D.C. Public Charter School Board

Charter Petition for

The Children's Guild District of Columbia Public Charter School

March 3, 2014

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New Charter School

Request for Approval

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

Name of Proposed Charter School: The Children's Guild District of Columbia Public Charter School

Name of Entity Applying for Charter Status in D.C.: The Children's Guild, Ltd.

Contact Person: Andrew L. Ross, Ph.D.

Address: 6802 McClean Boulevard, Baltimore, MD 21234

Daytime Telephone: 410-444-3800 x1157 Fax: 410-444-4695 Email: ross@childrensguild.org

Name of Person Authorized to Negotiate: Andrew L. Ross, Ph.D. (until board is appointed, then board chair)

(Must be member of local founding group and not serving as a consultant or affiliated with an educational service provider.)

Authorized Signature: Andrew L. Ross

Proposed Start Date: August, 2015 Proposed Year One Budget: $ 11,535,098

Start-up Information

Year	Starting Age/Grade	Highest Age/Grade	Total Number of Students/ Enrollment Ceiling
One	5/Kindergarten	14/8th Grade	450
Two	5/Kindergarten	14/8th Grade	450
Capacity	5/Kindergarten	14/8th Grade	450

Proposed Location of School (address or area of city): 5600 E. Capitol, NE, Washington, DC 20019

Name of Educational Service Provider (if applicable): The Children's Guild

Type of Application (Check One)

❑ Conversion of Existing Public School ❑ Conversion of Existing Private School ✠New School If conversion, name the school being converted:

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

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

Executive Summary

Our Charter History

The Children's Guild has a 60 year history of successfully educating students with special needs. Using an innovative philosophy known as Transformation Education, The Children's Guild developed and refined its model to eventually produce both nonpublic schools and residential care programs whose outcomes substantially bettered the national averages for those services and eclipsed the outcomes of more prominent providers in the region and nation. In 2009, the Anne Arundel County (MD) school district invited The Children's Guild to extend Transformation Education to the charter school world. In 2010, The Children's Guild opened its first charter school, Monarch Academy Glen Burnie in Anne Arundel County.

Transformation Education Expanded

Transformation Education transferred effectively to the charter school arena. Monarch Academy Glen Burnie (MAGB) has become well-known and well-respected in the county. Today, MAGB has more students on its waiting list than it has total seats available in its filled-to-capacity building. Anne Arundel County has sought and approved charters for two additional Monarch Academies, Monarch Global Academy to open in August 2014 and Monarch Central Academy to open in August 2015. In addition, Baltimore City Public Schools approved their own Monarch charter school in 2011 and Monarch Academy Baltimore City now resides in the beautifully renovated Coca Cola bottling plant on Kirk Avenue on the city's east side. As Transformation Education was successfully being introduced into the charter school setting, The Children's Guild's nonpublic schools in Baltimore and Chillum, Maryland continued to exceed the national averages for return-to-public-school rate. George Washington University studied the Transformation Education approach and found it to be more successful than comparable models. Our group home programs were so successful a book was written about them and Transformation Education even expanded to treatment foster care and public school therapist placements through our outpatient mental health center.

Transformation Education is the Key

How does an organization successfully operate high impact programs in education, residential care, foster care, training, consulting and community-based therapy? The Children's Guild's philosophy, Transformation Education, is the key factor. Transformation Education believes that culture is the most powerful teaching tool known to human beings. As a result, we build our schools, group homes, and other programs by first creating a culture that will communicate—powerfully and consistently—the values of caring, contribution and commitment and the skills of vision, courage and will to every person coming in contact with that culture. We then monitor, measure and maintain that culture so that its power to produce growth and change in children, youth and adults is refined and strengthened.

Assembling Our Best

In addition to implementing our cultural model, The Children's Guild will bring its best educational and behavioral practices from all of its programs to create the special hybrid of The Children's Guild District of Columbia Public Charter School (CGDC). While literally dozens of proven strategies, interventions and assessments will be utilized, five best practices form the foundation of our proposed school over the bedrock of Transformation Education. These practices include the TEACCH structures developed at the University of North Carolina; Project-Based Learning strategies and tools; a multi-dimensional emphasis on Character Development; a commitment to Arts Integration as a support to high rigor and; a state-of-the-art Diagnostic and Evaluation center that uses highly-skilled professionals and practices to identify the programs and services each student needs to reach his or her optimal academic potential. This assembly of "best practices" layered over the Transformation Education philosophy will provide the District, its students and other charters with a school to partner and collaborate with to serve the diverse special education needs of the community.

A New Kind of Charter

CGDC will look like no other school in the District, charter or traditional public. It will seek special needs students while providing general education students and families with many attractive features and opportunities. It will not seek to compete with but to complement the existing charters in the District and partner with its fellow charters to help each and every student get the right services leading to the best possible educational result. Utilizing the special qualifications of The Children's Guild, CGDC will introduce a "new kind of charter" and fill a growing need in the District's charter school continuum. CGDC will be a school equipped to serve any and all students enrolled—at both ends of the educational spectrum and every level in between. CGDC will also help other charters better serve all of their students and thereby contribute to the consistency and stability of charter school enrollments throughout the District.

