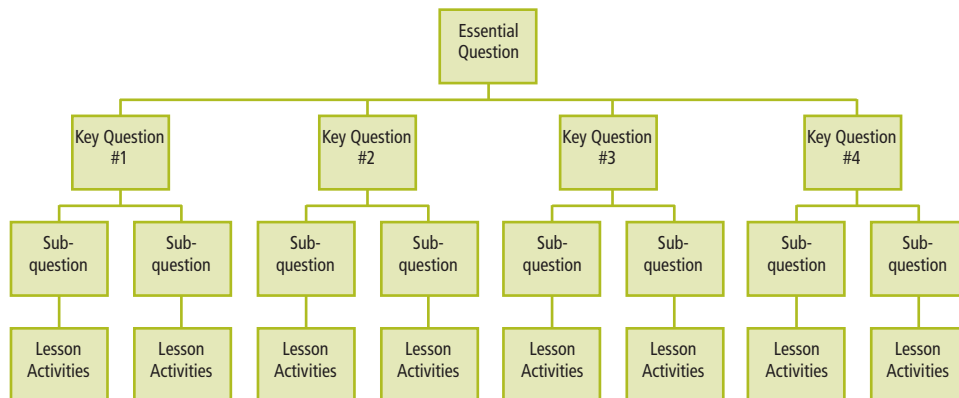
# Identify Key Questions

## STEP 5

Essential questions are designed to be “big” questions. They address the kinds of issues that drive professional work, public policy, scientific research, and often legislation. Answering the Essential Question requires students to address a variety of smaller, more targeted questions called “Key Questions.” These smaller Key Questions break up the large, overarching Essential Question into more manage-

able parts, and they relate disciplinary content and standards back to the Essential Question. Sometimes Key Questions are broken down even further to sub-questions. The Essential Question continues to be broken into series of smaller and smaller parts until the questions are subject-specific and can be addressed completely by one or two teachers.

### Unpacking the Essential Question into Key and Sub-questions

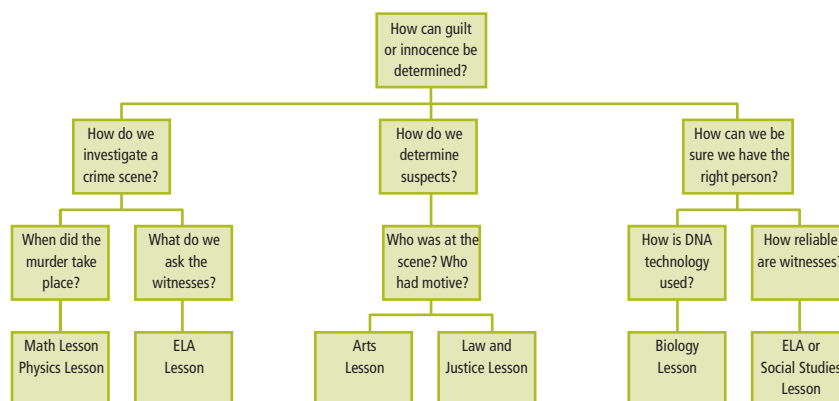


- Key Questions are derived from the Essential Question, but are subject specific.
- Answers to the entire set of Key Questions should provide the information necessary to answer the larger Essential Question.
- Key Questions focus attention on an issue that is authentic to a specific academic or technical discipline or a couple of disciplines.
- A Key Question may apply to more than one discipline, or it may be specific to a single discipline.
- Key Questions provide the vehicle for addressing specific curriculum content standards and demonstrating student performance.
- Each Key Question is typically addressed by one or two lessons within the larger integrated curriculum unit.

The diagram below illustrates the breakdown of a sample Essential Question from a unit on forensics into smaller Key and sub-questions. Keep in mind

that not all the Key and sub-questions from the unit are represented on the diagram.

### Forensics Unit Sample



Presented below are some additional examples of Key Questions that relate to Essential Questions in other pathway themes.

### Topic: Health Insurance

#### Unit Title: Risky Business

#### Essential Question



*How can we balance personal freedoms and society's need to provide accessible, affordable healthcare?*

These Key Questions are discipline specific:

- How do we pay for health insurance? (Health Science)
- Why is healthcare so expensive and where does the money go? (Health Science and Economics)
- What roles do governments play in promoting national health? (U.S. History, World History, and Government)
- How do mortality and illness rates vary in different parts of the world? (Health Science and World Languages)

- How does genetics account for individual differences in various personal characteristics and health outcomes? (Biology and Health Science)
- What factors are used—and how—to calculate the health insurance premiums individuals pay? (Algebra and Economics)
- What role might a fitness program play in helping individuals reduce their insurance premiums? (Physical Education)

### Topic: Environmental Protection Marketing Campaign

#### Unit Title: Making W.A.V.E.S.



#### Essential Question

*What does it take to produce a professional marketing campaign for an authentic client?*

These Key Questions are discipline specific:

- As citizens, how can we effect change in our communities? (English, Media Arts)
- Through the study of natural phenomena, how can the scientific process be applied to figuring out

how the world works? (Chemistry, Marine Science, Math)

- What are the controversial issues associated with environmental conservation regarding freshwater issues, plastics, or storm drains? (Chemistry, Marine Science, U.S. History)
- What is expected of consultants when working for a client? (Media Arts)
- How do we identify the needs of the client? (Media Arts, English)
- What information does an expert provide to support or negate the need for an environmental protection initiative? (Foundations of Law)
- How is scientific evidence collected? (Chemistry, Marine Science)
- How can we use evidence to communicate findings about the environment? (Math, English, Media Arts)
- What are the critical elements necessary for an initiative to become a law? (U.S. History)

## Topic: Workplace Injuries

### Unit Title: Safety First

#### Essential Question



*How can workplace injuries be reduced, and who should be responsible for reducing them?*

These Key Questions are discipline specific:

- What body systems are most affected in workplace injuries? (Health Science and Biology)
- Are high school students susceptible to injuries at school? Which injuries occur most often, and how can they be prevented? (Health Science and Physical Education)
- How can we demonstrate the cost effectiveness of an injury prevention program to the owner of a local business or the principal of a school? (Algebra and Economics)
- What is the history of workplace safety laws, and how do these laws differ in various countries? (U.S. History, World History, and World Languages)
- How can we communicate to diverse audiences the dangers, available treatments, and ways to prevent specific workplace injuries that are prevalent in a particular industry or occupation? (English Language Arts)

#### After Identifying the Essential Question and Key Questions

Now that your team has identified an Essential Question and appropriate Key Questions for each participating subject area, revisit the performance measures that you identified in Step 2. Evaluate whether students will be able to achieve and demonstrate these outcomes by investigating the Essential and Key Questions. If not, revise the questions accordingly.

After identifying the Essential Question and the subject-specific Key Questions, your team may want to brainstorm activities that link two or more academic subjects to create cross-curricular lessons (e.g., students in Chemistry and Geometry learn that one way to describe molecular bonding involves the angles of molecular formations).

# Allocate Responsibilities

## STEP 6

Since integrated curriculum units are designed to show students how subjects are interconnected—i.e., how one subject builds upon and supports another—it is essential that teachers work collaboratively so that each may refer to related work in classes that address other subject areas. Selecting a Team Leader for each integrated curriculum unit helps to ensure that important coordination tasks are performed. Identifying the roles and responsibilities of every team member from the start helps to ensure that there will be harmony within the team and that the curriculum unit will be a success.

### The Team Leader

The team leader has the following roles and responsibilities:

- Monitors the team's progress in developing and implementing the integrated unit.
- Leads the Culminating Event for the curriculum unit.
- Serves as the liaison among faculty members as questions arise or issues need to be discussed.
- Communicates deadlines and instructions for producing the curriculum materials.
- Works with the Integrated Curriculum Coordinator to deliver instruction, establish deadlines based on curriculum mapping, and communicate this information to the rest of the faculty.

- Works with the Work-Based Learning Coordinator or another designated individual to contact industry partners to brainstorm about the unit, provide feedback on curriculum development, advise students on project drafts, “teach the teachers,” become a guest speaker or co-teacher, or serve on the assessment panel for the Culminating Event.
- Schedules integrated unit meetings and evaluates the progress of the unit.
- Prepares the forms and rubrics for evaluating student work.

### All Team Members

All team members have the following roles and responsibilities:

- Attend meetings set by the Team Leader in collaboration with the Integrated Curriculum Coordinator.
- Complete their assigned work in a timely manner.
- Complete the curriculum- and performance-mapping components related to their subject to ensure that instruction in all courses is aligned to pacing guides, benchmark tests, and project requirements.
- Complete the necessary templates and lesson plans for submission.

# Review and Revise the Instructional Sequence

## STEP 7

Now that the team has decided on the content that will be covered in the integrated unit, it may be necessary to consider reorganizing course outlines (where possible), in relation to pacing guides and testing schedules. The goal is to create a logical sequence for the learning and activities of the integrated unit across the participating courses, while still maintaining an appropriate instructional sequence within each individual course. To do so, consider following these guidelines:

- Review the curriculum map constructed in Step 2. For this purpose, you can return to using the more abbreviated topic-level curriculum map.
- Highlight the topics covered in the integrated unit for each subject area. Table 6 below shows topics that might be covered in an integrated curriculum unit on risky behaviors and health insurance.
- Discuss whether any topics must occur early or late in the unit (e.g., some lessons will only make sense if they precede or follow other lessons).

**Table 6. Highlighted topics covered for each subject from original Scope and Sequence**

| Subject Area          | SEPT                 | OCT                                   | NOV                      | DEC                                      | JAN                  | FEB                                 | MAR                               | APR                           | MAY | JUN |
|-----------------------|----------------------|---------------------------------------|--------------------------|------------------------------------------|----------------------|-------------------------------------|-----------------------------------|-------------------------------|-----|-----|
| Health Science I      | Integumentary System | Skeletal/Muscular System              | Cardiovascular System    | Respiratory System                       | Nervous System       | Endocrine/Reproductive System       | Immune System                     | Public Health/Insurance       |     |     |
| Biology               | Introduction         | Biochemistry                          | Cell Biology             | Photosynthesis and Cellular Respiration  | Genetics             | Evolution                           | Ecology                           | Diversity                     |     |     |
| Algebra I             | Real Numbers         | Solving and Graphing Linear Equations | Writing Linear Equations | Solving and Graphing Linear Inequalities | Systems of Equations | Exponents and Exponential Functions | Quadratic Equations and Functions | Polynomials and Factoring     |     |     |
| English Language Arts | Grammar              | Technical Writing                     | Research Project         | Literature Themes in Short Stories       | Persuasive Essay     | Literature Themes in Novels         | Analytical Essay                  | Oral Presentations            |     |     |
| Spanish               | Family and Friends   | School                                | Food and Fun             | The House                                | Shopping             | Traveling                           | Experiences                       | Communication                 |     |     |
| Physical Education    | Fitness Fundamentals | Safety Features                       | Diet                     | Cardiovascular Fitness                   | Flexibility Training | Strength Training                   | Team Sports                       | Designing an Exercise Program |     |     |

**Table 7. Reordered topics for Health Science, English Language Arts, and Physical Education**

| Subject Area          | SEPT                 | OCT                                   | NOV                         | DEC                                      | JAN                     | FEB                                 | MAR                               | APR                       | MAY | JUN |
|-----------------------|----------------------|---------------------------------------|-----------------------------|------------------------------------------|-------------------------|-------------------------------------|-----------------------------------|---------------------------|-----|-----|
| Health Science I      | Integumentary System | Skeletal/Muscular System              | Cardiovascular System       | Respiratory System                       | Public Health/Insurance | Nervous System                      | Endocrine/Reproductive System     | Immune System             |     |     |
| Biology               | Introduction         | Biochemistry                          | Cell Biology                | Photosynthesis and Cellular Respiration  | Genetics                | Evolution                           | Ecology                           | Diversity                 |     |     |
| Algebra I             | Real Numbers         | Solving and Graphing Linear Equations | Writing Linear Equations    | Solving and Graphing Linear Inequalities | Systems of Equations    | Exponents and Exponential Functions | Quadratic Equations and Functions | Polynomials and Factoring |     |     |
| English Language Arts | Grammar              | Literature Themes in Short Stories    | Literature Themes in Novels | Persuasive Essay                         | Research Project        | Technical Writing                   | Analytical Essay                  | Oral Presentations        |     |     |
| Spanish               | Family and Friends   | School                                | Food and Fun                | The House                                | Shopping                | Traveling                           | Experiences                       | Communication             |     |     |
| Physical Education    | Fitness Fundamentals | Safety Features                       | Diet                        | Cardiovascular Fitness                   | Flexibility Training    | Strength Training                   | Designing an Exercise Program     | Team Sports               |     |     |

- As a team, decide where the various curricular sequences can be reordered to support the flow of instruction without disrupting the logical sequence of the subject matter. In table 7, topics in Health Science, English Language Arts, and Physical Education have been reordered to support the timeline of the integrated unit.
- Topics in Mathematics classes are typically the most difficult to reorder, so it may be best to begin by discussing their topics. However, remember that topics can be reviewed later in the year after the original instruction. In this example, the Algebra teacher can teach linear equations early in the year and review the topic later when students use these skills to address a problem related to health insurance.
- Projects can be designed for a week, a month, a quarter, or for an entire semester. If your district requires pacing guides, you may select longer projects because they allow for more flexibility.

# Set the Learning Scenario

## STEP 8

The learning scenario is the “hook” that will engage students in the problem. Through the scenario, the students can see a real-life application of the academic and technical knowledge and skills they will be mastering and applying to answer the Essential Question.

### Learning Scenario Examples

#### Essential Question



*How can we balance personal freedoms and society's need to provide accessible, affordable healthcare?*

#### Learning Scenario—

##### **Risky Behaviors and Insurance**

The Ski Club's annual trip to Lake Tahoe is just around the corner. In a triumph of planning and lucky timing, the club managed to schedule the trip on the very same weekend that Squaw Valley was offering a packaged workshop on extreme aerials by a member of the U.S. Olympic Ski Team. The members of the club were ecstatic. Enthusiasm had reached a fever pitch when, two days before the trip, the principal announced that participating in the aerials workshop was forbidden. Despite student protests, Mr. Perry explained that the district office had informed him that the school's field trip liability insurance could not cover such a high-risk activity. If anything happened, the district's insurance premiums would rise. The district's budget was already

stretched to the limit, and they could not afford additional insurance. Though it might be possible to pass the insurance costs on to individual students, the trip was already very expensive and not everyone could afford it. The club had been fund raising for weeks to cover all the costs, and it seemed unrealistic to come up with more money at this late date. The club president thinks the district is exaggerating the risk. A district official has agreed to meet with representatives of the club to discuss the situation. What should be done? What arguments can the club present that will convince a skittish district? What is the relationship between risky behaviors and the cost of liability insurance?

#### Essential Question



*How can guilt or innocence be determined?*

#### Learning Scenario—

##### **Forensic Investigation**

Mr. Diaz, a popular former teacher, has been found murdered in the school auditorium! Questions are swirling around the school? What was Mr. Diaz doing there? How could this have happened on campus? Who would have wanted to harm him? Who is responsible for this terrible crime, and how can the perpetrator be brought to justice?

### Essential Question



*How can work-related injuries be reduced, and who should be responsible for efforts to reduce them?*

### Learning Scenario—

#### **Workplace Injuries: Who Is at Fault?**

A construction worker falls off scaffolding while building a new high school and breaks his arm. How could this have been prevented, and who is responsible for this unfortunate event?

### Essential Question



*How can students develop professional work for an authentic client?*

### Learning Scenario—

#### **Environmental Initiative Marketing Campaign**

The local chapter of the Surfrider Foundation has approached the school's arts pathway program and requested that a student-produced multimedia ad campaign be developed that would include the materials necessary to promote their organization and their latest environmental awareness initiative. A typical multimedia package includes video production, web design, and graphic design (poster, pamphlet, flyer, bumper sticker, etc.). Only professional quality work will be accepted and used by the Surfrider Foundation.

### Essential Question



*What roles should various government and other agencies play in regulating performance-enhancing drugs? Should amateur and/or professional athletes be banned from using these drugs?*

### Learning Scenario—

#### **Lessons From a Zero-Tolerance Drug Policy**

Our high school has a zero-tolerance policy against the use of non-prescribed steroids and other performance-enhancing drugs. One student club on campus wants to invite a well-known professional athlete to the school as a motivational speaker, but the administration does not support this invitation because the athlete has allegedly used performance-enhancing drugs. How should the student group proceed? What arguments can be made for and against the invitation?

# Establish Student Assessments

## STEP 9

Integrated curriculum units offer teachers many opportunities to move beyond traditional paper-and-pencil tests. Teacher teams can design engaging and challenging performance-based formative and summative student assessments that are well matched to authentic teaching strategies. To create these assessments, it is valuable to work backwards. Begin thinking about the summative Culminating Event and then design the formative student work products that demonstrate students' learning and help them prepare for it.

### Summative Evaluation: The Culminating Event

The Culminating Event is the place where students summarize and present their conclusions about the Essential Question, synthesizing their learning and research across all of the disciplines in the unit. At the Culminating Event, teachers, community representatives, and industry partners can also assess and evaluate student learning in relation to many of the discipline-specific content standards that were the basis for the Key Questions. This summative evaluation is an ideal opportunity for students to display their higher-order thinking skills, problem-solving abilities, effective teamwork, written and oral communication skills, and ability to integrate and apply knowledge gained across several academic and technical disciplines. Often, students reach higher levels and work harder when they know that their work will be seen and evaluated by community members and industry professionals, along with their teachers.

Whenever possible, teachers are encouraged to incorporate technology into their Culminating Events and use it to support project-based learning in the classroom. Our goal is to encourage schools to “power up” and tap into the digital literacy and engagement of today's high school students.

The following are some considerations that have helped teachers design effective and memorable Culminating Events:

- Encourage students to link their presentations to a real-world setting, ideally in the workplace; the setting will further reinforce career development goals identified for the curriculum unit.
- Involve the community and industry partners; participation at the Culminating Event will reinforce community and industry support for innovative high school improvement strategies and education that incorporates career themes.
- Allow students to present in groups or individually, depending on their strengths and learning styles; use these alternatives as a way for students at all achievement levels to participate.
- Ask students to reflect on what they have learned and share their observations; explicitly tie results of these meta-cognitive activities back to the academic and technical content standards that were used to design the curriculum unit.

Many different formats are appropriate for the Culminating Event in a multidisciplinary integrated curriculum unit. The first time students engage in one of these comprehensive Culminating Events, teachers usually assign this major activity to the class. Subsequently, students who have participated in a Culminating Event can choose among several event formats or even design their own, thereby becoming more engaged in the learning process.

The following are several possible formats for a Culminating Event:

- Create and deliver a PowerPoint presentation.
- Hold a Science Fair with students presenting tri-folds and visual displays.

- Invite parents to view presentations (PowerPoint or trifold) at a Back-to-School night.
- Demonstrate a lesson or activity to industry partners, a community group, or a municipal agency.
- Develop a practical manual addressing the topic of the unit and proposing a resolution or plan of action.
- Create a website focused on answering the Essential Question.
- Hold a debate on the Essential Question.
- Develop policies and procedures that address the topic of the unit.
- Propose legislation addressing the topic, write letters to the editor, and attend local legislative events.
- Bring students to a middle or elementary school where they can teach a lesson on the unit topic.

These kinds of Culminating Events require considerable preparation and practice on the part of students and preparation and collaboration on the part of teachers. Consequently, it is essential for teachers to establish and communicate expectations and deadlines well in advance for key classroom activities leading up to the Culminating Event. This will allow students sufficient time to synthesize their research, prepare materials, and get ready for the presentation. Well-crafted rubrics are key to communicating performance expectations to both students and industry partners that serve as evaluators of student work. Rubrics should incorporate both the standard and detailed criteria describing different levels of competence.

### **Formative Evaluation: Student Work Products for Feedback and Assessment**

Integrated curriculum units also lend themselves to a variety of performance-based and standard formative assessments. Teachers can use these assessments to give students ongoing performance feedback and also to avoid having too much of a semester's final grade rest on a single Culminating Event. This is

particularly important as many of the Culminating Event formats rely on group activities and presentations and may include limited opportunities to assess and provide feedback to individual students.

The following are several examples of work products that help groups of students prepare for the Culminating Event and offer opportunities for individuals and groups to receive formative feedback:

- A written project outline, work plan, and schedule or a classroom presentation on the team's project objectives and work plan.
- A selection of readings (with an annotated bibliography) that individuals or teams recommend for outside reviewers who will later evaluate the Culminating Event.
- A scoring rubric for outside evaluators to use in grading the team's Culminating Event.
- A research paper on one of the Key Questions addressed in a specific discipline.
- A set of drawings, designs, graphic representations, or portfolio of photographs that are related to the Essential Question or one of the Key Questions.

See Appendix 2 for a sample rubric that combines elements of formative and summative assessment in an integrated Forensics unit.

Another useful tool for monitoring student learning is the Student Progress Map. (See template and sample in Appendixes 3 and 4.) Progress maps are used to help students understand what skills and content they will be expected to demonstrate in each of the classes associated with the integrated unit. Progress Maps are handed out and the Skills and Content section is reviewed on the first day of the integrated unit. Students mark their current level in each skill/content and answer Reflection 1 in journals or as a warm-up. In the middle of the unit, students review the Skills and Content section, and reevaluate their progress by marking the Skills and Content section with a different colored pencil, and answer Reflection 2. At the end of the unit, students review the Progress Map a final time, and answer Reflection 3.

- Progress Maps are useful for the reflection and revision of work by students, teachers, and outside professionals.
- Teachers should keep samples of each Culminating Task for the following year.
- Progress maps and samples can be used during team collaboration for evidence of successes and opportunities for revision, and to see what standards may need to be revisited.
- Keeping a portfolio of Progress Maps in classrooms and with administration can provide valuable evidence of classroom instruction, curriculum integration, and standards mastery during site visits, and various certification and accreditation protocols.
- If ESLRS (Expected Schoolwide Learning Results) are used, evidence of their integration is provided at the bottom of the Unit Maps.

### Samples of Integrated Units Showing Formative and Summative Assessments (Student Work Products and Culminating Events)

Below are some examples of various assessments within integrated units.

#### Topic: Health Insurance

##### Unit Title: Risky Business

##### Essential Question



*How can we balance personal freedom and society's need to provide accessible, affordable healthcare?*

##### Learning Scenario— School ski trip

Discipline-Related Formative Assessment Assignments:

- Art and English—Create business cards and brochures for an insurance company.
- English—Read excerpts from *Shattered Air* by Robert Madgic (about a tragedy at Yosemite National Park's Half Dome) and debate risky behaviors.
- Algebra—Calculate entries for actuarial tables and mortality rates for leading causes of death.

- History and English—Explore the history of medical insurance and write an expository essay on the issue of universal healthcare insurance.
- Geography and English—Research and write about the geographical distribution of genetically linked diseases.
- Science—Chart biological pedigrees.
- Information Technology—Use appropriate computer software to prepare written reports, brochures, statistical tables, and presentations.
- World Languages and English—Research foreign insurance and medical information and write up the results in both English and another language.
- Health Science and English—Research medical insurance and risky behaviors and write up the results of your research.
- Physical Education—Create a Wellness Program/Prevention Plan for an insurance company.

**Culminating Event:** Small groups of students form their own insurance company. They prepare Science Fair trifold presentations where they present their insurance companies' programs and policies, including their decisions about insuring individuals who engage in risky behaviors. Community healthcare professionals use a rubric designed with student input to grade the student presentations.

#### Topic: The Environment and Health

##### Unit Title: Save the Planet; Save Yourself

##### Essential Question



*How can we preserve the environment and enhance the quality of life for future generations?*

##### Learning Scenario: Profile of a physician who finds a cure for an environmental illness.

Discipline-Specific Formative Assessment Assignments:

- Art—Paint a mural about an environmental issue.
- English and Art—Create a brochure that teaches members of the community about “eco-friendly” habits and their health benefits.

- Mathematics (statistics)—Survey students about their attitudes toward environmental issues; compile results and interpret the data.
- History—Evaluate and write about the environmental quality of life across historical periods.
- Geography—Research and present findings to the class about environmental standards in developing countries.
- Science and English—Research and write about air and water pollution and acid rain and their effects.
- Information Technology—Build a website on environmental issues.
- World Language—Research environmental issues in Spanish-speaking countries.
- Health Science—Research technological advances in the medical field and their impact on the environment.
- Physical Education and Biology—Study pollution in the air and how it affects the respiratory and cardiovascular systems during exercise.

**Culminating Event:** Create a website that focuses on environmental and health issues.

## Topic: Catapults

### Unit Title: Bombs Away

#### Essential Question



*How have ballistics and ballistic weapons influenced the course of history?*

**Learning Scenario: Planning an aerial supply drop to a devastated region.**

Discipline-Related Formative Assessment Assignments:

- Principles of Engineering—Design and build a ballistic ping-pong device based on a design brief. Mount their devices on “battleships” and then compete against each in pairs and teams.
- Algebra or Geometry—Apply the formulas for projectile motion to determine angle, distance, or initial force at launch in order to hit a target with

given parameters. Use basic trigonometry to determine the range of ballistic missiles, accounting for the curvature of the Earth.

- World History/U.S. History—Evaluate the controversial decision to bomb the city of Dresden in Germany in 1945, analyzing the reasoning behind the bombing and its aftermath. Assume the role of a key figure during the Cuban Missile Crisis and analyze the various strategies and likely consequences under consideration during the event.
- Language Arts—Write a biography a major historical figure. Debate a series of resolutions regarding the use of bombing near civilian populations in conflicts including and since World War II.

**Culminating Event:** Design an adjustable ballistic device and compete against other teams in a battleship scenario.

## Topic: Creating Sustainable Housing

### Unit Title: Green Design

#### Essential Question



*How can we expand housing while understanding that there might be a lack of oil resources in the future?*

**Learning Scenario: Commercial client wants to build a new, “green” headquarters.**

Discipline-Related Formative Assessment Assignments:

- Civil Engineering and Architecture—Research construction materials, including how the most common materials are produced and harvested, their renewable and/or recycled alternatives, and their various costs and benefits. Design an energy-efficient commercial building.
- Science—Research the common ways that energy is produced and harnessed in the United States and around the world. Compare the advantages and disadvantages of using available renewable versus nonrenewable resources, including water conservation. Determine the thermodynamic principles that govern heat flow and transfer.

- English Language Arts—Research the space needs of the school (or community) by designing and conducting survey interviews with key stakeholders within the school and summarize their findings in a written report.
- Social Studies—Research the growth of U.S. and world energy production and consumption during the past 50 years, compare and contrast the causes and effects of the oil crises of 1973 and 1979 to the events of today, and anticipate the impact that the rising economies of Asia, South America, and Africa will have on the energy market.
- Mathematics—Learn how lightshelves and sloped ceilings can be used to reduce light differentials in interior spaces while reducing glare and solar heat gain. Students calculate optimal lengths and angles for exterior shading, optical lightshelves, and ceilings given the location of their site.

**Culminating Event:** Present the design of “green” commercial building to the “client” and industry experts.

## Topic: Cultural Differences in Healthcare

### Unit Title: Second Opinion

#### Essential Question



*How can we ensure the safety and effectiveness of complementary and alternative medical practices?*

**Learning Scenario: Excerpt from *The Spirit Catches You and You Fall Down* (a book by Anne Fadiman contrasting Hmong and Western medicine’s interpretations and responses to epilepsy)**

Discipline-Related Formative Assessment Assignments:

- Art, English, and Health Science—Design the lesson plan format and content for a lesson on cultural competency.
- English—Read an excerpt from *The Spirit Catches You and You Fall Down*; complete an expository writing assignment.
- Mathematics and Chemistry—Measure the bond angles of molecular compounds created in chemistry class.
- History—Write the script for an “elevator pitch” to a physician about why he or she should be culturally sensitive to patients from different countries.
- Geography and English—Research and write an expository essay about alternative healing practices, including their distribution and how they are spread around the world.
- Chemistry—Create a model of the molecular structures of medicines and research the differences in drugs.
- Computers—Provide web-based research support for all classes included in the curriculum unit.
- World Language—Research and write about healing practices in Spanish-speaking countries.
- Health Science and English—Study and write an essay about cultural difference in healing practices.
- Physical Education and English—Research and write about cultural differences in levels of and attitudes toward physical activity.

**Culminating Event:** Students present a culturally competent lesson plan to representatives from various state agencies and professional organizations. These individuals use a scoring rubric designed with student input to assess the lesson plan.

# Write Lesson Plans

## STEP 10

Finally, it is time to start writing lesson plans. Each lesson plan should address one or more of the Key Questions relevant to your subject area. Lesson plans should include a complete set of instructions and materials for conducting a lesson: a time estimate, materials list, description of lesson activities, ideas for differentiated instruction, and so on, as shown in the example below. The lesson plan should also include any relevant student worksheets or other

teacher resources. When possible, incorporate technology and create your lesson plan so that it addresses students' individual learning styles, learning abilities, and language abilities.

*It is important to remember that lessons from each discipline should result in knowledge and products (student assessment artifacts) that contribute to mastering state content standards and answering the Essential Question as well as contribute to the Culminating Event.*

| Lesson Title Goes Here                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Subject</b><br><br><b>Time</b><br># minutes<br><br><b>Materials</b><br>Equipment<br><ul style="list-style-type: none"> <li>• First piece</li> <li>• Second piece</li> <li>• Third piece</li> </ul> <b>Resources</b> <ul style="list-style-type: none"> <li>• First piece</li> <li>• Second piece</li> </ul> <b>Prior Student Learning</b><br>Prior student knowledge necessary for this lesson should be described here. | <b>Essential Question for This Unit</b><br><i>What is the essential question (it should go here)?</i><br><br><b>Objectives</b><br>Students should be able to <ul style="list-style-type: none"> <li>• First objective here</li> <li>• Second objective here</li> </ul> <b>Lesson Activities</b><br><b>Lesson Springboard</b><br>Introduction to the lesson goes here. This portion of the lesson serves as a “hook,” an engaging introduction to the upcoming content.<br><br><b>Lesson Development</b><br><b>Activity Type</b><br><i>(e.g., Direct Instruction, Lab, Class Discussion, Small Group Work)</i><br>A description of the first activity should go here. Include ideas for differentiated instruction whenever possible.<br><br><b>Activity Type</b><br><i>(e.g., Demonstration, Guest Speaker, Simulation, Role-Play)</i><br>A description of the second activity should go here.<br><br><b>Lesson Closure</b><br>A description of the lesson's wrap-up should go here. This portion of the lesson should provide students with an opportunity to reflect on what they have learned and provide teachers with a means to formally or informally assess the learning that has taken place.<br><br><b>Possible Prior Misconceptions (if applicable)</b><br>Common misconceptions that students hold regarding this lesson's content should be provided here for teacher reference. Include correct information where necessary.<br><br><b>Student Assessment Artifacts</b><br>First student artifact (e.g., report, worksheet, paper, pamphlet, lab report, model, quiz)<br>Second student artifact<br><br><b>Variations and Extensions</b><br>Describe possible extensions or variations on the lesson here, such as possible guest speakers, additional labs, or lessons. |
| <b>NATIONAL AND STATE ACADEMIC CONTENT STANDARDS</b><br><br><b>NATIONAL</b><br>Authoring Agency and Standards Title<br>List of relevant standards go here<br><br><b>STATE</b><br>Standards Title<br>List of relevant standards go here                                                                                                                                                                                      | <b>NATIONAL AND STATE CAREER TECHNICAL STANDARDS</b><br><br><b>NATIONAL</b><br>Authoring Agency and Standards Title<br>List of relevant standards go here<br><br><b>STATE</b><br>Standards Title<br>List of relevant standards go here                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## Competencies and Skills for Today's Workplace

Because the world of work is changing, the U.S. Departments of Labor and Education formed the Secretary's Commission on Achieving Necessary Skills (SCANS) to study the kinds of competencies and foundation skills that workers must possess to succeed in today's workplace. Integrated curriculum incorporates these competencies and skills and changes learning from being passive (where the teacher lectures as a "sage on the stage") to active.

According to the SCANS report (1991, June), employers seek workers who have these five competencies:

1. Resources: Identifies, organizes, plans, and allocates resources;
2. Interpersonal: Works with others;
3. Information: Acquires and uses information;
4. Systems: Understands complex relationships; and
5. Technology: Works with a variety of technologies.

The three-part foundation skills are as follows:

1. Basic skills: Reads, writes, performs arithmetic and mathematical operations, listens, and speaks;
2. Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons; and
3. Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, integrity, and honesty.

## Today's Technology in the Classroom: Digital Natives and Digital Immigrants—Why Are My Students' Attention Spans so Short?

Some teachers wonder why their students are bored in class, but are happy to text message or spend hours on their iPhones® and laptops. Mark Pinsky has commented on this generational divide. According to Pinsky (2001, October), those born after 1980 are "digital natives" and those born before 1980 are "digital immigrants." He states that "our students have changed radically. Today's students are no longer the people our educational system was designed to teach." He also believes that today's students "have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age." He states that college students have spent twice as much time playing video games (10,000 hours) as they have spent reading (5,000 hours).

Using the author's model, most teachers are "digital immigrants": they grew up with lectures, logic, and step-by-step serious instruction, so they tend to teach using that method. Pinsky says that "digital natives" use a different language: they receive information very quickly. "They like to parallel process and multi-task. They prefer their graphics before their text rather than the opposite. They prefer random access (like hypertext). They function best when networked. They thrive on instant gratification and frequent rewards." He notes that some students think that they have to "power down" when entering the classroom and that school has no relevance to the outside world. Pinsky believes that the more we can incorporate technology into our curriculum, the more our students will speak our language and remain engaged.

## A Note on Differentiated Instruction and Integrated Curricula

Students bring a variety of learning styles and needs to our classrooms. We can acknowledge and accommodate these differences and maximize each student's growth and success by differentiating instruction. According to an English teacher who writes and lectures on making students better thinkers by using language, differentiated instruction "refers to a variety of classroom practices that accommodate differences in students' learning styles, interests, prior knowledge, socialization needs, and comfort zones. On the secondary level, it involves a balance between the content and competencies expected on the mandated assessments and various pedagogical options to maximize durable learning" (Benjamin 2002).

A multidisciplinary, integrated, and career-themed curriculum combined with differentiated instruction is one effective pedagogical approach that creates learning with deep understanding and enhances all students' academic achievement. The integrated curriculum model described in this manual offers abundant opportunities for teachers to motivate students at varying academic performance levels, meet the needs of English language learners, and teach effectively in classrooms with students who have multiple abilities.

Differentiated instruction within an integrated curriculum aims to meet every student's needs and increase their chances of durable learning by

- supporting a student-centered learning approach;
- offering diverse ways to explore core concepts;
- providing multiple opportunities to apply core concepts in varying situations;
- allowing variation in projects so that students' multiple intelligences and learning styles are challenged;

- helping students examine how they learn and connecting that knowledge to what they learn; and
- nurturing students' interests in mastering rigorous academic content and exploring challenging careers by demonstrating that they can achieve academic success.

## Forms of Differentiated Instruction

There are several forms of differentiated instruction that teachers can use within a multidisciplinary integrated curriculum. According to Tomlinson (2001), Oaksford and Jones (2001), and Hall (2002), teachers can differentiate instruction in terms of content, process, or products.

- Content differentiation offers variety in the ways that students can access information. Teachers have long used one traditional form of content differentiation: students select among topics for a homework assignment. Teachers can also give students options about the ways they access information, such as viewing a video, doing individual research, or working within a team to complete a research assignment. Finally, teachers often provide direct instruction while also using other methods for delivering content.
- Process differentiation gives students alternative ways to make sense of ideas. For example, students can select which classroom team they will join based on the approaches that various teams will be using to conduct their research. One team may use library and Internet research; a second may conduct interviews with working professionals; and a third may make systematic observations during a field trip or site visit. Students reflect on their preferred learning style and choose a team based on what works best for them. Teachers can also form teams that encourage students to explore other learning styles or ways of delivering products.

- Product differentiation provides students with multiple ways to express what they know. Teachers frequently use this form of differentiation by using several assessment modes, such as written reports, short-answer tests, and class presentations by individuals or groups. Teachers can also offer students choices about how to present the results of their research: they can construct statistical tables, create graphical models, write up narrative case studies, or present a dramatization.
- Students may select among various modes of data collection to address Key Questions in a particular class: library and Internet research, surveys, interviews, field observations, or laboratory work.
- Students may choose the mode of assessment that will be used to evaluate their Culminating Event. Among students who have been working as a team, some may choose to complete a research paper; others may produce a video; and still others may create a PowerPoint presentation. Together, all of the products will make up the Culminating Event for the team—and contribute to a team grade—but individual students also will be assessed in different ways on their particular pieces of the project.

### **How Does Differentiation Apply Directly to Integrated Curriculum Units?**

Below are some examples of how teachers can differentiate instruction in an integrated unit and also engage students in learning by offering them choices:

- Individual students or groups of students may select a research topic related to the unit's Essential Question.

# Evaluate the Unit

## STEP 11

After all the pieces are in place, it is time to step back and evaluate the entire integrated unit. It is helpful to consider the following questions.

### Engagement

- Is there a definable student voice in this project?
- What impact will this project have beyond the classroom? For the student? For the community?
- Are the connections to the real world relevant to the students?
- Are there multiple connections that will work for students with different interests and backgrounds, and at different academic achievement levels?

### Essential Question and Key Questions

- Is the Essential Question important to students?
- Do the students understand the Essential Question?
- Will researching and answering the set of Key Questions allow students to answer the Essential Question?
- Are the Key Questions subject specific? Do they address subject-specific content standards?
- Do these questions have value beyond the student and also address broader community issues?
- Do the Essential Question and the Key Questions drive investigation?
- Is the Essential Question applicable across disciplines?
- Is the language of the Essential Question broad enough for students to make connections across several disciplines?

### Standards

- Are the Essential Question and the project aligned with both academic and technical standards?
- Are all lesson plans aligned to content and technical standards?
- Do the students understand, and can they articulate, how the standards are aligned with and influence the project?
- Does the unit include multiple assessment opportunities that are aligned to standards?

### Lessons and Activities Around Processes and Content

- Do all lessons contribute to addressing the Essential Question?
- Do the class activities allow students to answer the Key Questions?
- Does each subject contribute a final product to the Culminating Event?
- Do the lessons and activities provide students with the necessary skills and information to produce the Culminating Event?
- Does the Culminating Event challenge students with content that is complex, ambiguous, provocative, and personally challenging?
- How is each lesson/activity of value to the project and in developing deeper understanding of the Essential Question and Key Questions?
- Do the lesson plans include strategies for differentiated instruction?
- Do the lessons, activities, and assessments include opportunities for students to reflect on what they have learned?

### **Community Stakeholders (e.g., industry professionals)**

- Do community stakeholders have a genuine interest in the product/performance/topic?
- Are the community stakeholders properly informed on the project and assessment methods?
- Do the community stakeholders represent the cultural make-up of the students?

The template provided in Appendix 5 is a convenient format for teacher teams to summarize their thoughts when evaluating the quality of the integrated unit.

# Integrated Unit Logistics

Addressing a variety of logistical issues at the start of the curriculum design work and throughout the year will help make the process go smoothly. One of the most important logistical tasks is to identify the individuals who will be responsible for each activity. The **Curriculum Integration Action Plan** template found in Appendix 6 can be used to record these responsibilities.

## Logistics That Apply Throughout Work on the Integrated Unit

- Establish and record important dates, deadlines, and timelines.
  - Set date for the kick-off of the curriculum unit—in which class?
  - Create timelines for curriculum-related lessons in each class.
  - Set date for meetings of the integrated curriculum team.
  - Set dates for periodic check-ins to assess progress and make adjustments.
  - Set due dates for discipline-specific assessment artifacts.
- **Final products in discipline-specific classes: Final products due in classes should be completed at least 2 weeks before the Culminating Event to allow time for last minute adjustments.**
  - Set date of the Culminating Event.
- Identify and prepare for in-school and off-site activities with industry and postsecondary partners.
  - Identify and schedule guest speakers.
  - Identify and schedule experts for classroom team teaching.
  - Identify and schedule lunch speakers.

- Establish locations and schedule visits to off-site facilities.
  - Invite experts to participate in assessments (formative assessments and the Culminating Event).
- Schedule computer laboratory and library use.

## Culminating Event Logistics

- Create a schedule of what the day will look like—bell schedule and agenda.
  - Identify the evaluation audience—what kind of audience will hear the presentation?
  - Create an invitation list—who is invited to attend presentations?
  - Plan for childcare—if this will be a family event, childcare needs to be provided.
  - Plan to provide refreshments—who are we serving, and what will we serve; how will this be funded?
  - Make room arrangements—where are groups presenting and how are students being dispersed?
  - Create assessment rubrics for evaluators.
  - Identify teacher responsibilities—floaters, room assignments, etc.
  - Arrange for coverage by substitute teachers.
  - Identify needed materials—tri-folds, LCD projectors, memory sticks, etc.
  - Plan the transportation—is off-site transportation needed?—pick-up/drop-off times and locations (3 weeks prior to the event).
- Don't forget to provide permissions slips for all students if going off site.*
- Arrange for additional staff if necessary—are chaperones needed?—will classes be covered by substitutes or other teachers (3 weeks prior to the event)?

# Integrated Unit Evaluations: Teacher, Student, and Industry/Postsecondary Partners

After the Culminating Event is over and all students have completed their work, teachers can meet as a team to reflect on the integrated unit, identify what went well, and determine what could be done differently the next time around.

## Some Ideas for Evaluating the Integrated Curriculum Unit

### Teachers

1. What links did you make between the subject areas?
2. What links did you make with the community?
3. What aspects of the integrated unit engaged and inspired the students?
4. How effectively did your lesson plans incorporate academic content and career and technical standards?
5. What will you do differently the next time you deliver this unit?
6. What ideas and suggestions do you have for improving the integrated unit process?
7. Most importantly, how did the integrated unit enhance student learning?

### Students

1. What skills have you developed in the course of this integrated unit?
2. What would you say is the major lesson you have learned about the theme of this integrated unit?
3. How would you apply the knowledge you learned to help your community?
4. What connections did you make with industry partners related to your integrated unit?
5. What career opportunities have you discovered?
6. What would you do differently if you designed this unit?

### Industry and Postsecondary Partners

1. In what capacity did you help the students with their integrated unit projects?
2. How does the theme of the integrated unit relate to your field of work?
3. How in depth was the research the students presented?
4. What components would you add or remove from the Culminating Event?
5. What suggestions do you have for improving the integrated unit?

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# Appendices

## Integrated Curriculum Unit Template

**TOPIC:**

### STUDENT PERFORMANCES

**SUBJECT:**

**SUBJECT:**

**SUBJECT:**

**SUBJECT:**

**SUBJECT:**

**ESSENTIAL QUESTION:**

**PROJECT DESCRIPTION:**

## PERSONALIZATION OPTIONS

|  |
|--|
|  |
|--|

## PROJECT ACTIVITIES AND TIME LINES

| Activity              | Staff responsible | Timeline | Product/result |
|-----------------------|-------------------|----------|----------------|
|                       |                   |          |                |
|                       |                   |          |                |
|                       |                   |          |                |
|                       |                   |          |                |
|                       |                   |          |                |
|                       |                   |          |                |
|                       |                   |          |                |
| Culminating Activity: |                   |          |                |

## ***Topic: Forensic Investigation***

DEER VALLEY LAW HIGH SCHOOL  
DEER VALLEY LAW ACADEMY  
ANTIOCH, CA

### **STUDENT PERFORMANCES**

#### **Foundations of Law:**

1. Understand specialized investigative techniques, devices and equipment to enhance investigation regarding compliance with laws and regulations.
2. Conduct interviews and interrogations with individuals using proper procedures to ensure the protection of individual rights and information gathering.
3. Apply active listening skills to obtain and clarify information.
4. Analyze and interpret nonverbal communication cues to discern facts from fabrication.

#### **Biology:**

1. Explain how the coordinated structures and functions of organ systems allow the internal environment of the human body to remain relatively stable (homeostatic) despite changes in the outside environment.
2. Compare the general structures and functions of DNA, RNA and protein. Know how basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, ligation and transformation) is used.
3. Conduct blood typing on a blood sample through antigen testing.
4. Identify the differences between blood types.