A Special Education Specialist for DC Charters

Now, The Children's Guild seeks to bring Transformation Education and its long history of successfully serving special needs students to the District of Columbia Charter School network through this application to open The Children's Guild District of Columbia Public Charter School in Ward 7. CGDC would fill the District's charter school network's need for a "special education specialist" in the charter continuum that can provide technical assistance, training, consultation and diagnostic services for other charters as well as effectively serve its own student population. The unique feature of CGDC is that it would assertively seek a special education population of 60% of its student body. Because of its long history and demonstrated success in both the nonpublic and the charter arenas, The Children's Guild is uniquely qualified to operate a majority special education charter school and also provide challenge and rigor to general population students at the same time.

education choices. In addition, creating openings for new students in older grades recognizes that students who are struggling in other settings may need the option to transfer into a school more suited for their needs. Many of the existing K-8 schools take mainly returning students and therefore have few vacancies. Serving proportionally older students will help us fulfill our mission of serving students with special needs, since older students are more likely to be identified for special education than kindergartners.

CGDC will also provide ESOL services for non English language learners in addition to a continuum of special education services:

Level 1: The general education classroom, with supplementary aids and services such as special education teacher support (inside of general education setting);

Levels 2 and 3: A special education classroom, for part of the school day, I with the student spending the remainder of the day in the general education classroom or in activities with students who do not have disabilities (combination inside and outside of general education setting);

Level 4: A self-contained special education classroom full-time.

The D.C. 2013 Equity Report indicates that 13% of the District of Columbia's total school population is special education. CGDC is proposing an overall population of 450 students of which its goal is that 60%, or 270 will be students that need special education services. CGDC will proactively develop an outreach and recruitment strategy in order to reach that number, and will have appropriate operational plans in place in case it does not reach these levels, especially in its first year. CGDC anticipates that these students will be distributed among the different levels of special education based on the rate of these levels in the city's special education population as a whole, as reflected in the equity report. CGDC also projects that the school will enroll approximately 6% of students with Limited English Proficiency, based on the DC average as published in the equity report. In accordance with the D.C. Equity Report, the special education distribution would be anticipated as follows:

	Proposed Percentage of student population	Proposed number of students in each subgroup
Level 1	36% of 270	98
Level 2	32% of 270	86
Level 3	12% of 270	32
Level 4	20% of 270	54
Limited English	6% of 450 total students)	27

The proposed enrollment matrix includes enrollment of students in all grades in the opening year, 2015-2016. The average class size will be 22 students with a teacher and an aide for each

kindergarten class. Grades 1 – 8 will have a shared aide for each grade level. Our charter schools in Anne Arundel County and Baltimore City have a similar student-teacher ratio and have experienced success with this model. We anticipate with the student population in Ward 7 that this ratio will provide the support needed for every student to access learning and achieve to their capacity. Please note that our experience is that not all grade levels enroll an identical number of students and that we will adjust the number of classes as necessary to fit CGDC's actual enrollment.

Anticipated Student and Classroom Distribution	
Projected Population	450
Grades served	K – 8
Average number of students per grade	Grades K-3 has 22 4th grade – 44 Grades 5-8 has 66
Average number of students per class	22
Total number of enrolled students	450

Grade	Year 1			Year 2			Year 3		
	Students per room	Number of classrooms	Number of students	Students per room	Number of classrooms	Number of students	Students per room	Number of classrooms	Number of students
k	22	1	22	22	1	22	22	1	22
1	22	1	22	22	1	22	22	1	22
2	22	1	22	22	1	22	22	1	22
3	22	1	22	22	1	22	22	1	22
4	22	2	44	22	2	44	22	2	44
5	22	3	66	22	3	66	22	3	66
6	22	3	66	22	3	66	22	3	66
7	22	3	66	22	3	66	22	3	66
8	22	3	66	22	3	66	22	3	66
Level 4	9	7	54	9	7	54	9	7	54
Total		25	450		25	450		25	450

The opening year of CGDC we are anticipating one classroom in grades kindergarten through 3rd grade, 2 classrooms in grade 4, and 3 classrooms in grade 5-8. In addition to these general education classrooms, we will have self contained special education classrooms to accommodate level 4 students with 9 or fewer students per classroom.

The use of the Transformation Education (TranZed) philosophy is a key feature of CGDC. The foundational beliefs and values of TranZed are outlined below:

Foundational Beliefs

- Life is a journey of personal growth ascending from a focus on self to a focus on family, community and world. Education results in personal growth with the ultimate goal of using that growth to contribute to a cause larger than oneself.
- Culture is the most powerful force available to a school for transmitting pro-social values and transforming one's mindset. How one learns to think powerfully impacts life success. CGDC will teach students to think globally, problem-solve creatively and apply critical thinking skills as they engage in their life journey.
- The school culture is a critical tool for transmitting values and fostering emotional and intellectual growth.
- School leaders' management efforts focus on aligning faculty and student beliefs with the foundational beliefs and values of the school's mission.

Core Values

In addition to its foundational beliefs, TranZed's core values are caring, contribution and commitment. To care is to be aware and to be engaged both intellectually and emotionally. Contribution is caring in action and commitment is contribution over time. TranZed's Character Development efforts are focused on developing these core values in both students and staff.

TranZed is the overarching organizational philosophy found in all Children's Guild programs and services. The foundational theory base of TranZed integrates the fields of anthropology and neuroscience. The Children's Guild has developed a repertoire of specific tools and systems needed to make the research on learning from anthropology and neuroscience accessible and understandable to the teachers and administrators serving children. More about the Transformation Education philosophy and the successful outcomes achieved through its application to a variety of child-serving settings can be found in: Ross, A., Grenier, G. and Kros, F., Creating the Upside Down Organization: Transforming Staff to Save Troubled Children (2005, Children's Guild Press, Baltimore, MD.).