#### **Language Arts:**

1. Analyze interactions between main and subordinate characters in a literary text and explain the way those interactions affect the plot.
2. Analyze and trace an author's development of time and sequence, including complex literary devices (e.g., foreshadowing, flashbacks).
3. Apply appropriate interviewing techniques: prepare and ask relevant questions; make notes of responses; compile and report responses; evaluate the interview's effectiveness.

#### **Algebra I:**

1. Solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.
2. Graph a linear equation and compute the x- and y- intercepts.
3. Verify that a point lies on a line, given an equation of the line.
4. Derive linear equations by using the point-slope formula.

#### **Geometry:**

1. Construct and judge the validity of a logical argument and give counterexamples to disprove a statement.
2. Prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles.

#### **World History:**

1. Describe events and explain the issues associated with war crimes and crimes against humanity, and identify the role forensic science plays in bringing war criminals to justice.

**ESSENTIAL QUESTION:** How can innocence or guilt be determined?

#### **PROJECT DESCRIPTION:**

Students will take on the role of crime scene investigators to solve a murder that has occurred at the school. They will integrate math, science and language arts into the study of forensic science and associated careers such as law enforcement officers and district attorneys. Students will secure the crime scene, conduct a law enforcement investigation, conduct interviews, interrogate witnesses and suspects, write up a narrative police report with witness statements, including scientific lab report attachments, and present their findings. The culminating assessment will be a presentation to the District Attorney of the written report, and an oral report with a multimedia PowerPoint of the evidence. The goal is to persuade the DA of the suspect's guilt and the charges to be brought.

## PERSONALIZATION OPTIONS FOR AN INTEGRATED FORENSICS UNIT

Project options:

1. Students can extend the multimedia components of the evidence collection to use scenes from videotaped witness interviews.
2. Students can conduct additional investigations with CSI professionals.

### PROJECT ACTIVITIES AND TIME LINES

| Activity                                                                                                                                                                      | Staff responsible                                                   | Timeline | Product/result                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|----------|---------------------------------------------------------------------------|
| Establish project activities and timeline                                                                                                                                     | Law Teacher and team                                                | 09/10    | Project plan                                                              |
| Scenario and evidence collection                                                                                                                                              | Law Teacher, Math Teacher, Biology Teacher, Law Enforcement Experts | 10/30    | Crime Scene<br>Blood typing report<br>Math scenarios report<br>DNA Report |
| Instruction on conducting interviews and interrogations with law enforcement expert                                                                                           | English Teacher, Law Enforcement Expert                             | 11/02    | Notes, handouts, students interview each other                            |
| Instruction on writing interviews                                                                                                                                             | English Teacher                                                     | 11/04    | Notes, handouts, students interview each other                            |
| Conducting interviews.                                                                                                                                                        | Law Teacher and witnesses                                           | 11/06    | Students interview witnesses and suspects                                 |
| Draft Report #1 with expert input                                                                                                                                             | Law Teacher, English Teacher                                        | 11/11    | Draft narrative police report                                             |
| Draft Report #2 with expert input and multimedia component                                                                                                                    | Law Teacher, English Teacher                                        | 11/20    | Draft narrative police report with attachments                            |
| <b>Culminating Activity:</b> Present persuasive written and oral report with multimedia presentation to industry mentor (District attorney) and defend during oral interview. | All teachers and industry mentor (District Attorney)                | 12/11    | Narrative written report, oral report, multimedia presentation            |

| Sample Rubric for an Integrated Forensics Unit |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Performance Task/Standard                      |                                                                                                                                                                                                                                                      | Above Standard<br>4                                                                                                                                                                                                                                                                                                                                                                                                    | Standard<br>3                                                                                                                                                                                                                                                                                                                                 | Below Standard<br>2                                                                                                                                                                                                                                                                                                                                                                 | Not Met<br>0-1                                                                                                                                                                                                                                                                                                                                                                      |
| Foundations of Law                             | Identify and demonstrate knowledge of assigned role and rules of evidence for presentation to district attorney. ( <i>Public Service – Law B9.2</i> )                                                                                                | Student completes all requirements of assigned role on time and with accuracy, is able to handle unforeseen obstacles deftly, and maintains and fulfills role throughout the process. Student demonstrates complete knowledge of all rules of evidence.                                                                                                                                                                | Student demonstrates knowledge of role and completes all tasks associated with that role. Student demonstrates adequate knowledge of rules of evidence.                                                                                                                                                                                       | Student demonstrates some knowledge of role but cannot work independently. Student understands enough of the rules of evidence to complete role.                                                                                                                                                                                                                                    | Student plays role but does not understand how role fits into the development of the case and lacks understanding of rules of evidence OR student does not play any role in the presentment.                                                                                                                                                                                        |
|                                                | Identify and apply major procedures used in conducting a crime scene investigation, including creating a crime scene sketch, and searching for, preserving and processing evidence. Take accurate fingerprints. ( <i>Public Service – Law B4.1</i> ) | Student investigates every photo, marker, evidence and uses measurement tools properly. Student compiles complete and accurate information and drawings on the crime scene sketch. Takes accurate fingerprints.                                                                                                                                                                                                        | Student selects and investigates most evidence and properly uses measurement tools. Student records information and drawings on the crime scene sketch. Fingerprinting process is accurate.                                                                                                                                                   | Student has minor difficulty in investigating and using some evidence and measurement tools. Records and fingerprinting process are minimal and/or inaccurate.                                                                                                                                                                                                                      | Student improperly and/or inadequately investigates evidence and misuses measurement tools. Records are absent and/or inaccurate.                                                                                                                                                                                                                                                   |
|                                                | Present a multimedia PowerPoint presentation of the evidence to the district attorney. ( <i>Public Service – Law B6.2; PS 4.5</i> )                                                                                                                  | Student develops and delivers a multimedia classroom presentation persuading or dissuading the filing of criminal charges against a suspect. Presentation analyzes research information from at least three sources, done in PowerPoint format.                                                                                                                                                                        | Students develop and deliver multimedia classroom presentation. Presentation includes research information from at least two sources, done in PowerPoint format                                                                                                                                                                               | Students develop and deliver multimedia classroom presentation. Presentation includes research information from at least one source, done in PowerPoint or overhead slide format.                                                                                                                                                                                                   | Students develop and deliver multimedia classroom presentation. Presentation includes information and is presented in overhead slide format                                                                                                                                                                                                                                         |
| English Language Arts                          | Observe and record field notes in field notebook. Accurately prepare drafts and final documents of narrative police report. ( <i>Writing 1.2, 2.6</i> )                                                                                              | Student structures ideas and arguments in a sustained and logical fashion. All facts are completely and accurately conveyed in the field notes. The report is chronological, logical, use active voice, and contains all necessary information.                                                                                                                                                                        | Student writes clearly, adequately phrasing central points. All facts are completely and accurately conveyed in the field notes. The report is logical and contains all necessary information.                                                                                                                                                | Student adequately communicates the information in the field notes and report in a manner that is plagued by inconsistencies and inaccuracies.                                                                                                                                                                                                                                      | Student's writing is poorly structured, not presented in a chronological or logical fashion, or filled with inconsistencies. Some facts are inaccurate. The report is difficult to follow. Significant information is lacking.                                                                                                                                                      |
|                                                | Conduct field interviews and take notes during interviews. Write witness statements. Use open questions. Evaluate witnesses' answers for accuracy. ( <i>Listening and Speaking 2.3</i> )                                                             | Student conducts an in-person interview and asks more than ten relevant questions of the interviewee. Student's notes are legible and provide a good record of questions asked and responses. Questions are well phrased, show evidence of research, and are designed to elicit useful information. The written report evaluates the effectiveness of the interview and summarizes information succinctly and clearly. | Student conducts an in-person interview and asks five to eight relevant questions of the interviewee. Student's notes are legible but incomplete or slapdash. Questions are not always well phrased, and some do not show evidence of research or elicit useful information. The written report evaluates the effectiveness of the interview. | Student conducts an interview and asks fewer than five questions or does not conduct an interview. Student's notes are illegible or extremely limited. Questions are poorly phrased and do not show evidence of research or elicit useful information. The written report does not sufficiently describe or evaluate the interview. Or the written report is incomplete or missing. | Student conducts an interview and asks fewer than five questions or does not conduct an interview. Student's notes are illegible or extremely limited. Questions are poorly phrased and do not show evidence of research or elicit useful information. The written report does not sufficiently describe or evaluate the interview. Or the written report is incomplete or missing. |
|                                                | Deliver an oral presentation to the district attorney regarding the filing of criminal charges. ( <i>Listening and Speaking 2.5</i> )                                                                                                                | Student delivers narrative presentation that clearly communicates the significance to the audience, supports an opinion, and accurately and coherently conveys information.                                                                                                                                                                                                                                            | Student delivers narrative presentation that communicates a clear picture to the audience and supports an opinion.                                                                                                                                                                                                                            | Student narrates a sequence of events with some inconsistency. Demonstrates a basic knowledge of the subject. Provides basic descriptions, with minimal concrete details.                                                                                                                                                                                                           | Student does not clearly narrate a sequence of events. Presents inadequate or no evidence in support of the opinion. Includes no concrete details in descriptions.                                                                                                                                                                                                                  |
| Biology                                        | Complete DNA fingerprinting lab and analyze the results of an electrophoresis gel. Determine the type of a blood sample through testing, and describe blood type differences. ( <i>Biology 5.d; Cell Biology 1, Physiology 9</i> )                   | Student accurately analyzes DNA Fingerprinting lab and completes worksheet to narrow down suspect list. Student examines blood samples to accurately determine the victim's and suspect's blood types.                                                                                                                                                                                                                 | Student analyzes DNA Fingerprinting lab and accurately completes 80% of the worksheet to narrow down suspect list. Student examines blood samples to determine the victim's and suspect's blood types.                                                                                                                                        | Student analyzes DNA Fingerprinting lab and accurately completes 70% of the worksheet to narrow down suspect list. Student examines blood samples to determine at least one person's blood type.                                                                                                                                                                                    | Student improperly and/or inadequately investigates DNA fingerprints and blood samples. Records are absent and/or inaccurate.                                                                                                                                                                                                                                                       |
| Geometry                                       | Use data and calculations to determine the maximum distance from the crime scene a suspect could move to; formulate the equation of the suspect circle and graph the circle on the school map to provide evidence on suspects. ( <i>3, 17</i> )      | Student accurately measures the speed at which a person would walk the school using a timer and yardstick. Student precisely predicts the maximum suspect circumference using the distance formula. Student accurately graphs data on a school map. Using evidence, student limits or expands suspect list.                                                                                                            | Student measures the speed at which a person would walk the school. Using a timer and yardstick, student predicts the maximum suspect circumference using the distance formula. Student graphs data on a school map with 80% accuracy. Student applies data to the suspect list.                                                              | Student improperly measures the speed at which a person would walk the school using a timer and yardstick. Student predicts the maximum suspect circumference using the distance formula with 70% accuracy. Student graphs 70% of the data on a school map. Student has difficulty with suspect list.                                                                               | Student improperly and/or inadequately investigates speed and data. Records are absent and/or inaccurate.                                                                                                                                                                                                                                                                           |

## Student Progress Map

*<Place Unit Title Here>*

**Participating Classes:** *Insert subject area/courses that are included in the integrated unit here.*

**Essential Question(s):** *Write the unit's Essential Question here. You may also wish to include the Key Questions and sub-questions, if appropriate.*

**Culminating Assessment:** *Identify the culminating assessment here.*

**In order to complete the assessment, students will be able to...**

| Exceed | Meets | Approaches | Does not approach | Skill and Content                                                                                                                                                                       |
|--------|-------|------------|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        |       |            |                   | <i>Provide students with concrete, student-friendly skills and content they are expected to master over the course of the integrated unit. Include the appropriate standard number.</i> |
|        |       |            |                   |                                                                                                                                                                                         |
|        |       |            |                   |                                                                                                                                                                                         |
|        |       |            |                   |                                                                                                                                                                                         |
|        |       |            |                   |                                                                                                                                                                                         |
|        |       |            |                   |                                                                                                                                                                                         |
|        |       |            |                   |                                                                                                                                                                                         |
|        |       |            |                   |                                                                                                                                                                                         |
|        |       |            |                   |                                                                                                                                                                                         |
|        |       |            |                   |                                                                                                                                                                                         |
|        |       |            |                   |                                                                                                                                                                                         |
|        |       |            |                   |                                                                                                                                                                                         |
|        |       |            |                   |                                                                                                                                                                                         |
|        |       |            |                   |                                                                                                                                                                                         |

*Students will complete three reflections and review the skills/content at the beginning, middle and end of the unit.*

**Reflection 1:** Where do you currently fall on the EMAD rubric for each skill? (Fill that out in colored pencil for now.) Looking at the above skill-set, what are your strengths and weaknesses? What do you think will be “easiest” to learn and what will be the “hardest” and why? What practices and habits do you need to use or improve on to be successful this semester? How will you achieve success in this course? (Please list specific actions.)

**Reflection 2:** Where do you currently fall on the EMAD rubric for each skill? (Using a different color, fill in the rubric again. You may fill that out in pencil for now.) What do you see as your biggest achievement so far in the course? What skill areas do you still need to practice and/or learn? What resources could the teacher provide to help you learn these skills? What do you need to do in order to be successful from now until the end of the course?

**Reflection 3:** Have you met the standard for most skills in this unit? (Using a third color, fill in the rubric again.) If so, how did you achieve this? If not, why weren't you more successful? What is your biggest achievement? What mistakes or bad habits do you need to work on to be even more successful in the future? Describe in detail one moment when you discovered something, learned a new skill, or helped someone else do either of those things? What could you do in the future to have even more “learning-moments” like that one?

**ESLRS:**

- If Expected Schoolwide Learning Results (ESLRS) are identified for the school and are used in the unit, list the relevant ESLRS here.*

Student Name \_\_\_\_\_

## Student Progress Map Presidential Election Unit

**Participating Classes:** U.S. Government, Expository Composition, Constitutional Law

**Essential Question(s):** How does the voting public learn about policy issues?

**Key Questions:** How do we determine our political representation? How should we participate in these processes as citizens? How do we decide which candidate to pick? Where do you stand individually on the political spectrum?

### **Culminating Assessment:**

Portfolio and multimedia presentation on a presidential platform issue including 15-20 slide PowerPoint presentation; 7-10 minute oral presentation in class; artistic and visually appealing tri-fold display board; quiz on topic presentation; and a research paper with multiple perspectives, complete with note cards.

**In order to complete the assessment, students will be able to...**

| Exceed | Meets | Approaches | Does not approach | Skill and Content                                                                                                                                                                                                                                                                                                                                    |
|--------|-------|------------|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        |       |            |                   | Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (freedom of religion, speech, press, assembly, petition, privacy). <i>12.2.1, PS B9.1</i>                                                                                                                                       |
|        |       |            |                   | Evaluate issues regarding campaigns for national and state elective offices, especially focusing on how a president gets elected and major California propositions. <i>12.6, Reading 2.1, PS B1.0, PS B9.4</i>                                                                                                                                       |
|        |       |            |                   | Analyze the origin and development of political parties by watching a PowerPoint presentation, and participating in on-line quizzes to help students understand which political party most closely represents them. <i>12.6.1, PS B3.1</i>                                                                                                           |
|        |       |            |                   | Watch and analyze three presidential debates and one vice-presidential debate, carefully evaluating each candidate's positions and writing in-depth reflections on the candidates' opinions, presentational skills and how each debate differed in format (i.e., town hall format) for effectiveness. <i>12.8, Listening and Speaking 1.11, 1.12</i> |
|        |       |            |                   | Create a 15-20 slide PowerPoint presentation on your topic and present it to the class in a 7-10 minute oral presentation. Have your PowerPoint available as a teaching tool at the teach-in. <i>Writing 2.6, PS B6.2, PS B1.4</i>                                                                                                                   |
|        |       |            |                   | Create a short multiple-choice and fill-in-the blank quiz for your fellow students, and grade it. <i>Foundation 9.0</i>                                                                                                                                                                                                                              |
|        |       |            |                   | Understand different opinions on controversial topics, such as abortion and gay marriage. <i>12.3, PS B2.1</i>                                                                                                                                                                                                                                       |
|        |       |            |                   | Create a visually appealing tri-fold display containing information on your topic, major parties' opinions, your background and solutions, as well as your opinion. <i>12.7.6, Foundation 3.6, 11.0</i>                                                                                                                                              |
|        |       |            |                   | Write a well-organized research paper using quotes and facts from different sources to support your opinion. <i>Writing 1.1, 1.2, 1.3, 1.4, 1.5, 1.6</i>                                                                                                                                                                                             |
|        |       |            |                   | Revise your writing to make it sound more formal and professional. <i>Writing 1.9</i>                                                                                                                                                                                                                                                                |
|        |       |            |                   | Combine (synthesize) different authors' ideas and other facts to support your opinion. <i>Writing 1.6, Foundation 5.2</i>                                                                                                                                                                                                                            |
|        |       |            |                   | Write a thesis statement. <i>Writing 1.0</i>                                                                                                                                                                                                                                                                                                         |

| Exceed | Meets | Approaches | Does not approach | Skill and Content                                                                                                                                       |
|--------|-------|------------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
|        |       |            |                   | Use MLA Style Guidelines to reference quotes and paraphrases in a research paper. <i>Writing 1.7, 2.4.e</i>                                             |
|        |       |            |                   | Create a Works Cited page (using MLA style) that cites each reference in the research paper. <i>Writing 1.7, 2.4.3</i>                                  |
|        |       |            |                   | Develop and support an opinion based on/using reliable information. <i>Writing 1.6</i>                                                                  |
|        |       |            |                   | Use the internet and other research tools to discover reliable information related to this topic. <i>12.10, PS B4.2</i>                                 |
|        |       |            |                   | Evaluate media to decide which sources are reliable. <i>12.8, PS B2.0</i>                                                                               |
|        |       |            |                   | Evaluate media to decide what biases they contain. <i>12.8, PS B1.1</i>                                                                                 |
|        |       |            |                   | Examine the steps toward the presidential election and evaluate the accessibility of each process for the common voter. <i>12.4.1, PS B9.1, PS B9.6</i> |

**Reflection 1:** Where do you currently fall on the EMAD rubric for each skill? (*Fill that out in colored pencil for now.*) Looking at the above skill-set, what are your strengths and weaknesses? What do you think will be “easiest” to learn and what will be the “hardest” and why? What practices and habits do you need to use or improve on to be successful this semester? How will you achieve success in this course? (*Please list specific actions.*)

**Reflection 2:** Where do you currently fall on the EMAD rubric for each skill? (*Using a different color, fill in the rubric again. You may fill that out in pencil for now.*) What do you see as your biggest achievement so far in the course? What skill areas do you still need to practice and/or learn? What resources could the teacher provide to help you learn these skills? What do you need to do in order to be successful from now until the end of the course?

**Reflection 3:** Have you met the standard for most skills in this unit? (*Using a third color, fill in the rubric again.*) If so, how did you achieve this? If not, why weren’t you more successful? What is your biggest achievement? What mistakes or bad habits do you need to work on to be even more successful in the future? Describe in detail one moment where you discovered something, learned a new skill, or helped someone else do either of those things. What could you do in the future to have even more “learning-moments” like that one?

**ESLRS:** *Students will be...*

#### *Critical Thinkers*

- *who use collaboration and diplomacy to solve problems.*
- *who challenge themselves by setting rigorous goals.*
- *who make carefully analyzed and evaluated decisions.*
- *who are able to collect, analyze, and use data in their personal and professional lives.*
- *who understand and participate in the democratic process.*
- *who advocate to improve and enhance their communities.*
- *who are environmentally responsible and socially aware.*

#### *Articulate Writers, Readers, Speakers*

- *who effectively communicate their needs and ideas using multiple abilities.*
- *who use literacy, numeracy, media and technology to participate in and examine the world.*

## Integrated Unit and Project Evaluation Criteria

**Lesson/project title:**

**Level of integration:**

| Criteria                                                                                 | Yes          | No          | Not sure          | Comments |
|------------------------------------------------------------------------------------------|--------------|-------------|-------------------|----------|
| Embeds challenging standards and student performances from multiple subjects             |              |             |                   |          |
| Addresses standards that benefit from alternative instructional methods                  |              |             |                   |          |
| Has a well framed essential question in an authentic context                             |              |             |                   |          |
| Requires a product, performance, service or solution realistic to career area            |              |             |                   |          |
| Embeds SCANS or 21 <sup>st</sup> Century skills                                          |              |             |                   |          |
| Time required is proportional to standards and performances addressed                    |              |             |                   |          |
| Demonstrates appropriate level of mastery of the embedded performances                   |              |             |                   |          |
| Exposes students to authentic situations, environments and requirements of the workplace |              |             |                   |          |
| Provides an authentic audience or result                                                 |              |             |                   |          |
| Community stakeholder needs and interests are well represented                           |              |             |                   |          |
| <b>Overall ranking (circle)</b>                                                          | <b>Model</b> | <b>Good</b> | <b>Needs work</b> |          |

## Curriculum Integration Action Plan

|                                  |  |                    |  |
|----------------------------------|--|--------------------|--|
| Pathway/Academy<br>& High School |  | Curriculum<br>Unit |  |
|----------------------------------|--|--------------------|--|

| Action Items                          | Goal                                                                                               | Start<br>Date | Due<br>Date | Point person(s)<br>Who will keep this<br>activity on track? | Status/Notes | Done                     |
|---------------------------------------|----------------------------------------------------------------------------------------------------|---------------|-------------|-------------------------------------------------------------|--------------|--------------------------|
| Identify/contact<br>industry partners | Find and contact<br>relevant industry<br>partners; decide what<br>roles they can play.             |               |             |                                                             |              | <input type="checkbox"/> |
| Individual scope<br>and sequencing    | Each teacher maps out<br>instructional scope and<br>sequence for the year.                         |               |             |                                                             |              | <input type="checkbox"/> |
| Team Curriculum<br>Mapping            | Team meets to share<br>sequences and<br>rearrange as necessary<br>and if possible.                 |               |             |                                                             |              | <input type="checkbox"/> |
| Essential and Key<br>Questions        | Design the questions<br>that will drive<br>instruction for each<br>class                           |               |             |                                                             |              | <input type="checkbox"/> |
| Culminating<br>project                | Choose and write up<br>description of the<br>culminating project for<br>the unit.                  |               |             |                                                             |              | <input type="checkbox"/> |
| Other<br>assessments                  | Decide (and create)<br>assessments aligned<br>with learning goals.                                 |               |             |                                                             |              | <input type="checkbox"/> |
| Lesson plan<br>revisions              | Each teacher reviews<br>and revises relevant<br>lesson plans.                                      |               |             |                                                             |              | <input type="checkbox"/> |
| Work-based<br>learning                | Identify and plan<br>possible work-based<br>learning opportunities<br>(e.g. relevant site visits). |               |             |                                                             |              | <input type="checkbox"/> |
|                                       |                                                                                                    |               |             |                                                             |              | <input type="checkbox"/> |
|                                       |                                                                                                    |               |             |                                                             |              | <input type="checkbox"/> |
|                                       |                                                                                                    |               |             |                                                             |              | <input type="checkbox"/> |
|                                       |                                                                                                    |               |             |                                                             |              | <input type="checkbox"/> |
|                                       |                                                                                                    |               |             |                                                             |              | <input type="checkbox"/> |



**ConnectEd**  
The California Center for College and Career

## Transforming today's education for tomorrow's economy

ConnectEd's mission is to support the development of Linked Learning and the pathways by which California's young people can complete high school, enroll in postsecondary education, attain a formal credential, and embark on lasting success in the world of work, civic affairs, and family life.