Transformation Education recognizes culture as a child's first and most effective teacher. Therefore, TranZed focuses on aligning the faculty's mindsets, the school's systems, its physical environment, and its instructional approach to create a culture that is consistent with the school's beliefs, mission, and values. It also helps the school remain innovative and flexible enough to meet the individual needs of the children it serves while successfully navigating the social, political and economic environment in which it operates.

Culture is defined by anthropologist Charles Case as follows:

> *In a very fundamental sense, culture is the most human part of man's existence. It encompasses those aspects of being that are learned, those regularities that are acquired, as*

things that are gained through association with other humans. It is the social heritage that has developed out of the biological responses in the life process. It is the web of relationships holding people together in various viable groups. It is the structure of predictability in the behavior of the members of society, which tells each person who he is and who other people are. It provides the techniques for dealing with life's problems, and for directing the shape of one's existence . . . . culture . . . is a guiding system, a behavioral map, a grammar of behavior that leads one to places unsuspected, by paths unknown and perhaps even against one's will. It is constantly present working to shape behavior in its outward form. [Case, C., Culture, The Human Plan (1977) pp. 16-17].

TranZed understands that every aspect of the school's culture (the teachers, the policies, the environment, the curriculum, etc.) radiates messages to students about the beliefs, values and desired behaviors in the school environment. TranZed culture is an intentional design that radiates the school's beliefs, mission and values.

TranZed integrates the current research from the neurosciences into its approach to instruction and school management. Brain-compatible education utilizes knowledge about how the brain learns naturally and is based on what is currently known about the actual structure and function of the human brain at varying developmental stages. Using the latest neural research, educational techniques that are brain-friendly provide a biologically driven framework for creating effective instruction, management and the physical design of the school. Transformation Education is committed to the intentional selection and implementation of best practices inspired by brain research.

Children have powerful neural networks that reflect their adaptation to their own culture. Since the chief concern of childhood is physical and emotional survival, children are particularly attentive to cultural messages and construct strong neural networks as they learn to navigate the values, expectations and behaviors modeled in the culture. By immersing children in a pro-social environment, the brain's remarkable capacity to learn and adapt can result in substantial, long-lasting and positive change.

TranZed also recognizes that all human beings have a basic need to express their thoughts and feelings. Transformation Education recognizes the power of the artistic expression in supporting the neurobiological development of the brain in ways that enhance the pro-social and academic performance of students. Research shows that embedding creative expression and movement within academic learning allows the brain to make complex perceptual maps and provides an increased likelihood of engaging student emotions.

In addition to the overarching Transformation Education philosophy, the primary components of the CGDC school model include a number of key methods of instruction. CGDC will employ several identified best practices to serve as its foundation for building skills in the areas of academics, creative problem solving, and critical thinking and to support Character Development and a commitment to service. The primary components of CGDC include the TEACCH model, Project Based Learning, Character Development and Arts Integration.

These key methods of instruction support both the mission and philosophy of CGDC in order to meet the learning needs of special education students, English language learners, and students who need to be provided with a challenging curriculum. The TEACCH approach provides teachers with the essential instructional structures that allow every student to succeed despite the diversity of learning styles they bring to the classroom. Project Based Learning enhances student engagement and relevance, fueling the motivation students need to develop and maintain to succeed in an academically rigorous environment. Character Development teaches both thinking and specific behaviors needed for success in life. Arts Integration throughout the curriculum supports academic rigor and provides every student opportunities for expressing themselves and interpreting their world.

b. Educational Needs of the Target Student Population

Educational Needs and Demographic Analysis

CGDC will serve a citywide population but as it expects to be located in Ward 7 it believes that the ethnic demographic makeup will mirror that of the community in which the school is located. The chart below outlines the demographics of students enrolled in DCPS schools in Ward 7:

2013-2014 Student demographics for students in Ward 7 include:

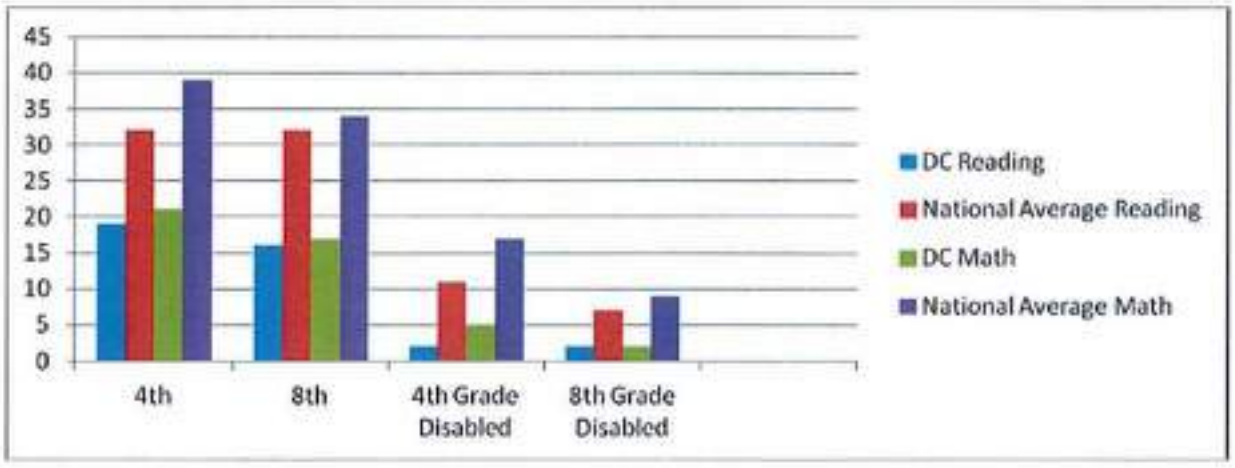
- 97% Black
- 3 % Hispanic/Latino
- <1% White
- <1% English Language Learners
- 99% Free and Reduced Meals (FARMS)
- 20% Special Education

DCPCSB Ward 7 Student Demographics

School	Grades	Enrollment	Asian	Black	Hispanic	Multi	Nat Amer	Pacif	White	FARMS	LEP	Spec Ed
DC PCS Total	Pre-K-12	80230	1%	73%	16%	1%	<1%	<1%	8%	66%	9%	13%
Friendship Junior Academy	4-8	683		99%	1%			<1%		100%		13%
SEED PC	6-12	341		99%	1%					73%		13%
KIPP DC Key	5-8	327		96%	<1%	3%				81%		13%
Cesar Chavez PCMS	6-8	409		85%	15%					82%	3%	14%
KIPP DC Promise	1-4	415		96%	1%	2%	<1%			84%		11%
Maya Angelou Lower MS	7-8	196	<1%	99%	<1%					100%	1%	32%
DC Prep	4	431		95%	2%	3%				82%	2%	7%

Although the 2013 District of Columbia School Equity Report indicates a special education enrollment of 13% for the 2012-2013 school year in the District, a higher percentage of special education enrollment is expected at CGDC. Due to The Children's Guild history of 60 years in special education, the enrollment at our Monarch Academy Glen Burnie Campus (MAGB) has been at or above the district average in special education. During MAGB's second year, special education enrollment increased over its first year of existence so we expect CGDC to mirror the trend we are experiencing at our two existing charter schools. CGDC recognizes that our expectation of enrolling 60% special education population is not aligned with the current special education population enrollment in Ward 7. Therefore, CGDC expects to market throughout the District to recruit referrals of special education services. However, in the event that CGDC recruits less than 60% special education students (i.e., 20 to 30%), we anticipate this percentage to increase over time based on past experience, referrals and recruitment. To reiterate, CGDC will promote its interest, experience and capability in serving children with special education needs from across the DC metro area through marketing strategies in hope of attracting a student body population of 60% with special needs. CGDC expects such a student population to need targeted interventions; rigorous learning expectations with structures and processes supporting student progress; and high engagement with opportunities for student leadership that builds ownership of learning and drives achievement.

As indicated below, the District's student performance on the NAEP of 2011 is significantly below the national average in reading and math for both the general population and disabled students.



In mathematics, 5% of 4th grade students with disabilities scored proficient and above as compared to the national average of 17% and 2% of 8th grade students with disabilities scored proficient and above as compared to national average of 9%.

Data from the 2012-2013 DCAS assessment yields the following results from DCPS schools and DC PCSB (general education) in Ward 7:

DCPS Ward 7 DCAS Results

DCAS 2012-2013	Below Basic	Basic	Proficient	Advanced
Math	25%	39%	25%	5%
Reading	4%	46%	30%	2%

DC PCSB Ward 7 DCAS Results

School	grades	enrollment	Subject	All	Asian	Black	Hispanic	Multi	Pacif	White	FARMS	LEP	Spec Ed
DC PCS Total	Pre-K-12	80230	Math	53%	86%	47%	59%	83%	67%	91%	46%	50%	24%
			Read	49%	74%	44%	52%	80%	52%	92%	42%	40%	19%
Friendship Junior Academy	*4-8	683	Math	45%		45%					45%		12%
			Read	31%		31%					31%		9%
SEED PC	*6-12	341	Math	68%		68%					66%		
			Read	47%		47%					50%		
KIPP DC Key	*5-8	327	Math	86%		86%					86%		32%
			Read	76%		76%					74%		13%
Cesar Chavez PCMS	*6-8	409	Math	42%		37%					44%		
			Read	48%		45%					51%		
KIPP DC Promise	*1-4	415	Math	63%		63%					62%		
			Read	56%		56%					57%		
Maya Angelou Lower MS	*7-8	196	Math	38%		37%					38%		11%
			Read	36%		36%					36%		2%
DC Prep	*4	431	Math	59%		58%					58%		
			Read	55%		55%					54%		

These results illustrate that the majority of Ward 7 students are performing below the proficient level in both reading and math. The highest percentage of students performed at the basic level. In order to reduce this below level achievement, CGDC will provide rigorous differentiated instruction that meets the needs of students performing below grade level expectancy. As with many urban environments, CGDC expects its student body to need support in selecting and analyzing behaviors that are consistent with rigorous learning and with becoming responsible citizens in the school's learning community, the communities where students live and the school resides, and in the global context of today's interconnected world.

The Children's Guild possesses 60 years of experience in operating schools that serve the needs of children and youth with emotional disabilities, learning disabled students, and children with

developmental disabilities and/or autism. Given The Children's Guild is the charter's educational operator, it will provide ongoing support to the CGDC faculty to train them in operating in accordance with the Individuals with Disabilities Act (IDEA), designing responsive general education classes that provide access to the general education curriculum and accommodate students with special needs and support them to perform to high standards.