### **Designing Multidisciplinary Integrated Curriculum Units**

**Marla Clayton**

School of Engineering and Sciences  
Sacramento City Unified School District

**Jill Hagan**

**Pier Sun Ho**

**Paula M. Hudis**

ConnectEd: The California Center for College and Career

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ConnectEd was founded with a grant from The James Irvine Foundation.

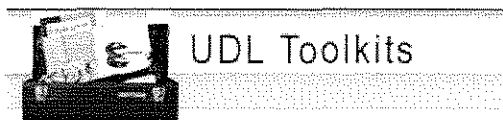
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TES / UDL Toolkits / Planning for All Learners (PAL)

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## Planning for All Learners (PAL)

*This toolkit was made possible by the generous support of the Arthur Vining Davis Foundations, the Jessie B. Cox Charitable Trust, and the Fund for Nonprofit Partnerships in the Boston Public Schools.*



### What is the PAL Toolkit?

Planning for All Learners (PAL) applies UDL to planning and developing curricula in ways that promote access, participation, and progress in the general education curriculum for all learners. The PAL Toolkit provides specific planning steps, guidance, mentoring, model lessons, tools, templates, resources, and links to other educators using the PAL Model.

The PAL Toolkit can be used as part of a face-to-face training session, to provide ongoing follow-up support, or to train others.

To get the most out of the PAL Toolkit, log into MY TES. This will enable you to save, revise, and share your work and to use the interactive tools.

### What Can I Do Here?

- Learn about UDL and PAL concepts
- Practice applying PAL with templates, tutorials and tools
- Find UDL/PAL resources to use in the classroom or in a teacher workshop
- See how others have applied PAL in the classroom

### What Does The Toolkit Include?

#### Procedures

The steps and key UDL-based concepts of this toolkit. They tell you what to do and how to do it.

#### Examples

Classroom applications of the toolkit and guidance in applying UDL in your classroom. Examples may include case stories, model instructional units, and/or model lessons.

#### Resources

Further information, tools, templates, and related materials via online links and downloads.

#### Share

Connects you with others engaged in related work.

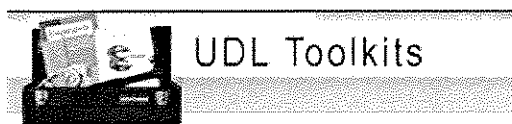
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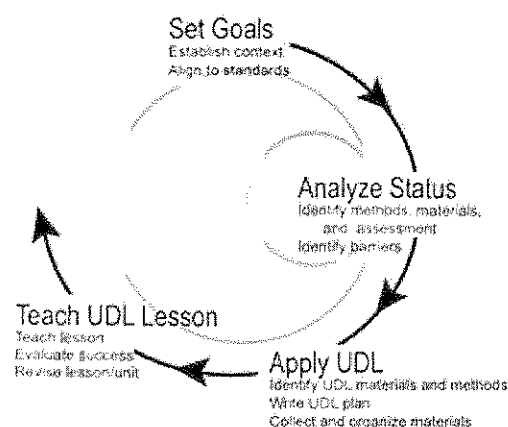
## Planning for All Learners (PAL)

The Planning for All Learners (PAL) process builds upon two prerequisites:

1. A basic understanding of Universal Design for Learning, and
2. Commitment of participating educators to make the curriculum and learning accessible for all learners.

The PAL process begins with the formation of the PAL team, comprised of general education and special education teachers and other appropriate educational specialists at one grade level or with a content specific focus. The team meets regularly during the school year to focus on the foundation of instruction — the curriculum. Identification of a strong team facilitator, responsible for scheduling meetings and agenda, providing and/or facilitating "just in time" support, and actively promoting a growing PAL initiative, is essential to the success of the PAL team. The work of the PAL team must always be aligned with local district and school initiatives, and is guided by state and local curriculum standards.

The PAL process includes four steps, based upon the principles and concepts of UDL, proven professional development strategies, and effective teaching practices. This section provides guidelines and resources for the implementation of each step of the PAL process.



d

### Set Goals

Goal setting is essential to ensure that all learners have access to the goals; be sure to separate means from goals.

1. **Establish a context** - Provide background information regarding the content and topic for the lesson. This is usually driven by state or content standards.
2. **Align goals to standards** - The PAL team defines local content standards and aligns the local standards to the state standards to insure that all students have access to high quality curricula. The following links may be used to assist in the goal setting process.
  - o Access the [UDL Goal Setter](#) materials and activities that include an interactive [UDL Goal Setter Tutorial](#) and an on-line [UDL Goal Setter Tool](#).
  - o Learn more about [Goal Setting](#) in *Teaching Every Student in the Digital Age*, Chapter 5.
  - o Read about national and state standards: <http://www.achieve.org/achieve.nsf/Resources?openform> and <http://www.mcrel.org/>.

### Analyze Current Status

Baseline information about instructional methods, assessments, and materials as well as classroom profiles provides the PAL team with information to identify existing barriers in the general curriculum.

1. Identify current methods, assessment, and materials.
  - o Use the Lesson Analysis Template ([doc](#)) ([pdf](#)) to address currently used methods, assessment, and materials.
2. Develop and refine class profile, based on diversity in classroom.
  - o Access [Class Profile Maker](#) materials and activities that include an interactive [Class Profile Maker Tutorial](#), an on-line [Class Profile Maker](#) tool, and a downloadable [Class Learning Profile Template](#).
  - o Learn more about the diversity of all learners and the implications for education in *Teaching Every Student in the Digital Age*, Chapter 2.
3. Identify existing barriers in curriculum that prevent access, participation, and progress.
  - o Access the [Curriculum Barriers Finder](#) materials and activities that include an interactive [Curriculum Barriers Tutorial](#), an on-line [Curriculum Barriers Tool](#), and a downloadable [Curriculum Barriers Template](#).

## Apply UDL to Lesson/Unit

Identifying currently used methods, assessments, and materials, class profile, and barriers in the curriculum lays a foundation for applying UDL to lesson/unit development.

1. Identify UDL methods, assessment and materials.
  - Use the Deriving UDL Solutions ([doc](#)) ([pdf](#)) template to identify UDL solutions for methods, assessments, and materials.
  - Access the [UDL Solutions Finder](#) materials and activities that include an interactive [UDL Solutions Finder Tutorial](#), an on-line [UDL Solutions Finder Tool](#), and a downloadable [Deriving UDL Solutions Template](#).
  - Learn information about ways that UDL can support curriculum for all students, in [Teaching Every Student in the Digital Age](#), Chapter 6.
2. Write UDL plan.
  - Use the UDL Lesson Planning Form ([doc](#)) ([pdf](#)) to write the UDL lesson plan, grounded in the learning goals, classroom profile, methods and assessment, and materials and tools.
3. Collect and organize materials that support the UDL lesson.
  - Learn about designing UDL methods, assessments, and materials, in [Teaching Every Student in the Digital Age](#), Chapter 4.

## Teach the UDL Lesson/Unit

Be sure to minimize barriers and realize the promise each student brings to learning, rely on effective teaching practices, and apply challenges appropriately for each learner. In this way, instructors can engage more students and help all students progress. Evaluate and revise the lesson/unit as needed.

1. Teach
2. Evaluate lesson/unit
3. Revise lesson/unit



**Example:** [A teacher describes how her students reacted to a PAL-based lesson.](#)



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## UDL Goal Setter Tutorial

### 1. Select a Standard/benchmark

Select a standard and benchmark to work with for the tutorial. You can read each one by clicking on it. For simplicity, we have listed only one benchmark per standard. When you find the one you want, click the radio button in "Select." The details of the standard and benchmark you select will be displayed in the subsequent steps of this tutorial.

Use the "Next Step" button at the bottom of the page of each step in the tutorial to save your selections. You may use the links in the "Steps" column on the left of the screen to return to any step to review or make modifications. However, you must use the submit button to save any selections.

| Select                           | Standard (click to view)                              |
|----------------------------------|-------------------------------------------------------|
| <input checked="" type="radio"/> | <a href="#">US History, High School</a>               |
| <input type="radio"/>            | <a href="#">Math Grades Five to Eight</a>             |
| <input type="radio"/>            | <a href="#">English Language Arts Late Elementary</a> |
| <input type="radio"/>            | <a href="#">Science Middle School</a>                 |

Next Step: Determine the goal's main focus >

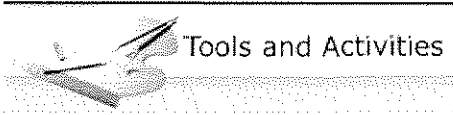
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## UDL Goal Setter Tutorial

### 2. Determine the goal's main focus

Standards specify content knowledge and essential skills, and sometimes highlight the importance of learning engagement. These three kinds of goals correspond to the three brain networks central to learning: goals focused on specific content draw upon recognition networks; goals focused on skills, strategies, or processes draw upon strategic networks, and goals focused on enjoyment and appreciation draw upon affective networks. Though of course learning always involves all three brain networks, most learning standards focus primarily in one area.

Review the goal you have selected. Does it focus on specific content, a process, or engagement with the task? Select the one focus most central to the goal below. Your selection will be displayed in the subsequent steps of this tutorial.

Check the Goal Setting Mentor for a [Model](#).

|                     |                     |
|---------------------|---------------------|
| Standard/Benchmark: | <i>not selected</i> |
|---------------------|---------------------|

| Select                           | Focus                |
|----------------------------------|----------------------|
| <input checked="" type="radio"/> | Information/content  |
| <input type="radio"/>            | Skill/strategies     |
| <input type="radio"/>            | Enjoyment/engagement |

Next Step: Determine core and variable instructional components >

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## UDL Goal Setter Tutorial

### 3. Determine core and variable instructional components

The main focus of a learning goal determines the instructional focus, the area in which each student needs to be challenged. If the goal's focus is specific content, then all students need to be working towards mastering that content. If the goal's focus is a particular skill, then all students need to work towards developing that skill. Conversely, if the goal is NOT focused on a particular content or skill, that content or skill can be varied to meet the varying needs and interests of diverse learners.

Review the goal you have selected and its main focus. In the list below, click the **Core** radio button if the instructional component is *core* to the goal, and click the **Varied** radio button if the instructional component can be *varied*.

 Check the Goal Setting Mentor for a [Model](#).

|                    |                     |
|--------------------|---------------------|
| Standard/Benchmark | <i>not selected</i> |
| Main focus         | <i>not selected</i> |

| Core                  | Varied                | Instructional Component                                                                         |
|-----------------------|-----------------------|-------------------------------------------------------------------------------------------------|
| <input type="radio"/> | <input type="radio"/> | Content or subject matter (e.g.. subject matter material, specific literature)                  |
| <input type="radio"/> | <input type="radio"/> | Skills/strategies (e.g. writing a cohesive essay, estimating quantities,)                       |
| <input type="radio"/> | <input type="radio"/> | Steps in a particular process (e.g. the steps in dissecting a frog, the steps in long division) |
| <input type="radio"/> | <input type="radio"/> | Presentation media (e.g. slides, speech, text, hyper-media, video)                              |
| <input type="radio"/> | <input type="radio"/> | Learning Context/format (e.g small group, whole class, pairs, individual, hands-on)             |
| <input type="radio"/> | <input type="radio"/> | Instructional format (e.g. lecture, text book, demonstration)                                   |
| <input type="radio"/> | <input type="radio"/> | Tools for student response/expression (e.g. computer, pen, art tools, video or still camera)    |
| <input type="radio"/> | <input type="radio"/> | Media for student response/expression(e.g. text, image, video, speech)                          |
| <input type="radio"/> | <input type="radio"/> | Information sources (e.g. textbook, CD ROM, Internet, primary sources)                          |
| <input type="radio"/> | <input type="radio"/> | Tools relating to content area (e.g. slide rules, science equipment, measurement devices)       |

Next Step: Identify possible scaffolds >

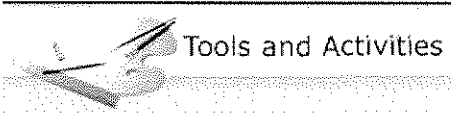
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## UDL Goal Setter Tutorial

### 4. Identify possible scaffolds

Students bring varied skills, interests, and challenges to every learning task, and therefore need to work towards the learning goal along their own individual paths. Having a clear idea of the goal and the core components clears the way for determining what skills and knowledge can be scaffolded without compromising learning. For example, writing mechanics are not core to a goal focused on writing with a clear focus, good organization, and sufficient detail (MA English Literature Standard I9). Therefore students who need scaffolds to writing mechanics (voice recognition software, spell check, etc.) can use them without diminishing their learning.

For the goal you have chosen, list some possible scaffolds that might support diverse learners without jeopardizing learning.

 Check the Goal Setting Mentor for a [Model](#).

|                             |                      |
|-----------------------------|----------------------|
| Standard/Benchmark          | <i>not selected</i>  |
| Main focus                  | <i>not selected</i>  |
| Core Components             | <i>none selected</i> |
| Variable Components         | <i>none selected</i> |
| Identify Scaffolds:         |                      |
| <a href="#">Suggestions</a> |                      |

Next Step: Restate goal if necessary >

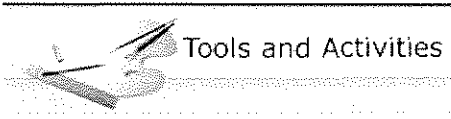
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## UDL Goal Setter Tutorial

### 5. Restate goal if necessary

Sometimes standards and benchmarks are worded so specifically that the goal itself is confounded with the means to its attainment. Having articulated the main purpose of the learning goal, the core and variable instructional components, and some possible scaffolds, revisit the wording of the standard and benchmark. If there is overly specific language about the means, media, or methods, reword the goal to eliminate it. Consider your students as you review the goal and edit the benchmark according to their skills, needs and interests.

 Check the Goal Setting Mentor for a Model.

|                     |                                   |
|---------------------|-----------------------------------|
| Standard/Benchmark  | <i>not selected</i>               |
| Main focus          | <i>not selected</i>               |
| Core Components     | <i>none selected</i>              |
| Variable Components | <i>none selected</i>              |
| Scaffolds           | <i>none selected or specified</i> |
| Reword Goal:        | <div></div>                       |

Next Step: [Wrap up >](#)

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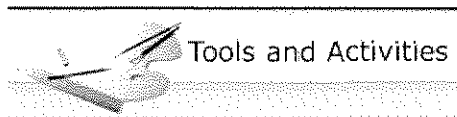
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## UDL Goal Setter Tutorial

### 6. Wrap up

Save your work. **Requires a My TES account.** [Login](#) or [Register](#) for a MyTES account.

**Other Options:**

- [Try the tutorial again with new content](#)
- [Go to the UDL Goal Setter Tool](#)
- [Return to Tools/Activities menu](#)

**UDL Goal Setter Tutorial:**

**UDL Goal Setter Tutorial:**

- Standard/Benchmark *none selected*
- Main focus *none selected*
- Core Components *none selected*
- Variable *none selected*
- Components
- Scaffolds *none selected or specified*
- Reworded Goal *not specified*

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## UDL Goal Setter Tool

### 1. Select or enter standard/benchmark

No doubt your students must meet standards in varied subject areas. To use this tool, enter a standard and benchmark from your curriculum. Or copy and paste a standard and benchmark from one of the sources below:

<http://www.tea.state.tx.us/rules/tac/chapter113/index.html>  
<http://www.michigan.gov/mde/0,1607,7-140-28753---,00.html>  
<http://www.doe.state.la.us/DOE/asps/home.asp?l=CONTENT>  
<http://www.state.me.us/education/lres/math.htm>  
<http://www.merel.org/standards/index.asp>  
<http://www.doe.mass.edu>  
<http://education.umn.edu/nceo/TopicAreas/Graduation/StatesGrad.htm>

|                                           |                      |
|-------------------------------------------|----------------------|
| <b>Enter standard and benchmark here:</b> | <input type="text"/> |
|-------------------------------------------|----------------------|

Next Step: Determine the goal's main focus & core instructional components. >

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## UDL Goal Setter Tool

**2. Determine the goal's main focus & core instructional components, then the variable instructional components and possible scaffolds.**

Does your standard focus primarily on information and factual learning (information/content), skills and strategies (skills/strategies), or learning engagement (enjoyment/engagement)? Enter the main focus below and list the core components of instruction for all students. Then list some instructional components and possible scaffolds that can be varied and adjusted for different learners without jeopardizing the learning challenge.

 Check the Goal Setting Mentor for a Model [on identifying the goal's main focus](#) or [on determining core & variable instructional components](#) or [on identifying possible scaffolds](#).

|                                  |                |
|----------------------------------|----------------|
| Original standard and benchmark: | Not specified. |
| Main Focus:                      | <div></div>    |
| Core Components:                 | <div></div>    |
| Variable Components:             | <div></div>    |
| Scaffolds:                       | <div></div>    |

Next Step: Restate goal if necessary >

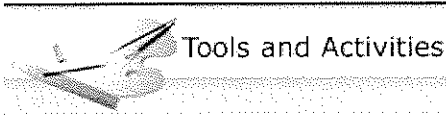
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## UDL Goal Setter Tool

### 3. Restate goal if necessary

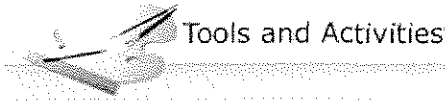
In light of the main focus and variable aspects of the goal, does the wording include references to specific means and methods that should be removed to make the goal accessible and attainable by all learners? If so, edit the goal to make it more universally designed.

 Check the Goal Setting Mentor for a [Model](#).

|                                  |                |
|----------------------------------|----------------|
| Original standard and benchmark: | Not specified. |
| Main Focus:                      | Not specified. |
| Core Components:                 | Not specified. |
| Variable Components:             | Not specified. |
| Scaffolds:                       | Not specified. |
| Restate original goal/benchmark: | <div></div>    |

Next Step: Save, share, or transfer goal to another application >

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Tools and Activities

## UDL Goal Setter Tool

### 4. Save, share, or transfer goal to another application

Save your work. **Requires a My TES account.** [Login or Register](#) for a MyTES account.

#### Other Options:

- [Try the UDL Goal Setter Tool again with new content](#)
- [Go to the UDL Goal Setter Tutorial](#)
- [Return to Tools/Activities menu](#)

#### UDL Goal Setter Tool:

#### UDL Goal Setter Tool:

**Original standard  
and benchmark:** *Not specified.*

**Main Focus:** *Not specified.*

**Core Components:** *Not specified.*

**Variable  
Components:** *Not specified.*

**Scaffolds:** *Not specified.*

**New  
goal/benchmark:** *Not specified.*

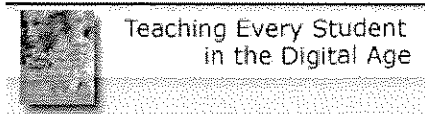
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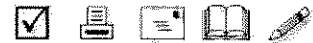
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Choose view of chapter:

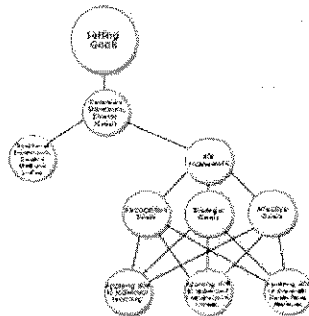


## Chapter 5: Using UDL to Set Clear Goals

In this chapter, you will learn how UDL can help resolve the apparent contradiction between standards and student diversity when setting goals for students.



### Concept Map:



[Click image to enlarge](#)

### Key Ideas:

- Brain research supports the idea that clear goals are essential for learning, but teachers often lack clear goals for students, in part because our reliance on traditional, fixed media leads us to believe there is only one path to learning.
- We can apply what we know about the three brain networks and the nature of new media to separate goals from the means for achieving them, interpret standards for particular classrooms, and derive goals that all students can strive for.
- New Web-based software being researched at CAST is an example of a flexible tool that supports multiple pathways to common goals.