Components of the school that address the anticipated needs of CGDC students will include implementation of the Transformation Education philosophy, TEACCH structures and philosophy, and methods of instruction such as Project Based Learning, workshop format, lesson design, a balance of whole group and small group, fieldwork and outside experts, Arts Integration, and Information and Communication Technology (ICT). The culture of CGDC is derived from TranZed philosophy that focuses on aligning the faculty's mindsets, the school's systems, its physical environment and its instructional approach to create consistent messages with the school's mission, beliefs and values. The culture resonates throughout the building and community sending messages about *its purpose* and function. Staff participates in daily Culture Card meetings to openly discuss the implementation and impact of the school's culture to align everyone's thoughts and actions to TranZed beliefs and values and apply them in their work with students and families.

CGDC's Impact on the Surrounding Community

The rationale for our school location was determined by two factors. First, we learned of the availability of a school building in Ward 7. The Maya Angelou Charter School is seeking a tenant to fill vacant space resulting from the pending closure of its middle school. We found the space and location ideal given it was an existing school, could accommodate 450 students and it was located in Ward 7. At the present time, CGDC does not have an alternative facility if the Maya Angelou School does not work out. However, CGDC is actively looking for additional facilities consistent with its vision to add a pre-K and a high school program. The closure of the middle school program at Maya Angelou School creates a need for middle school student seats which the CGDC could immediately serve. Therefore, a charter school of excellence would be well-received in Ward 7 and would assist it in its plans to stabilize and strengthen the available educational options. It would also assist in supporting the financial stability of the Maya Angelou School through lease payments that will cover the cost of the vacant space resulting from the pending closure of Maya Angelou's middle school.

Second, our meetings with Two Rivers School, Creative Minds School, Bridges, St. Coletta's and Naomi Rubin DeVeaux at the DC Charter School Board indicated The Children's Guild could have a positive influence on charter and DCPS schools in Ward 7 and all schools throughout the District by helping to meet the need for a school to serve a significant population of children with special needs. In addition, CGDC will be a support to existing DC charter schools by helping them meet the needs of their special education population through training and consultation and providing a highly-skilled Diagnostic and Evaluation program.

Third, Chris Tessone, the COO of the operating entity the See Forever Foundation, has indicated that he is willing to assist in introducing The Children's Guild to, and gaining the support of, the neighborhood's leadership. Also, the mission of The Children's Guild, to serve socially and economically disadvantaged children and children with special needs, is compatible with the population served by the Maya Angelou School.

c. Educational Focus

Educational Focus

The educational focus of CGDC is to meet the needs of every learner through a unique combination of researched best practices including Transformation Education, TEACCH and Project Based Learning, Character Development, Arts Integration and Information and Communication Technology. CGDC will focus on serving special education students in the District within a comprehensive general education setting. A continuum of special education services will be provided in addition to a Diagnostic and Evaluation program.

CGDC's educational focus is on creating an educational experience that fosters the ability to think critically, solve problems creatively, be self-disciplined and create caring students who serve a cause larger than themselves. To achieve its educational focus, CGDC will employ several key education practices including TEACCH, Project Based Learning, Brain-Compatible Instruction, Character Development and Arts Integration.

TEACCH (Training and Education of Autistic and Related Communication Handicapped Children) was developed at the University of North Carolina and provides the foundational structures that enable every student to succeed: environmental organization, schedules/routines, work systems and visual structures. Organizing the physical environment, developing schedules and work systems, making expectations clear and explicit, and using visual materials have been effective ways of developing skills and allowing students to work independently with success.

Project Based Learning (PBL) is the instructional delivery system that identifies teaching strategies that connects the "what" = Common Core State Standards to the "how" = Project Based Learning. PBL will enable teachers to differentiate learning to address the diverse learning needs of the students while providing real world connections and application of the curricular concepts.

Diagnostic and Evaluation (D & E) services of and for learning is a critical feature of CGDC. The D & E service specifically identifies the needs of students and precisely prescribes the strategies, interventions and mindset to maximize that student's success. This service would not be limited to CGDC students. Other District charters may contract for this service as a means of improving services to selected students without transferring those students out of their school. Within CGDC, diagnostic prescriptive services are available to assist the classroom team identify

learning styles, strengths and weaknesses in order to best provide an instructional program that meets the needs of the student and is aligned with the District's learning outcomes.

Character Development is also integrated throughout the content areas and aligns with the school's values. Students identified as requiring additional behavioral support will benefit from utilization of the Student Support Center (SSC). In the SSC, students develop an understanding of what gets in the way of their ability to comply with school-wide expectations and learn strategies to employ in the future. Teachers receive feedback and support from the SSC in how to effectively accommodate the learning/behavioral needs of their students. Together these components contribute significantly to the culture of the school and ensure that every student is successful.

Arts Integration embeds the arts within the core academic subjects to foster engagement, aide in retention and enhance comprehension. David Sousa, author of "How the Brain Learns" states:

"Studies consistently show the following in schools where arts are integrated into the core curriculum: students have a greater emotional investment in their classes; students work more diligently and learn from each other; cooperative learning groups turn classrooms into learning communities; parents become more involved; teachers collaborate more; art and music teachers become the center of multi-class projects; learning in all subjects becomes attainable through the arts; curriculum becomes more authentic, hands-on and project-based; assessment is more thoughtful and varied; and teachers' expectations for their students rise."

Information and Communication Technology (ICT) provides opportunities for the enhancement of learning and may significantly support students in their inquiries, and in developing their conceptual understanding. CGDC views technology as a tool for learning, albeit with its own set of skills, as opposed to an additional subject area. ICT skills should be developed and learned in order to support the needs of individual learners in their inquiries.