### Chapter 5 Links:



**Forum:** [Discussion about standards in diverse classrooms in the UDL and Standards Community.](#)



**Activity:** [Derive goals from standards using UDL framework.](#)



**Example:** [Students benefit from a supported Internet search tool.](#)

### Chapter 5 Sections:

- [Introduction](#)
- [Common Standards, Diverse Student Needs](#)
- [Applying UDL to Separate Goals from Methods](#)
- [Applying UDL to Reframe Standards as Clear Classroom Goals](#)
- [Using the UDL Framework to Individualize Scaffolds and Performance Criteria](#)
- [Communicating a Shared Understanding of Goals](#)
- [Applying New Media to Support Clear and Appropriate Goals](#)
- [The Value of UDL in Goal Setting](#)

## Analyzing the Lesson: Recognition Networks

Name:

Date:

Subject Area:

Lesson Title:

Learning Goal(s):

| <b>1. Use multiple ways to present information (Recognition Networks)</b>                                                                                                 | <b>What current methods are used to address the needs of all learners?</b> | <b>What methods are needed for access, participation, &amp; progress for all learners?</b> | <b>Materials</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------|
| <b>Provide multiple examples.</b> Show the range of examples, provide examples and counter-examples. (e.g., persuasive writing - Op/Ed v. factual article in a newspaper) |                                                                            |                                                                                            |                  |
| <b>Highlight critical features</b> (e.g., teacher tone of voice, marker underline or highlight, point to words or phrases)                                                |                                                                            |                                                                                            |                  |
| <b>Represent information in multiple media and formats</b> (e.g., text version of book, books on tape)                                                                    |                                                                            |                                                                                            |                  |
| <b>Provide supports for limited background knowledge, and establish a context for learning</b> (e.g., classroom resources, peer tutoring)                                 |                                                                            |                                                                                            |                  |

## Analyzing the Lesson: Strategic Networks

Name:

Date:

Subject Area:

Lesson Title:

Learning Goal(s):

| <b>2. Provide multiple pathways for students' action, expression (Strategic Networks)</b>                                                                                                                                       | <b>What current methods are used to address the needs of all learners?</b> | <b>What methods are needed for access, participation, &amp; progress for all learners?</b> | <b>Materials</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------|
| <b>Provide flexible models of skilled performance</b> (e.g., Math - math calc. demonstration (a) draw lines, (b) show manipulatives. Language Arts - sentence development verbally expand sentence in multiple acceptable ways. |                                                                            |                                                                                            |                  |
| <b>Provide opportunities to practice with supports</b> (e.g., teacher prompt a multi-stepped task, provide a rubric/checkbox to edit writing)                                                                                   |                                                                            |                                                                                            |                  |
| <b>Provide ongoing, relevant feedback</b> (e.g., (a) questions and answers in classroom, (b) quiz or test)                                                                                                                      |                                                                            |                                                                                            |                  |
| <b>Provide flexible opportunities for demonstrating skill.</b> (e.g., written, oral, or visual presentation, explanations, word process)                                                                                        |                                                                            |                                                                                            |                  |
| <b>Provide novel problems to solve</b> (e.g., unique problems outside the initial instructional set to promote generalization and transfer)                                                                                     |                                                                            |                                                                                            |                  |

## Analyzing the Lesson: Affective Networks

Name:

Date:

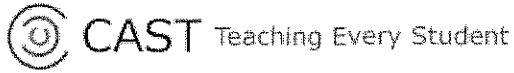
Subject Area:

Lesson Title:

Learning Goal(s):

| <b>3. Provide multiple ways to engage students (Affective Networks)</b>                                                                                                | What current methods are used to address the needs of all learners? | What methods are needed for access, participation, & progress for all learners? | Materials |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------------------|-----------|
| <b>Offer choices of content and tools</b> (e.g., choice of (a) books to study literature; select tragedy from a list, (b) report: written, drama, tapped presentation) |                                                                     |                                                                                 |           |
| <b>Provide adjustable levels of challenge:</b> (e.g., range of materials at different reading difficulties, provide response formats with prompts v. open-ended)       |                                                                     |                                                                                 |           |
| <b>Offer a choice of rewards:</b> (e.g., provide a menu of reinforcements, treats, stickers, free time, no homework, grades)                                           |                                                                     |                                                                                 |           |
| <b>Offer a choice of learning context</b> (option to work in study carrel v. open classroom, student use headphones)                                                   |                                                                     |                                                                                 |           |

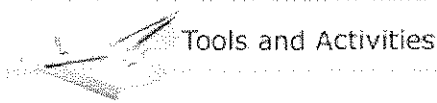
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## UDL Class Profile Maker Tool

The Class Profile Maker tool supports you in creating a learning profile for the students in your class. Understanding the qualities, including strengths, needs, and interests, that students bring to the curriculum is an important part of building a UDL classroom.



The Class Profile Mentor offers related background information and models to clarify, explain, and demonstrate the concepts and their implementation.

By noting the key strengths, needs, and interests of each student in each of the three networks, you may learn things about students that were not obvious before. There are four parts to this tool:

1. [Develop individual learning profiles](#)
2. [Merge into a class profile](#)
3. [Add more student qualities](#)
4. [Wrap up](#)

[Start the tool.](#)

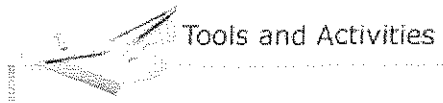
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## UDL Class Profile Maker Tool

### 1. Develop individual learning profiles

Most of us are used to thinking about the strengths and needs of an individual student rather than a whole class. You may want to fill out learning profiles for some of your students as a way to build a big picture of the class as a whole. You may only need to create a few profiles to get the idea, so you may want to start with students who have obvious talents or needs, or a passionate interest in a particular subject or activity. You can add more student qualities to the class profile in step 3.

To help sharpen your thinking, you may want to select a particular learning goal or curriculum unit that you might typically use.



Check the Class Profile Mentor for a [Model](#).

Using the table, type in the notable qualities of a student in each brain network. Use the "New Table" button to create more blanks.

|                                                        |                      |                                                            |                              |
|--------------------------------------------------------|----------------------|------------------------------------------------------------|------------------------------|
| <b>Curriculum (Goal or Unit):</b> <input type="text"/> |                      |                                                            |                              |
| <b>Student Name:</b> <input type="text"/>              |                      |                                                            |                              |
|                                                        | <b>Strengths</b>     | <b>Needs</b>                                               | <b>Interests/Preferences</b> |
| <b>Recognition</b><br>(learning "what")                | <input type="text"/> | <input type="text"/>                                       | <input type="text"/>         |
| <b>Strategy</b><br>(learning "how")                    | <input type="text"/> | <input type="text"/>                                       | <input type="text"/>         |
| <b>Affect</b><br>(learning "why")                      | <input type="text"/> | <input type="text"/>                                       | <input type="text"/>         |
| <a href="#">New Table</a>                              |                      | <a href="#">Next Step: Merge into a class profile &gt;</a> |                              |

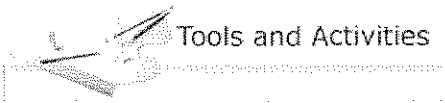
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Tools and Activities

## UDL Class Profile Maker Tool

### 2. Merge into a class profile

Now that you have described some of your students, their characteristics can be merged into a UDL Class Profile.

 Check the Class Profile Mentor for a [model](#).

The table below shows your profiles merged into a Class Learning Profile.

|                                         |                  |              |                              |
|-----------------------------------------|------------------|--------------|------------------------------|
| <b>Teacher:</b>                         |                  |              |                              |
| <b>Curriculum (Goal or Unit):</b>       |                  |              |                              |
|                                         | <b>Strengths</b> | <b>Needs</b> | <b>Interests/Preferences</b> |
| <b>Recognition</b><br>(learning "what") |                  |              |                              |
| <b>Strategy</b><br>(learning "how")     |                  |              |                              |
| <b>Affect</b><br>(learning "why")       |                  |              |                              |

Next Step: Add more student qualities >

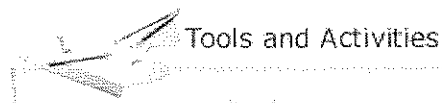
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## UDL Class Profile Maker Tool

### 3. Add more student qualities

You may have created individual profiles for students who had particularly noteworthy talents, needs, or interests in step 1. But all students have some particular areas of strength, need, or interest. Try to add something for every student, unless it is already represented in the table. For example if two of your students love jazz or two have reading difficulties, it is not necessary to note these traits twice. Knowing that a particular trait is in the room helps you understand potential barriers as well as UDL solutions for your class as a whole.

To enter new information, place the cursor in the box and type the student name and the characteristic in the appropriate box.

Please note: you can enter as many student qualities as you want in each box. Just press return to start a new student.

|                                         |                      |                      |                              |
|-----------------------------------------|----------------------|----------------------|------------------------------|
| <b>Teacher:</b>                         |                      |                      |                              |
| <b>Curriculum (Goal or Unit):</b>       |                      |                      |                              |
|                                         | <b>Strengths</b>     | <b>Needs</b>         | <b>Interests/Preferences</b> |
| <b>Recognition</b><br>(learning "what") | <input type="text"/> | <input type="text"/> | <input type="text"/>         |
| <b>Strategy</b><br>(learning "how")     | <input type="text"/> | <input type="text"/> | <input type="text"/>         |
| <b>Affect</b><br>(learning "why")       | <input type="text"/> | <input type="text"/> | <input type="text"/>         |

[Next Step: Wrap up >](#)

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## UDL Class Profile Maker Tool

### 4. Wrap up

Save your work. **Requires a My TES account.** [Login](#) or [Register](#) for a MyTES account.

### Other Options:

- Go to the [UDL Class Profile Tutorial](#)
- Go to the [UDL Class Profile Template](#)
- Return to [Tools/Activities menu](#)

### UDL Class Profile Maker Tool:

### UDL Class Profile Maker Tool:

Teacher:

Curriculum (Goal or Unit):

Strengths

Needs

Interests/Preferences

Recognition

(learning "what")

Strategy

(learning "how")

Affect

(learning "why")

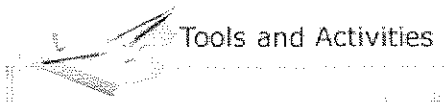
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## UDL Class Learning Profile Template

The Class Learning Profile Template supports you in creating a learning profile for the students in your class. Understanding the qualities, including strengths, needs, and interests, that students bring to the curriculum is an important part of building a UDL classroom. You can download it in Microsoft Word or pdf Format, to use on screen or in print.

The template has three parts:

1. The Model Template is an example of a class learning profile in the context of a science unit on researching different aspects of a flower. Students' strengths, needs, and preferences/interests most relevant for this curriculum unit are listed in the table to provide an overview of student characteristics.
2. Examples of Student Qualities offers examples of the kinds of strengths, needs, and interests or preferences that fall into the different brain networks. These are examples only, designed to help you understand what kinds of traits fall within the domain of each brain network.
3. The Blank Template offers structured support for creating a class profile for your students, within the context of particular curricular goals.

### UDL Class Learning Profile Template

 [MS Word Version](#)

 [PDF Version](#)

This template was published by ASCD in *Teaching Every Student in the Digital Age: Universal Design for Learning* (Rose & Meyer, April, 2002).

## Class Learning Profile

## Model Template

**Grade:** 3

**Teacher:** Mrs. G.

**Subject:** Science

**Standard:** 6.23—Plants lifecycle

**Goal:** *Research and present information on a flower.*

| Network                                    | Students—Strengths                                                                                                                                                         | Students—Weaknesses                                                                                                                                                                              | Students—Preferences/Interests                                                                                                                                                                                                                               |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Recognition</b><br>(Learning<br>“what”) | <i>Elizabeth</i> —Thorough knowledge of flowers (annuals)<br><i>Jorge</i> —Extensive vocabulary                                                                            | <i>Kevin</i> —Low vision<br><i>Brian</i> —Limited English proficiency<br><i>Kiwa</i> —Difficulty discerning key concepts when reading or listening                                               |                                                                                                                                                                                                                                                              |
| <b>Strategy</b><br>(Learning<br>“how”)     | <i>Bill</i> —Computer wiz; familiar with electronic encyclopedia and the Web<br><i>Marina</i> —Very good at oral presentations<br><i>Jake</i> —Talented at drawing         | <i>Brian</i> —Difficulty with organization when doing a project or paper<br><i>Sarita</i> —Poor writing mechanics—spelling, proofreading, handwriting<br><i>Phillip</i> —Fine motor difficulties |                                                                                                                                                                                                                                                              |
| <b>Affect</b><br>(Learning<br>“why”)       | <i>Mandy</i> —Very confident, strong self-esteem<br><i>Phillip</i> —Extremely persistent through challenges<br><i>James</i> —Leadership/works well in collaborative groups | <i>Brian</i> —Easily discouraged, afraid to take risks<br><i>Kiwa</i> —Looses focus and dreams or distracts other kids<br><i>Helen</i> —Personal concerns, often distracted                      | <i>Elizabeth</i> —Loves gardening, horses<br><i>Bill</i> —Loves computer graphics, the Web, any new software program<br><i>Jake</i> —Prefers hands-on activities<br><i>Brian</i> —Thrives with a lot of structure<br><i>Jorge</i> —Plays saxophone very well |

## Examples of Student Qualities

### Recognition Strengths

Excellent observer  
Extraordinary spatial ability  
Excellent interpretation graphs/charts  
Acute sensitivity to nuance/tone  
Perfect pitch  
Extensive musical background  
Excellent at deriving key points from spoken/written language  
Extensive vocabulary  
Extensive content knowledge (list)

---

---

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Knowledge of multiple languages  
Advanced reading abilities  
word recognition  
word decoding  
text structures/story grammar  
author style  
skimming

---

Facility with hypertext (e.g., Web links, navigation through electronic documents)  
Skill with rhymes, phonemic awareness, language play

### Recognition Weaknesses

Low vision  
Blindness  
Poor visual/spatial understanding  
Color blindness  
Hearing impairment  
Deafness  
Difficulty processing and deriving meaning from spoken language  
Limited vocabulary  
Limited content knowledge (list)

---

---

---

Limited English proficiency  
Difficulty with reading:  
word recognition  
word decoding  
text structures/story grammar  
author style  
fluency

---

Difficulty/confusion with hypertext  
  
Tendency to literal interpretation  
Difficulty finding important information

### Strategic Strengths

Drawing/artistic talent  
Talented athlete  
Skilled with 3-dimensional design  
Talented singer/musician  
Excellent at computer graphics  
Excellent dancer  
Outstanding speaker/presenter  
Outstanding written expression skills:  
    poetry  
    narrative  
    expository writing  
    journal  
    dialogue/drama  
    songs

---

Outstanding concentration/attention  
Highly organized  
Highly flexible, adaptable  
Facility with constructing (building, assembling, fixing, designing)  
Strong problem analysis/solving skills  
Strong at summarizing, paraphrasing  
Strong at composing (art, dance, multimedia, visual)

### Strategic Weaknesses

Fine motor difficulties  
Gross motor coordination problems  
Hand-eye coordination problems  
Poor handwriting  
Poor spelling  
Speech impairment  
Difficulty with oral presentations  
Written expression problems:  
    selecting/narrowing topic  
    planning  
    organization  
    proofreading  
    addressing audience

---

Restless/fidgety  
Poor self-monitoring  
Trouble completing work  
Over-focused, difficulty with transitions

Poor organization  
Difficulty seeking relevant info  
Poor memory for spoken information  
Poor memory for written info  
Difficulty taking good notes  
Trouble finding key concepts  
Trouble prioritizing

### **Affective Strengths**

Persistent  
Optimistic  
Highly confident  
Outstanding leadership skills  
High energy  
Deep subject interests  
Very independent worker  
Deeply caring and considerate  
Excellent collaborator  
Seeker of challenge  
Focused

Good at offering and making use of  
constructive feedback

Good collaborator

### **Affective Weaknesses**

Discouraged  
Overconfident  
Low expectation of success  
Difficulty working in groups  
Difficulty working in pairs  
Fearful  
Withdrawn  
Domineering  
Problems outside of school  
Gives up easily  
Difficulty with independent  
work

Tendency to clown  
around/disruptive

“Turned off” to studying

### **Preferences/Interests**

Structured tasks  
Open-ended tasks  
Hands-on activities  
Video games  
Work with graphics/images  
Singing  
Drama  
Art  
Collaborative work  
Individual work  
Content interests:

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Activity interests:

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Need to be active  
Computer multimedia

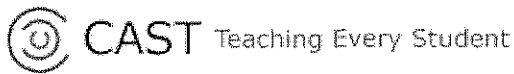
## Class Learning Profile

## Blank Template

Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_ Subject: \_\_\_\_\_ Standard: \_\_\_\_\_  
Goal: \_\_\_\_\_

| Network                          | Students—<br>Strengths | Students—<br>Weaknesses | Students—<br>Preferences/Interests |
|----------------------------------|------------------------|-------------------------|------------------------------------|
| Recognition<br>(Learning “what”) |                        |                         |                                    |
| Strategy<br>(Learning “how”)     |                        |                         |                                    |
| Affect<br>(Learning “why”)       |                        |                         |                                    |

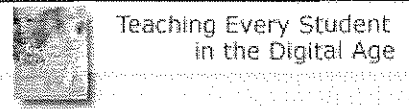
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## Chapter 2: What Brain Research Tells Us About Learner Differences

### Implications for Educators

Brain imaging technologies and neural networks are certainly not the first things that jump into most teachers' minds on the way to school each morning. But you do not need to have a degree in neuroscience to reap the benefits of understanding the learning brain. The fundamental nature of the recognition, strategic, and affective networks form a framework we can use to analyze our students' individual strengths and weaknesses and understand their individual differences.

One of the clearest and most important revelations stemming from brain research is that there are no "regular" students. The notion of broad categories of learners—smart, not smart, disabled, not disabled, regular, not regular—is a gross oversimplification that does not reflect reality. By categorizing students in this way, we miss many subtle and important qualities and focus instead on a single characteristic.

The modular organization of learning networks and the highly specialized subprocesses within networks mean that each student brings a unique assortment of strengths, weaknesses, and preferences to school. In our classroom examples so far, we have focused on characteristics within a single brain network in order to highlight the impact of issues within each network. This is not a recommendation to focus on one network alone for any given student. In fact, patterns of strength and weakness across all three networks interact with the teaching and learning environment in ways that can either bring about progress or frustration. Sometimes a problem in one area can receive so much attention that other issues are missed. For example, students with learning disabilities are often mistakenly thought to have problems only with recognizing words. But as our final classroom example of this chapter illustrates, most learning disabilities actually involve all three learning networks.



**Activity:** Use the three brain networks to analyze individual differences.

#### Meet Mr. Hernandez . . . and Patrick

Mr. Hernandez teaches 6th grade in a middle-class suburban neighborhood. One of his new students this year is Patrick, "a good kid," albeit one who doesn't seem terribly invested in his schoolwork. According to Patrick's elementary and early middle school teachers, he is a "classic dyslexic, with atrocious spelling, missed vowels, and disjointed thoughts." Despite tutoring and other special supports, Patrick continues to have difficulty reading and writing.

Mr. Hernandez spends the first few weeks of the semester identifying Patrick's strengths and weaknesses across all three networks. He notes that Patrick's learning issues are more complex than his individualized education plan (IEP) indicates. In addition to problems with recognition-based skills in reading and writing, Patrick demonstrates some strategic issues. Specifically, he's easily distracted and has difficulty self-monitoring, causing him to lose track of his goal midway through an activity. Further, Mr. Hernandez notes that although Patrick is generally cheerful, he has become accustomed to failure. In fact, Patrick's identity seems in some ways tied to being a poor student. From time to time, he jokes about his poor grades in a seemingly proud way and seems largely unwilling to invest effort in schoolwork. These behaviors clearly signal affective concerns that should be addressed.

Mr. Hernandez considers the best approach for supporting Patrick's learning based on his broader understanding of Patrick's strengths and weaknesses. He decides to address the affective side first, knowing that if Patrick is not motivated to achieve academically, his progress on all fronts will be limited. Mr. Hernandez will try capitalizing on Patrick's strong interest in baseball to fashion some early writing and math assignments around that subject. He also plans to support Patrick's reading and writing mechanics so that difficulties there don't interfere with his ability to produce good work.

New insights into the learning brain help educators understand how learners differ and give us ideas about how we might better promote their

learning. UDL Classroom Template 1, available in the Appendix (p. 178) and online, will guide you through the development of your own Class Learning Profile—a compendium of your students' strengths, weaknesses, and interests across the three brain networks.



**Classroom Template: The Classroom Learning Profile Template gives tips and tools for considering learner needs and strengths in light of the three brain networks.**

\*\*\*\*\*

Educators hoping to get the most accurate picture of students' capacities must also carefully consider the materials and tools available to them in the classroom. It is in the intersection of student characteristics and the tools they use that students' abilities are actually defined. In the next chapter, we examine the media and tools of teaching.



Top of  
Page



Previous  
Page



Table of  
Contents



Next  
Page

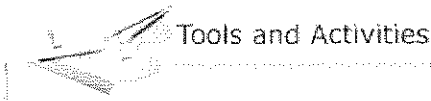
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## Curriculum Barriers Finder

### Introduction

We know that each learner brings unique strengths, challenges, and interests to learning tasks, and that the idea of a homogeneous group of "typical" learners is really a myth. Yet most curriculum is designed as if learners were all the same.

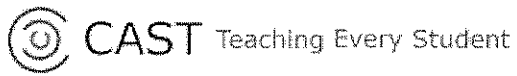
The predominance of printed textbooks, oral presentation by teachers, and paper and pencil post-hoc testing have led to curricula that work for some students, but not for all. Of course those with disabilities who can't use these media are excluded. But many students who seem "typical" also miss out. Albert Einstein's spatial genius, George Lucas's skill in creating narratives, and Mel Torme's musical talent were all completely missed by their teachers, primarily because materials, media and methods in the classroom did not support the use of graphics, video, and music. Without knowing it, we often throw roadblocks in the way of student learning, simply by using traditional, one-size-fits-all media and methods in our teaching.

The [Curriculum Barriers Tutorial](#) gives you practice in using the UDL framework to analyze hidden barriers in the curriculum in light of students' strengths, needs, and interests.

The [Curriculum Barriers Tool](#) structures you in analyzing barriers in your own curricula in light of your students' strengths, needs, and interests.

The [Curriculum Barriers Template](#) is a downloadable template you can use on screen or in print to identify barriers for students in your classroom.

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## Curriculum Barriers Tutorial

### 1. Choose a student

To help you start thinking about the barriers in curriculum, we offer vignettes describing students with varying patterns of strengths, challenges, and interests. Each student would encounter different barriers in a particular unit of curriculum.

Click on a student name to read about him or her. Select the student you would like to work by clicking on the appropriate round button.

- [Sophia](#) ☐
- [Paula](#) ☐
- [Jamal](#) ☐
- [Charlie](#) ☐
- [Miguel](#) ☐
- [Kamla](#) ☐

Next Step: Choose curriculum >

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## Curriculum Barriers Tutorial

### 2. Choose curriculum

Now select the curriculum unit that you would like to work with.

Click on the curriculum name to read about it, and select the curriculum you would like to work with by clicking the round button beside it.

- [Fifth Grade US History](#) ☒
- [Sixth Grade Science](#) ☐
- [Seventh Grade English](#) ☐

Next Step: Analyze the barriers >

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## Curriculum Barriers Tutorial

### 3. Analyze the barriers

Now that you've selected a student and a curriculum unit, it's time to analyze the barriers in this curriculum for an individual student. Review the student and curriculum you have chosen and use the table below to fill in student characteristics and curriculum elements that seem, together, to constitute learning barriers.