2. Goals

CGDC will elect not to use the PMF in setting goals. Instead, CGDC will set equally ambitious goals that measure student performance, school performance, and operational goals similar to those used at existing Children's Guild Monarch charter schools. Using these similar measures of success, CGDC will accurately measure and hold itself accountable for high student performance. CGDC will meet or exceed all goals set by the D.C. Public Charter School Board and will work with the Board to adjust our goals as deemed necessary.

The goals of CGDC are:

1. To ensure that all students receive the support necessary to meet or exceed the curriculum standards and acquire the life skills necessary to be college and career ready.
2. To create a safe, academically and socially-rich environment that enables students to utilize creative expression, be self-disciplined and make learning a life-long process.
3. To develop in students the mindset encompassing the values of caring, contribution and commitment to develop the skills of vision, courage and will and the understanding that the learning process entails struggle, transformation and enlightenment.
4. To partner with parents, guardians and the community as learning resources.

CGDC Assessments: CGDC is committed to using PARCC and NCSC assessments to measure student achievement. As we gather data, we will revisit the measures indicated below to determine rigorous instruction.

Indicator	*Metric*	*Target*
Student Progress	*NWEA/MAPs*	*Mean will meet or exceed the expected growth percentile at each grade – reading*
		Mean will meet or exceed the expected growth percentile grade – math
Student Achievement	*PARCC*	*Reading - 30% will achieve Proficient and Advanced*
		Math – 30% will achieve Proficient and Advanced
	NCSC	*75% students will achieve Proficient and Advanced*
Gateway	*Fountas and Pinnell*	*75% of students will meet grade level benchmarks on running records*
Leading Indicators	*Attendance*	*Student attendance will meet or exceed 95%.*

Systemic Evaluation Tools Available:

- PBIS (a data and intervention tool)
- Responsive Classroom Assessments
- Student Support Team Assessment
- START Team Assessment (refers to beginning of seeking solutions to problem behaviors)
- Critical Skills Assessment
- Positive Everyday Routines
- School-Home Connection Assessment
- ALSUP - Assessment of Lagging Skills and Unsolved Problems

Continuous Quality Improvement Measures (CQI). Transformation Education deploys an evaluation system that ensures that objectives related to safe and orderly schools, enriched environments, culture deployment and fidelity, parent and community partnership development, effective leadership and academic growth are being met. CQI oversight is the responsibility of the Chief Operating Officer of Schools (COO) of The Children's Guild. The COO provides quarterly reports comprised of recommendations for continuous improvement to school administration and school leadership teams.

Enrichment Class Survey Tools are utilized in physical education/life fitness, computer studies, music, visual and/or the dramatic arts. In each area the character traits of compassion, being respectfully open-minded, having ownership of one's behavior, being reflective, being international minded, being a risk-taker and displaying curiosity are taught and practiced.

Environment Assessment Tools consist of teacher reflections, observation and feedback documents that focus on the teacher-learner relationship as a critically important element to the learning environment. The tools not only look at the psychological environment, that is evident in the characterization of the teacher-student relationship of trust, safety, and mutual respect, but also the physical environment and how it is fully and effectively used to teach CGDC's beliefs and values.

Executive Function Assessments are tools that provide a general framework for assessing the extent to which executive skills are, or are not, being engaged consciously by the student. Therefore, executive functions skill application can be observed by teachers and therefore make it possible for the teacher to prompt the student to use the skills they have been taught to achieve a desired outcome.

Fieldwork is a scheduled PBL activity that takes students out into the world to do studies and investigations at various sites around the District. Fieldwork is a requirement for all students and is graded and counts towards a student's grade in every subject. Fieldwork provides students with the opportunity to collect authentic data and interact with experts to deepen their conceptual understanding. It also provides teachers opportunity to assess content and the school's character traits.

Fountas' and Pinnell's is a reading enhancement program. Its goal is to support the student's development of self-initiating actions he/she will be able to apply to texts of similar difficulty. With daily teaching, the teacher helps the student climb the ladder of text difficulty with success. The focus of this guided reading approach is to bring the student up to the level of complex texts appropriate for the grade. To do so, teaching must begin with where the student is able to engage with some success, so that the student builds both confidence and motivation, thereby accelerating the student's development of a self-extending system for processing increasingly complex texts.

Learning Targets form the foundation for all areas of assessment: assessment for learning; assessment of learning and; communication of assessment results. Quality learning targets play an integral role in using assessment to engage, support, and hold students accountable for rigorous learning. Students regularly self-assess against long-term and supporting targets and track their progress.

Learning Walks are a series of focused classroom visits by school leaders that help leaders get a sense of the "big picture" of the school. The focus is on identifying patterns of practice in the building and providing leaders a structure for observation, documentation, conversation and reflection on instructional practice .

Literacy and Math Workshops expose students to a variety of instructional strategies and work on a specific set of predetermined learning targets through mini-lessons, guided or independent work time, and one-to-one/small group conferences. At the end of each workshop, assessment opportunities are available to teachers through the sharing of student work, and through brief critique sessions that provide students with substantive feedback from their peers and teachers.

Measures of Academic Progress (MAP) are computerized, adaptive assessments in reading and math (with the option of science) and will be administered in October, February, and May of each calendar year. Students in kindergarten and grade one take the primary form of the test. All tests are aligned to the Common Core Curriculum and identify the instructional level of each student and measure growth over time.