Check the Curriculum Barriers Mentor for a [Model](#).

Remember: missed opportunities can also be barriers. If a student's particular strengths and interests are not being tapped by the materials, methods, or assessment approach being used, that means that the student is not finding the optimum learning environment. Further, lack of engagement and enthusiasm can also be a barrier to learning.

Click on the curriculum title and student link to review your choices when filling out the form below.

**Curriculum:** [Seventh Grade English](#)

**Student:** [Sophia](#)

| Curriculum Element | Student Characteristic | Barrier in learning environment for this student |
|--------------------|------------------------|--------------------------------------------------|
| <div></div>        | <div></div>            | <div></div>                                      |
| <div></div>        | <div></div>            | <div></div>                                      |
| <div></div>        | <div></div>            | <div></div>                                      |

Add Another Row

Next Step: Wrap up >

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|-----------------|------------------------|-----------------------|-----------------|-----------|
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|-----------------|------------------------|-----------------------|-----------------|-----------|

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## Curriculum Barriers Tutorial

### 4. Wrap up

Save your work. **Requires a My TES account.** [Login or Register](#) for a MyTES account.

#### Other Options:

- Go to the [Curriculum Barriers Tool](#)
- Go to the [Curriculum Barriers Template](#)

#### Curriculum Barriers Tutorial:

##### Curriculum Barriers Tutorial:

**Curriculum:** Seventh Grade English

**Student:** *Not Specified*

| Curriculum Element    | Student Characteristic | Barrier in learning environment for this student |
|-----------------------|------------------------|--------------------------------------------------|
| <i>Not Specified.</i> | <i>Not Specified.</i>  | <i>Not Specified.</i>                            |

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## Curriculum Barriers Tool

### 1. List methods, materials and assessments in your curriculum, unit or lesson

Choose a unit of curriculum or lesson that you often use or that you have found does not reach all of your students in its current form. In the left column list some of the materials, methods, and assessments in that curriculum or lesson.

 To get started, check the Curriculum Barriers Mentor for [examples of prevailing methods and materials](#).

**Materials and Methods**

**Student Qualities**

**Potential Barriers/missed opportunities**

|  |
|--|
|  |
|  |
|  |

Add Another Row

Next Step: Student Qualities >

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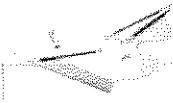
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Tools and Activities

## Curriculum Barriers Tool

### 2. List student strengths, needs, or interests

Think about the students in your class. What special strengths do they have? Are some of them deeply interested in certain topics or skills? Do some have learning challenges or disabilities? Are there language barriers? Next to the curriculum items you have entered on the left, list student characteristics that might make it difficult for those learners to use or maximally benefit from that tool, technique, or material.

If you have already listed student characteristics in the Class Learning Profile tool, click here to pull up your list and draw from it to complete this step.



Check the Curriculum Barriers Mentor for a [Model](#).

**Materials and Methods**

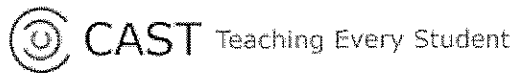
**Student Qualities**

**Potential Barriers/missed  
opportunities**

*No information was recorded in the first step of this tool.* Before entering information about student quality and potential barriers, return to the previous step and enter information about the curriculum material and methods.

Next Step: Potential Barriers >

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## Curriculum Barriers Tool

### 3. Identify potential barriers

Now consider the interaction between student qualities and the materials and methods currently available in your curriculum unit or lesson. Remember, missed opportunities for learning are also barriers, as are factors contributing to students' lack of engagement.

 Check the Curriculum Barriers Mentor for a [Model](#).

**Materials and Methods**

**Student Qualities**

**Potential Barriers/missed opportunities**

*No information was recorded in the first step of this tool.* Before entering information about student quality and potential barriers, return to the previous step and enter information about the curriculum material and methods.

Next Step: [Wrap up >](#)

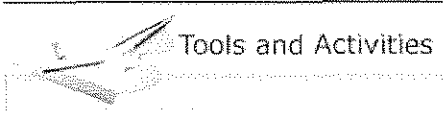
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## Curriculum Barriers Tool

### 4. Wrap up

Save your work. **Requires a My TES account.** [Login or Register](#) for a MyTES account.

### Other Options:

- Go to the [Curriculum Barriers Tutorial](#)
- Go to the [Curriculum Barriers Template](#)

### Curriculum Barriers Tool:

### Curriculum Barriers Tool:

| Materials and Methods | Student Qualities     | Potential Barriers/missed opportunities |
|-----------------------|-----------------------|-----------------------------------------|
| <i>Not Specified.</i> | <i>Not Specified.</i> | <i>Not Specified.</i>                   |

# Curriculum Barriers

# Model Template

**Grade:** 3

**Teacher:** Mrs. G.

**Subject:** Science

**Standard:** 6.23—Plants lifecycle

**Goal:** *Research and present information on a flower.*

| Materials and Methods            | Student Qualities                                                                                                                                     | Potential Barriers/Missed Opportunities                                                                                                                |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Printed textbook                 | <i>Kevin</i> —Low vision<br><i>Bill</i> —Loves computer graphics<br><i>Brian</i> —Limited English                                                     | Difficulty seeing small text<br>Textbook does not tap into this interest and skill<br>Difficulty decoding and understanding the word meaning           |
| Lecture/whole class presentation | <i>Jose</i> —Limited English<br><i>Helen</i> —Home problems<br><i>Kiwa</i> —Loses focus, dreams                                                       | Difficulty comprehending meaning<br>May not engage with material, distracted from listening<br>May not engage with material, distracted from listening |
| Library research                 | <i>Brian</i> —Organizational problems<br><i>Kiwa</i> —Trouble with key concepts                                                                       | May have trouble keeping track of what he is learning<br>May not be able to abstract the important content for project                                 |
| Written report                   | <i>Sarita</i> —Poor writing mechanics<br><i>Jake</i> —Talented at drawing                                                                             | Difficulty expressing her ideas effectively<br>Does not tap into Jake’s drawing skill                                                                  |
| Flower drawing                   | <i>Phillip</i> —Fine motor problems                                                                                                                   | Drawing is physically arduous—may not engage him                                                                                                       |
| Oral report on flower            | <i>Jorge</i> —Saxophone player<br><i>Brian</i> —Easily discouraged                                                                                    | Does not tap into Jorge’s musical talent<br>May intimidate Brian                                                                                       |
| Independent project              | <i>James</i> —Strong leadership and collaboration skills<br><i>Helen</i> —Distracted, personal concerns<br><i>Elizabeth</i> —Deep knowledge of plants | Context won’t draw on his leadership and collaboration skills.<br><br>Helen could have difficulty working alone.                                       |

## Examples of Prevailing Methods and Materials

### Materials/Media

#### Printed materials

Textbook  
Workbook  
Trade book  
Posters  
Worksheets  
Newspapers/magazines

---

#### Computer based materials

CD-ROM  
Internet  
Interactive software  
Applications  
Graphics

---

#### Images

Photographs  
Drawings  
Timelines  
Graphs  
Charts  
Tables  
Maps

---

#### Presentation/student response media

Video

### Methods/Student Activities

#### Information presentation method

Chalk/white board  
Overheads  
Lecture  
Printed notes/outlines  
Handouts

---

---

#### Learning context

Small-group discussion  
Large-group discussion  
Independent reading  
In-class assignment  
Homework

---

---

#### Instructional formats

Small-group instruction  
Individual seatwork  
Lecture  
Collaborative learning  
1-to-1 instruction  
Hands-on activities

---

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#### Project/presentation formats

Term paper/research paper

Audio (tape/CD)  
Slides/overheads  
Pen/pencil  
Highlighters  
Art supplies  
Computer tools  
Music

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### **Objects**

Manipulatives

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---

Group project  
Oral presentation  
Handwritten paper  
Drawing/diagram  
Three dimensional project  
Oral reading  
Graphic presentation

---

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### **Student research**

Library research  
Online research  
Data collection  
Interviews

---

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### Curriculum Barriers

## Blank Template

**Grade:**  
**Goal:**

**Teacher:**

**Subject:**

**Standard:**

[illegible]

## Deriving UDL Solutions

Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_ Subject: \_\_\_\_\_ Standard(s): \_\_\_\_\_

Goal: \_\_\_\_\_

|                                                                  | Instruction        |                                                                                                                                                    | Assessment         |                                                                                                                       |
|------------------------------------------------------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------|
|                                                                  | Potential Barriers | UDL Solutions<br>What technology devices or methods and materials will minimize the barriers and expand learning opportunities for these learners? | Potential Barriers | UDL Solutions<br>What technology devices or methods and materials will promote valid evaluation of learner responses? |
| <b>Methods</b><br>What Methods are Used to Achieve the Goal?     | •                  | •                                                                                                                                                  | •                  | •                                                                                                                     |
|                                                                  | •                  | •                                                                                                                                                  | •                  | •                                                                                                                     |
|                                                                  | •                  | •                                                                                                                                                  | •                  | •                                                                                                                     |
| <b>Materials</b><br>What Materials are Used to Achieve the Goal? | •                  | •                                                                                                                                                  | •                  | •                                                                                                                     |
|                                                                  | •                  | •                                                                                                                                                  | •                  | •                                                                                                                     |
|                                                                  | •                  | •                                                                                                                                                  | •                  | •                                                                                                                     |

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Tools and Activities

## UDL Solutions Finder

### Introduction

The key to helping all students achieve is identifying and removing barriers from our teaching methods and curriculum materials. One effective way to do this is to expand your teaching toolbox with digital media and software. To accommodate a broad spectrum of learners, universally designed curricula require a range of options for accessing, using, and engaging with learning materials. The materials themselves, as well as the teaching approaches, need to be sufficiently flexible to support varied pathways towards common learning goals.

Building digital content and tools into your curriculum can help you provide the necessary flexibility to reach diverse learners.

The [UDL Solutions Finder Tutorial](#) gives you practice in applying CAST's three UDL principles to expand learning options for students.

The [UDL Solutions Finder Tool](#) structures you in using the three UDL principles to derive UDL solutions to barriers in your curriculum.

The [Deriving UDL Solutions Template](#) is a downloadable template you can use on screen or in print to develop UDL solutions for your classroom.

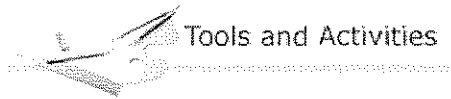
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## UDL Solutions Finder Tutorial

Building UDL solutions to reduce learning barriers in the curriculum is an ongoing process which takes time and practice. CAST's three UDL principles provide a framework for starting the process. To reach diverse learners, curriculum should:

1. represent information in multiple formats and media (to address recognition differences)
2. provide multiple pathways for students' action and expression (to address strategic differences)
3. provide multiple ways to engage students' interest and motivation (to address affective differences)

Using this framework, we provide sample material to work with and scaffold you in finding alternatives and options for print-based curriculum materials and methods. Once you are familiar with the approach and some of the ideas, you may want to use the UDL Solutions Finder Tool to work with material from your own curriculum.

 Check the UDL Solutions Mentor for a model.

There are three parts to this tutorial. Steps one and two provide sample students and barriers, and sample lists of UDL solutions to choose from. Steps three and four provide the option to import your work from previous tutorials (Class Profile Maker and Barriers Finder) or to use another set of examples to work with. You can restart, edit your entries, save your work, or repeat the tutorial.

1. [Identify barriers](#)
2. [Find UDL solutions](#)
3. [Wrap Up](#)

[Start the tutorial.](#)

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## UDL Solutions Finder Tutorial

### 1. Identify barriers

The table below shows barriers some students would encounter in a science unit on the life cycle of plants. Students are asked to research and present information on a flower of their choice. For each material or method, some common student barriers are listed.

Link each barrier to the brain network or networks involved. Does the barrier impede students' ability to recognize key patterns (Recognition network); to execute skillful processes or express their ideas (Strategic network); or to engage with the learning task (Affective network)? Some barriers may involve more than one network.

Check the UDL Solutions Mentor for a [Model](#).

**Grade:** 3 **Teacher:** Mrs G. **Subject:** Science

**Standard:** 6.23 - Plants lifecycle

**Goal:** *Research and present information on a flower.*

| Materials & Methods              | Potential Barriers/<br>Missed Opportunities                      | Network<br>R - Recognition<br>S - Strategic<br>A - Affective                     |
|----------------------------------|------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Printed textbook                 | • Difficulty seeing small text (vision)                          | <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> A |
|                                  | • Preference for visual information                              | <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> A |
|                                  | • Difficulty decoding text                                       | <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> A |
| Lecture/whole class presentation | • Difficulty comprehending meaning (Spanish is primary language) | <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> A |
|                                  | • Emotional concerns, may miss information                       | <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> A |
| Library research                 | • Organizational difficulties                                    | <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> A |
|                                  | • Trouble with main ideas                                        | <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> A |
|                                  | • Word decoding difficulty                                       | <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> A |
| Create written report            | • Difficulty with writing mechanics                              | <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> A |
|                                  | • Excellent graphic artist - skills not tapped                   | <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> A |
| Flower drawing                   | • Fine motor problems                                            | <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> A |
|                                  | • Strong dislike of drawing                                      | <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> A |
| Oral report on flower            | • Shy and hesitant speaker                                       | <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> A |
|                                  | • ESL student                                                    | <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> A |
| Independent project              | • Excellent leader in groups, skills not tapped                  | <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> A |
|                                  | • Trouble with independent work                                  | <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> A |
|                                  | • Assignment above ability level                                 | <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> A |

Next Step: Find UDL solutions >

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[TES / Tools & Activities / UDL Solutions Finder / UDL Solutions Finder Tutorial](#)

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## UDL Solutions Finder Tutorial

### 2. Find UDL solutions

Now that you have identified the network or networks most involved in each learning barrier, you can look for UDL solutions. Each of CAST's three UDL principles is geared to address a learning network. To find some examples that might help overcome the barriers listed, click on the network & UDL principle below. Use copy and paste to add UDL solutions to the table.

- Recognition: represent information in multiple formats and media
- Strategy: provide multiple pathways for students' action and expression
- Affect: provide multiple ways to engage students' interest and motivation

Remember, the three UDL principles correspond to the three networks in the learning brain because they offer the right kind of flexibility to accommodate diversity in that kind of learning.



Check the UDL Solutions Mentor for a Model.

**Grade:** 3 **Teacher:** Mrs G. **Subject:** Science

**Standard:** 6.23 - Plants lifecycle

**Goal:** *Research and present information on a flower.*

| Materials & Methods              | Potential Barriers/<br>Missed Opportunities                      | Network<br>R -<br>Recognition<br>S - Strategic<br>A - Affective | UDL Solutions |
|----------------------------------|------------------------------------------------------------------|-----------------------------------------------------------------|---------------|
| Printed textbook                 | • Difficulty seeing small text (vision)                          |                                                                 |               |
|                                  | • Preference for visual information                              |                                                                 |               |
|                                  | • Difficulty decoding text                                       |                                                                 |               |
| Lecture/whole class presentation | • Difficulty comprehending meaning (Spanish is primary language) |                                                                 |               |
|                                  | • Emotional concerns, may miss information                       |                                                                 |               |
| Library research                 | • Organizational difficulties                                    |                                                                 |               |

|                       |                                                 |  |  |
|-----------------------|-------------------------------------------------|--|--|
| Create written report | • Trouble with main ideas                       |  |  |
|                       | • Word decoding difficulty                      |  |  |
|                       | • Difficulty with writing mechanics             |  |  |
| Flower drawing        | • Excellent graphic artist - skills not tapped  |  |  |
|                       | • Fine motor problems                           |  |  |
|                       | • Strong dislike of drawing                     |  |  |
| Oral report on flower | • Shy and hesitant speaker                      |  |  |
|                       | • ESL student                                   |  |  |
| Independent project   | • Excellent leader in groups, skills not tapped |  |  |
|                       | • Trouble with independent work                 |  |  |
|                       | • Assignment above ability level                |  |  |

Next Step: Wrap Up >

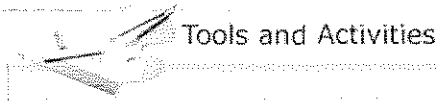
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## UDL Solutions Finder Tutorial

### 3. Wrap Up

Consider some of your own curricular techniques and materials, and some of the barriers your students might encounter. Remember to consider special talents that aren't being tapped! Use the links to find suggestions and in table below list barriers, primary networks involved, and UDL solutions. Feel free to generate your own solutions to share with others.

- Recognition: represent information in multiple formats and media
- strategy: provide multiple pathways for students' action and expression
- Affect: provide multiple ways to engage students' interest and motivation

| <b>Grade: 3 Teacher: Mrs G. Subject: Science</b><br><b>Standard: 6.23 - Plants lifecycle</b><br><b>Goal: Research and present information on a flower.</b> |                                                                  |                                                              |               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------|---------------|
| Materials & Methods                                                                                                                                        | Potential Barriers/<br>Missed Opportunities                      | Network<br>R - Recognition<br>S - Strategie<br>A - Affective | UDL Solutions |
| Printed textbook                                                                                                                                           | • Difficulty seeing small text (vision)                          |                                                              |               |
|                                                                                                                                                            | • Preference for visual information                              |                                                              |               |
|                                                                                                                                                            | • Difficulty decoding text                                       |                                                              |               |
| Lecture/whole class presentation                                                                                                                           | • Difficulty comprehending meaning (Spanish is primary language) |                                                              |               |
|                                                                                                                                                            | • Emotional concerns, may miss information                       |                                                              |               |
| Library research                                                                                                                                           | • Organizational difficulties                                    |                                                              |               |
|                                                                                                                                                            | • Trouble with main ideas                                        |                                                              |               |
|                                                                                                                                                            | • Word decoding difficulty                                       |                                                              |               |

|                       |                                                                                                   |  |  |
|-----------------------|---------------------------------------------------------------------------------------------------|--|--|
| Create written report | <ul style="list-style-type: none"> <li>• Difficulty with writing mechanics</li> </ul>             |  |  |
|                       | <ul style="list-style-type: none"> <li>• Excellent graphic artist - skills not tapped</li> </ul>  |  |  |
| Flower drawing        | <ul style="list-style-type: none"> <li>• Fine motor problems</li> </ul>                           |  |  |
|                       | <ul style="list-style-type: none"> <li>• Strong dislike of drawing</li> </ul>                     |  |  |
| Oral report on flower | <ul style="list-style-type: none"> <li>• Shy and hesitant speaker</li> </ul>                      |  |  |
|                       | <ul style="list-style-type: none"> <li>• ESL student</li> </ul>                                   |  |  |
| Independent project   | <ul style="list-style-type: none"> <li>• Excellent leader in groups, skills not tapped</li> </ul> |  |  |
|                       | <ul style="list-style-type: none"> <li>• Trouble with independent work</li> </ul>                 |  |  |
|                       | <ul style="list-style-type: none"> <li>• Assignment above ability level</li> </ul>                |  |  |

- Go to the [UDL Solutions Finder Tool](#)
- Go to the [UDL Solutions Template](#)

**Recognition: represent information in multiple formats and media**

- Electronic version of the text (varying text sizes, read-aloud with text-to-speech)
- CD ROM or online encyclopedia with images and spoken text
- Links to Spanish web sites on the subject
- Printed and electronic concept map with images, text & hyper-links
- E-text outline of lecture content with main ideas highlighted
- Tool to translate words or connected text into other languages
- Text-to-speech utility to read e-text aloud (English and Spanish)
- Video(s) on subject
- Graphic highlighting of important ideas (on screen or on paper)
- Digital photograph collection
- Links to web sites with primary sources, images, sounds, and video
- Additional background knowledge

Close Window

**Strategy: provide multiple pathways for students' action and expression**

- Printed and electronic concept map to structure composition
- Printed and electronic text-based outline to structure composition
- Cheat sheet with clear steps for library research
- Library mentor lined up to help
- Set of pre-chosen links to relevant web sites
- Digital collections of images and information to narrow search
- Option to create multimedia report rather than written
- Option to use computer slide show for presentation
- Option to work in collaborative groups
- Talking word processor with spell check
- Voice recognition software to scaffold writing
- Teacher made e-templates

Close Window

**Affect: provide multiple ways to engage students' interest and motivation**

- Option to create a graphic report with minimal text
- Use of graphics program which supports drawing (e.g. Kid Pix)
- Electronic concept map with parts filled in & limited content choices as scaffold
- Option to use Internet instead of library
- Voice recognition software to scaffold writing
- Option to choose a flower found near home
- Collaborative learning groups with different roles
- Build class library of digital photographs with students
- Links to web sites with primary sources, images, sounds, and video
- Alternative content for lessons focused on processes
- Teacher made e-templates
- Web sites/software with leveled management system

Close Window

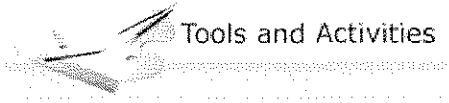
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|                              |                                         |                                        |                              |                        |
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|------------------------------|-----------------------------------------|----------------------------------------|------------------------------|------------------------|

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## Deriving UDL Solutions Template

The Deriving UDL Solutions Template helps you select, assemble, or create flexible learning materials and methods including tools, digital content, and Web-based materials to minimize barriers for your students. You can download it in Microsoft Word or pdf Format, to use on screen or in print.

The template has three parts:

1. The Model Template shows examples of UDL solutions to the anticipated barriers and missed opportunities derived using the UDL Class Profile Maker and the UDL Barriers Finder
2. Examples of UDL Solutions is divided into three segments, addressing the three brain networks: recognition, strategy, and affect. For each, Form 3B offers examples of technology-based tools, media, and methods as well as instructional strategies to expand your repertoire and engage more students. Note that the appropriateness of these solutions and options depends upon your instructional goal. Providing scaffolds such as spell checkers for writing or text-to-speech for reading is appropriate only if the goal of a lesson is focused on process and content, not on writing or reading mechanics.
3. The Blank Template offers structured support for selecting and designing UDL Solutions for your own class.

### UDL Solutions Template

 [MS Word Version](#)  [PDF Version](#)

This template was published by ASCD in *Teaching Every Student in the Digital Age: Universal Design for Learning* (Rose & Meyer, April, 2002).

#### See also:

- [The UDL Solutions Finder Tutorial](#)
- [The UDL Solutions Finder Tool](#)

## Deriving UDL Solutions

## Model Template

**Grade:** 3

**Teacher:** Mrs. G.

**Subject:** Science

**Standard:** 6.23—Plants lifecycle

**Goal:** *Research and present information on a flower.*

| Materials & Methods              | Potential Barriers/<br>Missed Opportunities                                                                                                                                      | UDL Solutions                                                                                                                                                                                                                                              |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Printed textbook                 | <i>Kevin</i> —Difficulty seeing small text<br><i>Bill</i> —Doesn't tap his graphics skills<br><i>Brian</i> —Difficulty decoding/understanding word meaning                       | Electronic text with text-to-speech to read aloud<br>CD-ROM or online encyclopedia; Web page with collections of images<br>Spanish CD-ROM on flowers; link to Spanish Web site                                                                             |
| Lecture/whole class presentation | <i>Jose</i> —Difficulty comprehending meaning<br><i>Helen</i> —Distracted, may miss info<br><i>Kiwa</i> —Distracted, may miss info                                               | Provide Spanish/English key terms translations with text-to-speech<br>Provide Inspiration concept map of key ideas; eText outline with text to speech that students can access                                                                             |
| Library research                 | <i>Brian</i> —May have trouble keeping track.<br><i>Kiwa</i> —May not be able to abstract the project's important content.                                                       | Partially filled-in outlines; Web page with attached resources; collection of online resources, online or CD-ROM encyclopedia, linked to Inspiration outline of key project parts                                                                          |
| Create written report            | <i>Sarita</i> —Mechanics-based difficulty expressing her ideas<br><i>Jake</i> —Format doesn't tap artistic talent                                                                | Word processor with spell check; talking word processor<br><br>Graphics program—Kid Pix                                                                                                                                                                    |
| Flower drawing                   | <i>Phillip</i> —Drawing will be physically difficulty.                                                                                                                           | Word processing; selection of graphics to use in report                                                                                                                                                                                                    |
| Oral report on flower            | <i>Jorge</i> —Format doesn't tap musical talent<br><i>Brian</i> —May be intimidated                                                                                              | Provide option of live or recorded music as part of demonstration<br>Pair Brian with James, who can support him while working                                                                                                                              |
| Independent project              | <i>James</i> —Context won't draw on his leadership and collaboration skills.<br><i>Helen</i> —Could have difficulty working alone.<br><i>Elizabeth</i> —Deep knowledge of plants | Encourage James to support other students as they work<br><br>Be sure to find aspect of project of particular interest to Helen and check in frequently. Support presentation with notes<br>Pair Elizabeth with Jose to share her knowledge and enthusiasm |

## Examples of UDL Solutions

### Recognition Networks

#### Multiple Examples

- Multiple versions of story, math process, content
- Multimedia collections
  - Images
  - Sounds
  - Text
  - Video/animation
  - Concept maps
- Links to online examples from Web page
- Multimedia concept map with online/local links
- Animation of text meaning (software, Web)

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#### Multiple Media and Formats

- Multimedia glossary, online, CD-ROM or teacher-made
- Alternative representations across media:
  - E-text with text-to-speech
  - Text and audio descriptions for still images
  - Spoken descriptions for video images
  - Tactile graphics
  - Voice recognition—convert to text
- Image collections in concept maps
- Text outline, highlighting key concepts
- Digital photographs from field trips or home
- Recorded, digitized sounds and stories
- Adjustable font size, color, background color
- Adjustable digital images (e.g., maps)

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### Highlight Critical Features

- Visual concept maps (Inspiration)
- Multimedia templates (Hyperstudio, PowerPoint)
- Color highlighting in word processing
- Graphic highlighting (circles, arrows, boxes)
- Links to animations showing key elements
- Software offering different presentations
- E-text outline, main points (with text-to-speech translation)

### Support Background Knowledge

- Web pages with links to related information
- Links to author information
- Key vocabulary (image map, hyperlinks to words)
- Translation to other languages (online tools)
- Expansion of information—build multimedia collections
- Online links to experts
- Multimedia glossary, encyclopedia

## Strategic Networks

### Models of Skilled Performance

- Product models—finished versions of target skill
- Process models—showing process steps
- Collections of completed products (Web links/local)
  - Past student work
  - Work of experts
  - Teacher generated examples
  - Students in other settings
- Multimedia collections—stories, facts, information
- Online links to work of experts

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### Ongoing Relevant Feedback

- Digital voice record, play back
- Text-to-speech while writing
- Links to online mentors
- Links to peers/editors (e.g., [www.stonesoup.com](http://www.stonesoup.com))
- Digital portfolio—review and compare
- Prompts to self-reflect, record reflections
- Online publishing, local network or Internet
- Digital graphing of progress

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### Practice with Supports

- Talking word processor (e.g., Write Out Loud)
- Templates to structure work as appropriate
- Scaffolds, use depending on goal:
  - Spell check, grammar check
  - Built-in calculator
  - Clip media (all sorts), student projects
  - Text-to-speech for content reading
- Graphic organizers (e.g., Inspiration)
- Hyperstudio story or presentation template
- Chapter-end answers partially structured

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### Demonstration of Skills

- Multimedia presentation tools (Hyperstudio, PowerPoint)
- Web-capable graphic organizers (Inspiration)
- Publishing software (Hyperstudio, Pagemaker)
- Web site design tools (Home Page, Dreamweaver)
- Multimedia recording, image digitizing, digital cameras
- Media banks—images, sounds, animations, video
- Digital recording
- Draw tools

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## **Affective Networks**

### **Choice of Content and Tools**

- Selections of content for learning skills and strategies
- Web sites with supplementary, related activities
- Multimedia presentation and composition tools
- Digital cameras, recording devices
- Web page with content options and choices
- Selection of stories/non fiction for learning to read
- Tie activities to student's deep subject interests

---

### **Choice of Rewards**

- Individualized feedback to support student needs
- Explicit feedback specific to student progress
- Minimal extrinsic "rewards" not tied to work
- Build student self-monitoring
- Feedback related to explicit student goals
- Opportunities for demonstrations
- Built-in structured peer feedback

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### **Adjustable Support and Challenge**

- Software/Web sites offering management systems
- Optional scaffolds (– teacher/student discretion)
- Templates supporting process
- Templates supporting content
- Choice of level, same activity or goal
- Optional help (student or teacher discretion)

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### **Choice of Learning Context**

- "Web quest" designs, with varied structure
- Software/Web sites, options for feedback and support
- Flexible work groups—pairs, small groups, individual
- Templates with optional structure and support
- Earphones
- Embedded hyperlinks, used at student option
- Student choice of sources

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**Subject:** **Standard:**

**Standard:**

**Goal:**

[illegible]

## UDL Lesson Planning Form

Goals:

- 1.
- 2.

| DAY                     |  |
|-------------------------|--|
| Daily Goals             |  |
| Methods & Assessment    |  |
| Materials & Media/Tools |  |

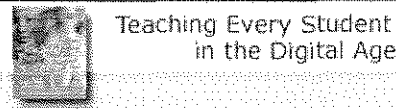
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TES / Ideas & Information / Teaching Every Student TOC / Chapter 4 / The Framework for UDL: Three Principles

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Choose view of chapter:



## Chapter 4: What is Universal Design for Learning?

### The Framework for UDL: Three Principles

Because all three brain networks are involved in learning, teachers cannot literally "teach to" students' recognition, strategic, and affective networks as separate entities. However, thinking about these networks individually helps us remember that learning is multifaceted and that barriers in the curriculum can arise in a number of places. Broadly speaking, we teach our students to

- Recognize essential cues and patterns.
- Master skillful strategies for action.
- Engage with learning.

A successful learning environment supports and challenges students in each of these arenas while minimizing barriers. And because no two students show the same patterns of strength, weakness, and preference within these domains, minimizing barriers requires highly flexible teaching strategies and materials. Accordingly, the UDL framework consists of three overarching operative principles, each formed to minimize barriers and maximize learning through flexibility. Each of the principles, listed in Figure 4.3, advocates a particular teaching approach for supporting learner differences in recognition, strategy, or affect.

| - Figure 4.3 -<br>Principles of the UDL Framework |                                                                                                     |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Principle 1:                                      | To support recognition learning, provide multiple, flexible methods of presentation                 |
| Principle 2:                                      | To support strategic learning, provide multiple, flexible methods of expression and apprenticeship. |
| Principle 3:                                      | To support affective learning, provide multiple, flexible options for engagement.                   |

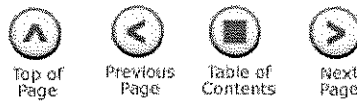


#### Background Knowledge: Additional material about Universal Design or Learning.

The three UDL principles share one common recommendation: *to provide students with a wider variety of options*. To accommodate a broad spectrum of learners, universally designed curricula require a range of options for accessing, using, and engaging with learning materials. Like universal design in architecture, with its stairs, ramps, and elevators, these alternatives reduce barriers for individuals with disabilities but also enhance opportunities for every student.

Consider an example. Suppose Mr. Costa is teaching a civics unit on national elections and wants to convey the fundamental importance of voter participation. He chooses to use a chart—an ideal means of representation for some kinds of information and for some students, but a medium that presents learning barriers for other students. Obviously, a student who is blind cannot learn from a visual chart, nor can students who have difficulty discerning colors, interpreting keys and symbols, or deciphering the significance of spatial relationships between elements. For these students, charts actually present a barrier.

What could Mr. Costa do about that barrier? In this case, both his teaching goal and the barriers in the medium he has chosen (images) relate to *recognition*, the learning networks addressed by UDL Principle 1. Principle 1 recommends that the teacher provide multiple representations of the same information. A verbal description of the chart, a tactile graphic representation, or an e-text version read by the computer would all make the key concepts accessible to students who are blind or otherwise visually impaired. The verbal description would have the additional advantage of helping other students in the class by providing complementary information not contained within the chart and offering a different context and emphasis. This option would also help students who have difficulty interpreting graphically displayed data. These are just a few of the ways that providing two representations of the data instead of one allows Mr. Costa to create a richer cognitive learning environment for all his students.





## Sequences of Study / Pathways to College and Career Readiness

The following sample sequences of study illustrate two potential pathways to college- and career-readiness on which a student may base his or her course plan. Course plans will vary based on students' needs and interests as well as schools' program offerings, and course plans may change considerably over time as students revise their goals.

| <b>Selective-University Preparatory</b><br>(aligned to competitive university entrance expectations) |                                  |                       |                                      |                                    |                                                            |
|------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------|--------------------------------------|------------------------------------|------------------------------------------------------------|
| Credits                                                                                              | Subject                          | Grade 9               | Grade 10                             | Grade 11                           | Grade 12                                                   |
| 4                                                                                                    | ENGLISH                          | English I             | English II                           | English III or AP English Language | AP English Literature                                      |
| 4                                                                                                    | MATH                             | Algebra I or Geometry | Geometry or Algebra II               | Hon. Algebra II or Precalculus     | AP Calculus or other advanced math                         |
| 4                                                                                                    | SCIENCE                          | Biology I             | Chemistry I                          | Lab science or AP science          | Physics or AP Physics                                      |
| 4                                                                                                    | SOCIAL STUDIES                   | World History I       | World History II or AP World History | AP U.S. History                    | D.C. History and AP U.S. Government                        |
| 4                                                                                                    | WORLD LANGUAGES                  | Level I+              | Level II+                            | Level III+                         | Level IV or AP Language                                    |
| 0.5                                                                                                  | MUSIC*                           | Music (0.5)           |                                      |                                    |                                                            |
| 0.5                                                                                                  | ART*                             | Art (0.5)             |                                      |                                    |                                                            |
| 1.5                                                                                                  | HEALTH & PHYS. ED.               | H/PE (0.5)            | Health (0.5) AND PE (0.5)            |                                    |                                                            |
| 5.5                                                                                                  | COLLEGE- & CAREER-PREP ELECTIVES | PSAT/SAT-Prep (0.5)   | Career and/or Elective (1.0)         | Career and/or Elective (2.0)       | Career, Elective, Dual-enrollment, and/or internship (3.0) |
| <b>28</b>                                                                                            | <b>TOTAL</b>                     | <b>7</b>              | <b>7</b>                             | <b>7</b>                           | <b>7</b>                                                   |

## College & Career Preparatory

(aligned to standard college entrance expectations)

| Credits | Subject                          | Grade 9                 | Grade 10                                             | Grade 11                     | Grade 12                                                   |
|---------|----------------------------------|-------------------------|------------------------------------------------------|------------------------------|------------------------------------------------------------|
| 4       | ENGLISH                          | English I               | English II                                           | English III                  | English IV                                                 |
| 4       | MATH                             | Algebra I               | Geometry                                             | Algebra II                   | Precalculus or Prob & Stat I+II                            |
| 4       | SCIENCE                          | Biology I               | Chemistry I                                          | Any lab science              | Physics I                                                  |
| 4       | SOCIAL STUDIES                   | World History I         | World History II                                     | U.S. History                 | D.C. History and U.S. Government                           |
| 3       | WORLD LANGUAGES                  | Level I+                | Level II+                                            | Level III+                   |                                                            |
| 0.5     | MUSIC*                           | Music (0.5)             |                                                      |                              |                                                            |
| 0.5     | ART*                             | Art (0.5)               |                                                      |                              |                                                            |
| 1.5     | HEALTH & PHYS. ED.               | H/PE (0.5) and PE (0.5) | Health (0.5)                                         |                              |                                                            |
| 6.5     | COLLEGE- & CAREER-PREP ELECTIVES |                         | PSAT/SAT-Prep (0.5) and Career and/or Elective (1.0) | Career and/or Elective (2.0) | Career, Elective, Dual-enrollment, and/or internship (3.0) |
| 28      | <b>TOTAL</b>                     | <b>7</b>                | <b>7</b>                                             | <b>7</b>                     | <b>7</b>                                                   |

## D.C. Minimum Graduation Requirements

| Required Credits | Subject            | Courses of Study                                                               |
|------------------|--------------------|--------------------------------------------------------------------------------|
| 4                | ENGLISH            | English I, English II, English III, English IV                                 |
| 4                | MATH               | Algebra I, Geometry, Algebra II, any math                                      |
| 4                | SCIENCE            | Biology I, two lab sciences, and one other science                             |
| 4                | SOCIAL STUDIES     | World History I, World History II, U.S. History, U.S. Government, D.C. History |
| 2                | WORLD LANGUAGES    | Two levels                                                                     |
| 0.5              | MUSIC              | Music (0.5)                                                                    |
| 0.5              | ART                | Art (0.5)                                                                      |
| 1.5              | HEALTH & PHYS. ED. | Health & PE (0.5), Health (0.5), and PE (0.5)                                  |
| 3.5              | ELECTIVES          | Any 3.5 credits                                                                |
|                  | <b>TOTAL</b>       |                                                                                |

**PHILLIPS Programs**  
**(A Nonprofit Organization)**

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**Auditors' Report and  
Financial Statements  
August 31, 2013 and 2012**

**PHILLIPS Programs  
(A Nonprofit Organization)**

**Table of Contents**

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|                                     |      |
|-------------------------------------|------|
| <b>Independent Auditors' Report</b> | 1-2  |
| Statements of Financial Position    | 3    |
| Statements of Activities            | 4    |
| Statements of Cash Flows            | 5    |
| Notes to Financial Statements       | 6-14 |

INDEPENDENT AUDITORS' REPORT

To The Board of Trustees  
**PHILLIPS Programs**  
**(A Nonprofit Organization)**

We have audited the accompanying financial statements of **PHILLIPS Programs** (a nonprofit organization), which comprise the statements of financial position as of August 31, 2013 and 2012, and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

**Management's Responsibility for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

**Auditor's Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessment, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

## Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of **PHILLIPS Programs** as of August 31, 2013 and 2012, and the changes in its net assets and cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

*Russell Schenck & Schlegel, PLLC*

November 26, 2013

**PHILLIPS Programs**  
**(A Nonprofit Organization)**

**Statements of Financial Position**

| <i>August 31,</i>                            | <b>2013</b>          | <b>2012</b>          |
|----------------------------------------------|----------------------|----------------------|
| <b>Assets</b>                                |                      |                      |
| Cash and cash equivalents                    | \$ 2,556,463         | \$ 3,241,497         |
| Accounts receivable                          | 978,152              | 1,281,833            |
| Pledges receivable                           | -                    | 3,000                |
| Prepaid expenses and other assets            | 36,315               | 155,052              |
| <b>Total current assets</b>                  | <b>3,570,930</b>     | <b>4,681,382</b>     |
| Investments                                  | 4,604,679            | 4,311,030            |
| Fixed assets, net                            | 10,316,309           | 10,704,564           |
| Deferred loan costs, net                     | 7,934                | 16,528               |
| <b>Total assets</b>                          | <b>\$ 18,499,852</b> | <b>\$ 19,713,504</b> |
| <b>Liabilities</b>                           |                      |                      |
| Accounts payable and accrued expenses        | \$ 75,933            | \$ 565,761           |
| Deferred compensation liability              | -                    | 300,219              |
| Mortgages and notes payable, current portion | 540,889              | 706,344              |
| <b>Total current liabilities</b>             | <b>616,822</b>       | <b>1,572,324</b>     |
| Non-current mortgages and notes payable      | 1,774,763            | 2,267,398            |
| <b>Total liabilities</b>                     | <b>2,391,585</b>     | <b>3,839,722</b>     |
| <b>Net assets</b>                            |                      |                      |
| Unrestricted net assets                      | 15,591,412           | 15,412,278           |
| Temporarily restricted net assets            | 487,900              | 433,118              |
| Permanently restricted net assets            | 28,955               | 28,386               |
| <b>Total net assets</b>                      | <b>16,108,267</b>    | <b>15,873,782</b>    |
| <b>Total liabilities and net assets</b>      | <b>\$ 18,499,852</b> | <b>\$ 19,713,504</b> |

*The accompanying notes are an integral part of these financial statements.*

**PHILLIPS Programs**  
**(A Nonprofit Organization)**

**Statements of Activities**

|                                                          | Year ended August 31, 2013 |                        |                        |                      | Year ended August 31, 2012 |                        |                        |                      |
|----------------------------------------------------------|----------------------------|------------------------|------------------------|----------------------|----------------------------|------------------------|------------------------|----------------------|
|                                                          | Unrestricted               | Temporarily Restricted | Permanently Restricted | Total                | Unrestricted               | Temporarily Restricted | Permanently Restricted | Total                |
| <b>Operating revenues, gains and other support</b>       |                            |                        |                        |                      |                            |                        |                        |                      |
| Program service fees                                     | \$ 15,432,125              | \$ -                   | \$ -                   | \$ 15,432,125        | \$ 15,639,551              | \$ -                   | \$ -                   | \$ 15,639,551        |
| Investment income                                        | 60,939                     | -                      | -                      | 60,939               | 52,085                     | -                      | -                      | 52,085               |
| Other income, net                                        | 180,602                    | -                      | -                      | 180,602              | 160,375                    | -                      | -                      | 160,375              |
| <b>Total operating revenues, gains and other support</b> | <b>15,673,666</b>          | <b>-</b>               | <b>-</b>               | <b>15,673,666</b>    | <b>15,852,011</b>          | <b>-</b>               | <b>-</b>               | <b>15,852,011</b>    |
| <b>Operating expenses</b>                                |                            |                        |                        |                      |                            |                        |                        |                      |
| Program services                                         | 14,201,013                 | -                      | -                      | 14,201,013           | 14,526,731                 | -                      | -                      | 14,526,731           |
| Management and general                                   | 1,284,386                  | -                      | -                      | 1,284,386            | 1,329,776                  | -                      | -                      | 1,329,776            |
| Fundraising                                              | 45,507                     | -                      | -                      | 45,507               | 48,185                     | -                      | -                      | 48,185               |
| Interest                                                 | 78,446                     | -                      | -                      | 78,446               | 97,541                     | -                      | -                      | 97,541               |
| Bad debt                                                 | 69,021                     | -                      | -                      | 69,021               | 15,887                     | -                      | -                      | 15,887               |
| Net assets released from restrictions                    | (166,446)                  | 166,446                | -                      | -                    | (241,913)                  | 241,913                | -                      | -                    |
| <b>Total expenses</b>                                    | <b>15,511,927</b>          | <b>166,446</b>         | <b>-</b>               | <b>15,678,373</b>    | <b>15,776,207</b>          | <b>241,913</b>         | <b>-</b>               | <b>16,018,120</b>    |
| <b>Change in net assets from operations</b>              | <b>161,739</b>             | <b>(166,446)</b>       | <b>-</b>               | <b>(4,707)</b>       | <b>75,804</b>              | <b>(241,913)</b>       | <b>-</b>               | <b>(166,109)</b>     |
| <b>Other changes</b>                                     |                            |                        |                        |                      |                            |                        |                        |                      |
| Gain on sale of property                                 | -                          | -                      | -                      | -                    | 944,833                    | -                      | -                      | 944,833              |
| Investment gain (loss)                                   | (13,039)                   | 404                    | (726)                  | (13,361)             | 42,910                     | 454                    | 431                    | 43,795               |
| Grant revenue                                            | -                          | 105,113                | -                      | 105,113              | -                          | 132,964                | -                      | 132,964              |
| Contributions                                            | 30,434                     | 155,536                | 1,295                  | 187,265              | 259,264                    | 164,512                | 2,900                  | 426,676              |
| Special events revenue                                   | -                          | 27,693                 | -                      | 27,693               | -                          | 35,490                 | -                      | 35,490               |
| Costs of special events                                  | -                          | (67,518)               | -                      | (67,518)             | -                          | (83,395)               | -                      | (83,395)             |
| <b>Total other changes</b>                               | <b>17,395</b>              | <b>221,228</b>         | <b>569</b>             | <b>239,192</b>       | <b>1,247,007</b>           | <b>250,025</b>         | <b>3,331</b>           | <b>1,500,363</b>     |
| <b>Increase in net assets</b>                            | <b>179,134</b>             | <b>54,782</b>          | <b>569</b>             | <b>234,485</b>       | <b>1,322,811</b>           | <b>8,112</b>           | <b>3,331</b>           | <b>1,334,254</b>     |
| <b>Net assets, beginning of year</b>                     | <b>15,412,278</b>          | <b>433,118</b>         | <b>28,386</b>          | <b>15,873,782</b>    | <b>14,089,467</b>          | <b>425,006</b>         | <b>25,055</b>          | <b>14,539,528</b>    |
| <b>Net assets, end of year</b>                           | <b>\$ 15,591,412</b>       | <b>\$ 487,900</b>      | <b>\$ 28,955</b>       | <b>\$ 16,108,267</b> | <b>\$ 15,412,278</b>       | <b>\$ 433,118</b>      | <b>\$ 28,386</b>       | <b>\$ 15,873,782</b> |