The Parent Satisfaction Survey/Student Satisfaction Survey is given out annually and evaluates the school's performance from a parent and a student perspective. The Parent Advisory Group works with the school's leadership team to develop a strategic plan with the goal of 100% parent/student satisfaction. For copies of the Parent Satisfaction and Student Satisfaction Surveys CGDC will use, **see Appendix, Section K.**

Passage Portfolios are created by students at the end of grades five and eight to demonstrate the student's mastery of grade-level learning targets. Each passage portfolio is standards-based and provides work samples as evidence of learning target mastery in reading, writing, math,

science, and social studies. Work included in the portfolio must meet or exceed grade level expectations for the required learning targets. A rubric is used to assess portfolios.

Presentations of Learning (POL) is a promotion requirement for students in grades 5-8. As part of the POL, students participate in a culminating project. The project requires that each student demonstrates engagement with the five essential elements of the program: knowledge, concepts, skills, attitudes and action. The purpose of the POL is to share the student's work with a panel made up of parents, administrators, invited guests, relatives and friends. Participation is mandatory and preparation of a POL is a promotion requirement. POL is a trans-disciplinary inquiry conducted in the spirit of personal and shared responsibility, as well as a summative assessment activity that is a celebration as students move from the elementary years into the middle years and from the middle years into high school. A rubric is used to assess the POL.

Project-Based Assessments. Projects demonstrate mastery of skills or completion of specific tasks. A project is a compendium of complex assignments, each directed toward a common goal. Projects are designed to address learning targets and are scored by using a rubric, which is shared with students in advance. Project-Based Assessments may include performance assessments which are judged according to pre-established performance criteria as well as the use of exemplars, check-lists, anecdotal records and continuums. A variety of assessment strategies such as process-focused assessments, selected responses and open-ended tasks are also used.

Scholastic READ 180 and System 44 Next Generation are reading interventions used for students performing significantly below grade equivalent peers. READ 180 is a data-driven reading intervention program, which means student performance immediately impacts instructional approach. A variety of formative assessment instruments identify students' most urgent needs, enabling the program and the teachers to adjust instruction accordingly. READ 180 and System 44 are based upon a blended learning model that incorporates whole group instruction, small group instruction and computer based instruction. Teachers can differentiate instruction based on the learners' needs in addition to the dashboard progress monitoring provided through the program. These programs are recognized as effective systems for providing rigorous reading and writing expectations that align with CCSS.

Service Learning Log. Service learning is an integral part of many learning units and project-based experiences. It provides an authentic community need. Each year, students participate in at least one unit of study that includes service learning. This experience is captured within their Service Learning Log.

Student Learning Profiles are constructed by teachers from the MAP data which provides a baseline for assessment. They are used to diagnose instructional needs and make data-driven decisions to support academic growth. Students who are high achieving will also be identified so that teams can structure higher level thinking activities and extended learning activities suitable to the academic capabilities of each child.

Student-Led Conferences are 20-minute student presentations to parents that include an introduction, a summary of a successful learning target in reading and math, and an explanation of a strong piece of written work. In addition, students explain the project-based unit of study that led to their culminating project from social studies and science. Parents and teachers give students feedback on the presentation and evaluate quality of student reflection and representation of their thinking.

Student Portfolio Assessments. Student portfolios are a collection and communication device. They are used to communicate visually about the student's talent, style, and range of work. The contents are selected to offer a rich and detailed view of the student's academic and social development characteristics and qualities. Because students are involved in the collecting, interpreting and sharing of portfolio content, students take notice of, keep track of, and celebrate their learning They become reflective learners through the portfolio internal feedback loop, learn to set goals, and recognize that competencies and challenges are all habits of thought cultivated by the portfolio assessment process.

The Culture Card is an effective tool for ensuring there is a clear and consistent message describing our organizational culture (beliefs, values, mission, workplace norms and wisdom principles). **See Appendix, Section L.** CGDC will use this system to teach how the organization applies the wisdom principles and its foundational beliefs in the workplace.

Community Circles meet on a daily basis in every grade. This structure allows for relationship building, review/discussion of school-wide behavioral expectations, daily schedule and Character Development. Classroom issues can be discussed and resolved as a means of creating an atmosphere of collaboration and an absence of fear.

Behavior Motivation Systems and Procedure Maps are part of a comprehensive program developed by The Children's Guild to encourage students in our charter schools to select behaviors consistent with learning and to become responsible citizens in the learning community. These systems and tools support an integrated and aligned system of beliefs, mindsets, structures and processes designed to create in students the desire to act consistent with CGDC's values and to develop in students the skills to execute those actions.

CGDC will use the results of cohort analysis to bring focus to whether goals and performance standards are being met. By the end of 2015-2016, the CGDC leadership team will determine patterns of student achievement using the results of PARCC testing and MAP growth reports (and annually thereafter). By the end of 2016-2017, the CGDC school leadership team will also use the results of parent, student and faculty satisfaction surveys and Project Based Learning implementation review data to determine whether the desired outcomes of the program goals have been met (and annually thereafter). In addition, the leadership team will disaggregate the data with careful attention to student sub-groups to determine achievement gap patterns. When patterns emerge, it is the responsibility of the leadership team to address whether pedagogical or curricular changes need to occur. It is also the leadership team's responsibility to determine whether tiered interventions are meeting the individual needs of students. Data

will be collected and stored through various formats and software/online programs. CGDC is exploring PowerSchool software for attendance monitoring/reporting, scheduling, assignments, grades and communication with teachers. NWEA, PARCC, SWIS and READ 180/System 44 are online assessments. Spreadsheets will be developed for student support data analysis. Grade level data teams will analyze data weekly and the Student Support Team will meet bi-monthly to review and analyze student performance and behavioral data.