*The accompanying notes are an integral part of these financial statements.*

**PHILLIPS Programs**  
**(A Nonprofit Organization)**

**Statements of Cash Flows**

| <i>Year ended August 31,</i>                                                           | <b>2013</b>         | <b>2012</b>         |
|----------------------------------------------------------------------------------------|---------------------|---------------------|
| Cash flows from operating activities:                                                  |                     |                     |
| Increase in net assets                                                                 | \$ 234,485          | \$ 1,334,254        |
| Adjustments to reconcile change in net assets to cash flows from operating activities: |                     |                     |
| Depreciation and amortization                                                          | 783,511             | 800,129             |
| Bad debt expense                                                                       | 69,021              | 15,887              |
| Increase in appreciation of investments                                                | 44,561              | (1,765)             |
| Gain on sale/disposal of fixed assets                                                  | -                   | (944,833)           |
| (Increase) decrease in assets:                                                         |                     |                     |
| Accounts receivable                                                                    | 234,660             | 121,220             |
| Pledges receivable                                                                     | 3,000               | -                   |
| Prepaid expenses and other assets                                                      | 118,737             | (28,995)            |
| Increase (decrease) in liabilities:                                                    |                     |                     |
| Accounts payable and accrued expenses                                                  | (489,828)           | 518,620             |
| Deferred compensation                                                                  | (301,951)           | (441,075)           |
| <b>Net cash provided by operating activities</b>                                       | <b>696,196</b>      | <b>1,373,442</b>    |
| Cash flows from investing activities:                                                  |                     |                     |
| Proceeds from sales of investments                                                     | 3,380,126           | 1,103,467           |
| Purchases of investments                                                               | (3,716,604)         | (2,623,682)         |
| Proceeds from sale of fixed assets, net                                                | 77                  | 1,694,833           |
| Additions to property                                                                  | (338,308)           | (487,172)           |
| <b>Net cash used in investing activities</b>                                           | <b>(674,709)</b>    | <b>(312,554)</b>    |
| Cash flows from financing activities:                                                  |                     |                     |
| Repayment of notes payable                                                             | (706,521)           | (811,362)           |
| <b>Net cash used in financing activities</b>                                           | <b>(706,521)</b>    | <b>(811,362)</b>    |
| <b>(Decrease) increase in cash and cash equivalents</b>                                | <b>(685,034)</b>    | <b>249,526</b>      |
| Cash and equivalents at beginning of year                                              | 3,241,497           | 2,991,971           |
| <b>Cash and equivalents at end of year</b>                                             | <b>\$ 2,556,463</b> | <b>\$ 3,241,497</b> |

*The accompanying notes are an integral part of these financial statements.*

# **PHILLIPS Programs (A Nonprofit Organization)**

## **Notes to the Financial Statements**

---

### **1. Summary of Operations and Significant Accounting Policies**

#### ***Operations***

PHILLIPS Programs (PHILLIPS) is a nonprofit corporation which primarily provides special education services to children experiencing behavioral problems and also provides community services for high risk children and their families. PHILLIPS operates the PHILLIPS Schools located in Annandale, Virginia and Laurel, Maryland. In addition, PHILLIPS operates a specialized foster care program, PHILLIPS Teaching Homes, PHILLIPS Building Futures programs, and a home-based services program, PHILLIPS Family Partners.

The two schools' tuition, Building Futures, and related services income is primarily derived from local school jurisdictions. Two jurisdictions, Prince Georges County, Maryland and Fairfax County, Virginia accounted for approximately 22% and 25% for the year ended August 31, 2013 of tuition and related services income. Prince Georges County, Maryland and Fairfax County, Virginia accounted for approximately 24% and 26% for the year ended August 31, 2012.

#### ***Cash and Cash Equivalents***

For purposes of the statement of cash flows, cash and cash equivalents are defined as all highly liquid investments with an initial maturity of three months or less.

#### ***Accounts Receivable***

PHILLIPS bills tuition and related service income monthly over the school term which runs from September 1 through June 30 for the regular school year and July 1 through August 31 for the extended school year, recognizing revenue when earned or deferred liability until it is earned. Uncollectible accounts are directly written off when all efforts of collection have been exhausted. Invoices are considered delinquent after 30 days.

#### ***Contributions***

Unconditional promises to give are recorded as received. Unconditional promises to give, due in the next year, are reflected as current promises to give and are recorded at their net realizable value. Contributions received are recorded as unrestricted, temporarily restricted or permanently restricted support depending on the existence and/or nature of any donor restrictions. Donated materials for fund raising purposes are recorded at fair values.

# **PHILLIPS Programs (A Nonprofit Organization)**

## **Notes to the Financial Statements**

---

### **1. Summary of Operations and Significant Accounting Policies (continued)**

#### ***Income Taxes***

PHILLIPS is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code. Although a tax exempt organization, Phillips is subject to taxes on unrelated business income. It has been determined that there was no taxable income from unrelated business activities for the years ended August 31, 2013 and 2012. The Company is no longer subject to tax examinations in major tax jurisdictions for periods prior to 2009. Any potential accrued interest and penalties related to unrecognized tax benefits within operations would be recorded as income tax expense.

#### ***Fixed Assets and Depreciation***

Furniture, equipment and building improvements are capitalized at cost. It is PHILLIPS' policy to capitalize expenditures for these items in excess of \$500. Lesser amounts are expensed. Depreciation of buildings and equipment is provided over the following estimated useful lives on a straight-line basis: buildings – varying between 29.5 and 30 years; building improvements – remaining useful life of building; furniture – 7 years; equipment and transportation equipment – 5 years; and software – 3 years.

#### ***Investments***

Investments in marketable securities with readily determinable fair values and all investments in debt securities are recorded at their fair values in the statement of financial position. Unrealized gains and losses are included in the change in net assets in the accompanying statements of activities.

#### ***Deferred Loan Costs***

In connection with obtaining financing, PHILLIPS incurred various loan costs. Such costs have been deferred and are being amortized over the terms of the related borrowings.

#### ***Special Events Activities***

Revenue and expenses of special events activities are reported as gross amounts in the statement of activities. The contribution and exchange portions of the gross revenues are presented separately, with the costs of direct benefits to donors deducted from the exchange portion of the gross revenue.

# PHILLIPS Programs (A Nonprofit Organization)

## Notes to the Financial Statements

### 1. Summary of Operations and Significant Accounting Policies (continued)

#### *Use of Estimates*

Management uses estimates and assumptions in preparing financial statements. Those estimates and assumptions affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities, and the reported revenues and expenses. Actual results could differ from those estimates.

#### *Date of Management's Review*

Management evaluated subsequent events through November 26, 2013, the date these financial statements were available to be issued, and there were no subsequent events that required disclosure.

### 2. Investments

Investments are stated at fair value and are summarized as follows:

| <i>August 31, 2013</i>   | <b>Cost</b>         | <b>Fair Value</b>   | <b>Unrealized<br/>Appreciation<br/>(Depreciation)</b> |
|--------------------------|---------------------|---------------------|-------------------------------------------------------|
| Money market funds       | \$ 2,238,720        | \$ 2,238,720        | \$ -                                                  |
| Certificates of deposit  | 64,066              | 64,952              | 885                                                   |
| Corporate bonds          | 937,283             | 937,392             | 109                                                   |
| Stocks                   | 608,070             | 704,149             | 96,079                                                |
| Mutual funds             | 634,908             | 628,317             | (6,591)                                               |
| Government securities    | 31,145              | 31,149              | 4                                                     |
| <b>Total investments</b> | <b>\$ 4,514,192</b> | <b>\$ 4,604,679</b> | <b>\$ 90,487</b>                                      |

**PHILLIPS Programs**  
**(A Nonprofit Organization)**

**Notes to the Financial Statements**

**2. Investments (continued)**

| <i>August 31, 2012</i>   | <b>Cost</b>         | <b>Fair Value</b>   | <b>Unrealized<br/>Appreciation<br/>(Depreciation)</b> |
|--------------------------|---------------------|---------------------|-------------------------------------------------------|
| Money market funds       | \$ 348,117          | \$ 348,117          | \$ -                                                  |
| Certificates of deposit  | 611,999             | 617,322             | 5,323                                                 |
| Corporate bonds          | 878,328             | 885,968             | 7,640                                                 |
| Equity securities        | 2,521               | 1,738               | (783)                                                 |
| Equity mutual funds      | 2,079,018           | 2,126,523           | 47,505                                                |
| Government securities    | 31,139              | 31,143              | 4                                                     |
|                          | 3,951,122           | 4,010,811           | 59,689                                                |
| Deferred compensation    | 300,219             | 300,219             | -                                                     |
| <b>Total investments</b> | <b>\$ 4,251,341</b> | <b>\$ 4,311,030</b> | <b>\$ 59,689</b>                                      |

Investment income consists of the following:

| <i>Year ended August 31,</i>   | <b>2013</b>      | <b>2012</b>      |
|--------------------------------|------------------|------------------|
| Interest and dividends         | \$ 61,344        | \$ 52,086        |
| Realized gains                 | (44,561)         | 1,765            |
| Decrease in unrealized gains   | 30,796           | 42,029           |
| <b>Total investment income</b> | <b>\$ 47,579</b> | <b>\$ 95,880</b> |

**3. Endowment**

During the year ended August 31, 2011, Phillips received an endowment to provide support for activities, experiences and goods designed to improve or sustain the behavioral and/or physical health and morale of Phillips Program staff. The principal amount of the fund is permanently restricted and only realized earnings on the fund may be spent toward the purpose of the endowment.

**PHILLIPS Programs**  
**(A Nonprofit Organization)**

**Notes to the Financial Statements**

**3. Endowment (continued)**

| <i>August 31,</i>             | <b>2013</b> | <b>2012</b> |
|-------------------------------|-------------|-------------|
| Balance, beginning of year    | \$ 28,840   | \$ 25,055   |
| Contributions                 | 1,295       | 2,900       |
| Temporarily restricted income | 404         | 454         |
| Permanently restricted income | (726)       | 431         |
| Balance, at year end          | \$ 29,813   | \$ 28,840   |

**4. Fair Value Measurements**

Financial assets and liabilities are classified in their entirety based on the lowest level of input that is significant to the fair value measurements. Our assessment of the significance of a particular input to the fair value measurements requires judgment, and may affect the valuation of the assets and liabilities being measured and their placement within the fair value hierarchy.

The fair values of the investments in money market, certificate of deposits, equity securities, mutual funds, and government securities are based upon the value of the shares held by the PHILLIPS as of August 31, 2013 and 2012.

The fair value measurements and levels within the fair value hierarchy of those measurements for the assets reported at fair value on a recurring basis are as follows:

| <i>August 31, 2013</i> | <b>Level 1<sup>(1)</sup></b> | <b>Level 2<sup>(2)</sup></b> | <b>Level 3<sup>(3)</sup></b> | <b>Fair Value</b> |
|------------------------|------------------------------|------------------------------|------------------------------|-------------------|
| Investments            |                              |                              |                              |                   |
| Money market           | \$ 2,238,286                 | \$ -                         | \$ -                         | \$ 2,238,286      |
| Certificate of deposit | 64,952                       | -                            | -                            | 64,952            |
| Corporate bonds        | 937,392                      | -                            | -                            | 937,392           |
| Stocks                 | 704,583                      | -                            | -                            | 704,583           |
| Mutual funds           | 628,317                      | -                            | -                            | 628,317           |
| Government securities  | 31,149                       | -                            | -                            | 31,149            |

# PHILLIPS Programs (A Nonprofit Organization)

## Notes to the Financial Statements

### 4. Fair Value Measurements (continued)

| <i>August 31, 2012</i> | Level 1 <sup>(1)</sup> | Level 2 <sup>(2)</sup> | Level 3 <sup>(3)</sup> | Fair Value |
|------------------------|------------------------|------------------------|------------------------|------------|
| <b>Investments</b>     |                        |                        |                        |            |
| Money market           | \$ 348,678             | \$ -                   | \$ -                   | \$ 348,678 |
| Certificate of deposit | 617,322                | -                      | -                      | 617,322    |
| Corporate bonds        | 1,024,074              | -                      | -                      | 1,024,074  |
| Bond funds             | 2,287,100              | -                      | -                      | 2,287,100  |
| Equities               | 1,738                  | -                      | -                      | 1,738      |
| Government securities  | 31,144                 | -                      | -                      | 31,144     |

<sup>(1)</sup> – quoted prices in active markets for identical assets or liabilities.

<sup>(2)</sup> – observable inputs other than quoted prices in active markets for identical assets and liabilities.

<sup>(3)</sup> – no observable pricing inputs in the market.

### 5. Fixed Assets

The components of fixed assets are as follows:

| <i>August 31, 2013</i>     | Cost                 | Accumulated Depreciation | Net                  |
|----------------------------|----------------------|--------------------------|----------------------|
| Land                       | \$ 2,444,047         | \$ -                     | \$ 2,444,047         |
| Buildings and improvements | 16,001,281           | (8,740,862)              | 7,260,419            |
| Furniture and equipment    | 2,400,352            | (1,978,152)              | 422,200              |
| Transportation equipment   | 777,270              | (587,627)                | 189,643              |
|                            | <b>\$ 21,622,950</b> | <b>\$(11,306,641)</b>    | <b>\$ 10,316,309</b> |

| <i>August 31, 2012</i>     | Cost                 | Accumulated Depreciation | Net                  |
|----------------------------|----------------------|--------------------------|----------------------|
| Land                       | \$ 2,444,124         | \$ -                     | \$ 2,444,124         |
| Buildings and improvements | 15,856,708           | (8,172,390)              | 7,684,318            |
| Furniture and equipment    | 2,206,617            | (1,842,022)              | 364,595              |
| Transportation equipment   | 728,839              | (517,312)                | 211,527              |
|                            | <b>\$ 21,236,288</b> | <b>\$(10,531,724)</b>    | <b>\$ 10,704,564</b> |

Depreciation and amortization expense for the years ended August 31, 2013 and 2012 was \$783,511 and \$800,129, respectively.

# PHILLIPS Programs (A Nonprofit Organization)

## Notes to the Financial Statements

### 6. Assets Held for Sale

Land, valued at \$750,000, which was donated to PHILLIPS during the year ended August 31, 2011, was classified as held for sale. The property was sold during the year ending August 31, 2012 for \$1,795,000.

### 7. Mortgages and Notes Payable

Mortgages and notes payable were comprised of the following:

| <i>August 31,</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>2013</b> | <b>2012</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|
| Educational Facilities Revenue Bond issued by the Fairfax County Economic Development Authority and assigned to BB&T Bank, secured by a deed of trust and Security Agreement. Interest at 2.75%, payable in monthly installments of principal and interest of \$13,423 through April 1, 2014, after which time the Bond bears interest at a floating rate equal to 110% of the then-existing five-year treasury yield for the remaining one year, payable in monthly installments of principal and interest through March 1, 2015. | \$ 195,024  | \$ 348,461  |
| Educational Facilities Revenue Bond issued by Howard County, Maryland and assigned to BB&T Bank, secured by a deed of trust and Security Agreement, interest at 1.92%, payable in monthly installments of \$25,668 through May 1, 2013, at which time the interest converted to a floating rate equal to ninety-five percent of the then-existing five-year treasury yield for the remaining four years, payable in monthly installments through August 2013.                                                                      | -           | 190,011     |
| Educational Facilities Revenue Bond issued by Fairfax County Economic Development Authority and assigned to BB&T Bank, secured by a second trust on the Annandale, Virginia property. Principal and interest are due in monthly payments of \$26,058 through April 2014. Interest is fixed at 2.75% until April 2014, at which time, and 5 years thereafter, the rate was adjusted to 110% of the then five-year treasury yield, with principal and interest payable monthly through May 1, 2020.                                  | 1,651,907   | 1,915,280   |
| PNC Bank, monthly installments of \$4,574, secured by the certificate of deposit held at PNC Bank, interest at 4.5% with principal and interest payable monthly through December 24, 2019.                                                                                                                                                                                                                                                                                                                                         | 300,925     | 341,082     |

# PHILLIPS Programs (A Nonprofit Organization)

## Notes to the Financial Statements

### 7. Mortgages and Notes Payable (continued)

|                                                                                                                                                                 |         |         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|
| BB&T installment purchase agreements, interest at 3.35% to 4.25%, secured by transportation equipment, due in varying monthly installments through August 2017. | 167,796 | 178,908 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|

|                                   |              |              |
|-----------------------------------|--------------|--------------|
| Total mortgages and notes payable | \$ 2,315,652 | \$ 2,973,742 |
|-----------------------------------|--------------|--------------|

PHILLIPS has available bank lines of credit totaling \$1,350,000. No amounts were outstanding at August 31, 2013 and 2012 against these credit lines.

At August 31, 2013, the annual future maturities of outstanding debt are as follows:

*Year ending August 31,*

|            |    |              |
|------------|----|--------------|
| 2014       | \$ | 540,889      |
| 2015       |    | 414,286      |
| 2016       |    | 362,241      |
| 2017       |    | 354,927      |
| 2018       |    | 352,606      |
| Thereafter |    | 290,703      |
| Total      |    | \$ 2,315,652 |

### 8. Concentration of Credit Risk

PHILLIPS maintains bank deposit accounts that may exceed Federally insured limits. PHILLIPS' financial instruments that are exposed to concentrations of credit risk consist primarily of cash and cash equivalents in banks and brokerage accounts. At August 31, 2013 and 2012, cash and cash equivalents that exceeded Federally insured limits were \$450,985 and \$449,568, respectively. In the event of non-performance by the institution, there would be a credit risk of an accounting loss.

**PHILLIPS Programs  
(A Nonprofit Organization)**

**Notes to the Financial Statements**

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**9. Supplemental Disclosure of Cash Flow Information**

The following is supplementary information relating to the Statement of Cash Flows:

| <i>Year ended August 31,</i> | <b>2013</b> | <b>2012</b> |
|------------------------------|-------------|-------------|
| Cash paid for interest       | \$ 78,446   | \$ 97,541   |

**Noncash investing and financing activities:**

|                                         |           |           |
|-----------------------------------------|-----------|-----------|
| Vehicles and refinance of existing loan | \$ 48,431 | \$ 67,606 |
|-----------------------------------------|-----------|-----------|

**10. Deferred Compensation**

PHILLIPS entered into deferred compensation agreements with three employees, whereby funds are set aside in separate mutual fund accounts designated by the employees. All investment results attributable to such assets are credited or debited to the employees' deferred compensation accounts. PHILLIPS owns the accounts. The funds are payable to the employees upon their retirement. Deferred compensation expense was \$-0- for the year ended August 31, 2013 and 2012. At August 31, 2013 and 2012 the deferred compensation liability was \$-0- and \$300,219, respectively, and funds totaling \$-0- and \$300,219, respectively, were set aside in separate mutual fund accounts. During the year ending August 31, 2013 and 2012, PHILLIPS paid out the deferred compensation to employees totaling \$301,951 and \$447,551, respectively. PHILLIPS may, at its sole discretion, terminate or discontinue it in whole or in part at any time without liability for such termination or discontinuance.

**11. Non-cash contributions**

On August 29, 2011, a non-profit school closed and donated land with a fair market value of \$750,000, and office equipment and materials with a fair market value of approximately \$44,000 to PHILLIPS. At August 31, 2011, PHILLIPS paid the non-profit school approximately \$112,000 for the land.

PHILLIPS received non-cash contributions of \$12,835 and \$225,612 during the years ended August 31, 2013 and 2012, respectively, which were recorded as revenue and expenses.

September 4, 2014

Piper Phillips Caswell  
President & CEO  
PHILLIPS Programs for Children and Families  
7010 Braddock Road  
Annandale, Virginia 22003

Dear Ms. Phillips,

The DC Special Education Co-operative is happy to provide this letter of support to the PHILLIPS school as it pursues charter operator status in the District of Columbia. We are familiar with the good work your schools do serving children with some of the most challenging disabilities. We believe strongly that these children and their families should be afforded high quality public school options and viable choices within the DC charter sector.

As you know, the Co-operative works with 40 charter LEAs, serving 3000+ students with disabilities in the District of Columbia. We believe the expertise that PHILLIPS would bring to the sector is much needed and would be highly valued by our members. We look forward to collaborating with you once your application has been approved!

Sincerely,



Julie Camerata, Executive Director

1488 Newton Street NW #2  
Washington, DC 20010

**p** 202.232.2288 **f** 202.450.3571 **e** [info@specialedcoop.org](mailto:info@specialedcoop.org)



**Christine Ann Leibner, M.Ed.**  
3224 Cathedral Avenue NW  
Washington, District of Columbia 20008  
202.487.3316 [chris.leibner@gmail.com](mailto:chris.leibner@gmail.com)

August 31, 2014

DC Public Charter School Board  
3333 14th Street, NW Suite 210  
Washington, DC 20010

Re: Support for PHILLIPS Programs' DC Charter Application

To Whom It May Concern:

As an educator, parent and lifelong resident of Washington, DC, it is with pride and privilege that I support PHILLIPS Programs' DC Charter application and intent to operate Options PCS NE pending receivership selection approval.

For almost a half century, PHILLIPS' sound fiscal and operations management has resulted in multiple high-quality programs serving DC's most at-risk children and families. Consistent with their mission, PHILLIPS' positive youth development approach will provide a framework for effectively addressing the complex needs of DC students with multiple challenges. It is through PHILLIPS' track record of high academic standards, individualized family support and community outreach that a PHILLIPS DC PCS is warranted.

I fully support PHILLIPS Programs' application to establish a DC Public Charter School which, in turn, will begin to "bridge the gap" in public education service delivery within the District and provide more options for all of our students.

Thank you for considering PHILLIPS Public Charter School's application.

If you have any questions please feel free to contact me.

Sincerely,  
Christine Leibner, M.Ed.