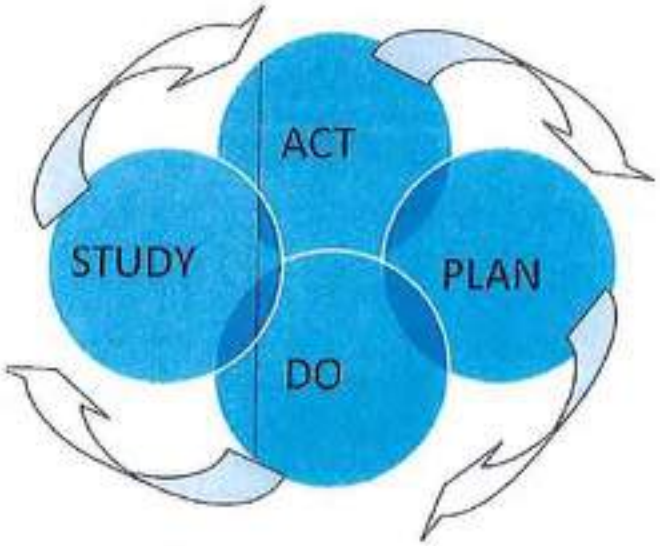
The leadership team will use these multiple data sources on a quarterly basis as part of a continuous quality improvement plan (CQI) in determining how CGDC is progressing in student performance, attendance, behavior and overall program outcomes. The leadership team will prepare an outcome data sheet template as part of its reporting practices as well as any additional record keeping required by DCPS. CQI Summaries and data will be shared with the CGDC Board of Directors and the DCPCSB.

CQI Process

Continuous Quality Improvement (CQI) is a philosophy and a quality management process that encourages charter school team members to continuously self-assess by asking the questions, "How are we doing?" and "Can we do it better?" To address these questions, a practice needs structured data from a variety of school dimensions to review and analyze (academic, cultural, program implementation, engagement, etc...)

Quest: To continuously improve the quality of education at CGDC through focused and persistent implementation of the school's mission and vision.





As described above, the CGDC leadership team will use multiple data sources on a quarterly basis to track and assess progress toward goals for students with disabilities. In addition to the data sources identified for the general education students above, special education classrooms will also utilize the following data sources:

- Individualized Education Plans. Each quarter the student's progress will be assessed and identified on the IEP. Progress monitoring of goals and objectives will be reviewed indicating if the student is making progress, not making progress or regressing. A copy of the IEP goals and objectives will be sent home quarterly.

- Functional Behavioral Assessment/Behavior Intervention Plan (FBA/BIP). Each quarter the student's progress will be monitored in alignment with the FBA/BIP.
- School Wide Information System (SWIS). Student behavioral progress will be monitored monthly through SWIS to identify trends in behavioral incidents and determine if additional interventions are warranted.
- READ 180/System 44. Student performance is monitored using the Scholastic Reading Inventory online assessment in addition to the teacher dashboard identifying daily student performance.
- Math. CGDC is currently exploring remedial math resources such as Fast Math, Understanding Math and EnVision Math Diagnosis Intervention Systems.
- Team Primacy Meetings. These meetings occur weekly to review and analyze data, identify modifications needed, access effectiveness of interventions (academic and behavioral), identify resources needed and develop plans of action to address deficit areas.

CGDC will evaluate special education students' performance towards IEP goals and objectives quarterly. Documentation of the student's progress will be completed through the online DC IEP process. Student progress will be reviewed quarterly, annually, and as requested, through the IEP annual review process in collaboration with the DC special education case manager.

3. Charter School Curriculum

a. Student Learning Standards

The criteria identified for the selection of standards and curricular materials is derived from the goals of CGDC. Given the student population CGDC proposes to educate, the standards and materials selected must be highly adaptable to meet the learning needs of very diverse learners, be literacy infused, contain a technology component to allow for varied presentation of learning, inquiry-based to support project-based learning strategies and common-core-informed to align with the standards and the PARCC assessment. A history of 60 years of effectively meeting the needs of special education students in nonpublic special education settings provides CGDC with a wealth of resources to effectively meet the needs of all learners. The structures of TEACCH combined with the components of Project Based Learning and Transformation Education provide a powerful and effective framework for supporting the learning needs of each student.

English Language Arts

CGDC will implement the Common Core State Standards (CCSS) in English Language Arts. The CCSS are designed to be robust and relevant to the real world, reflecting the knowledge and skills that CGDC students need to succeed in college and careers. The standards are designed to ensure that students graduating from high school are prepared to enter college or the workforce. The CCSS promote equality, by ensuring all students are prepared with skills and knowledge necessary to collaborate and compete with their peers in the United States and abroad.

The CCSS will ensure more consistent exposure to materials and learning experiences through curriculum, instruction, and teacher preparation among other supports for student learning. In a global economy, students must be prepared to compete with not only their American peers in the next state, but with students from around the world. These standards will help prepare students with the knowledge and skills they need to succeed in college and careers. Curriculum materials will be literacy-infused with an emphasis on informational text to align with the CCSS. Materials will be highly adaptable to accommodate the various learner styles and ability levels within the student body.

Math

CGDC will use the Common Core State Standards for math. These standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in students. These practices rest on important "processes and proficiencies" with longstanding

importance in mathematics education. The process standards come from National Council of Teachers of Mathematics and include problem solving, reasoning and proof, communication, representation and connections. The National Research Council's report provides the mathematical proficiency strands of adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures, flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

Science

CGDC will implement Next Generation Science Standards (NGSS). The scientific practices in the NGSS, as defined by the National Research Council (NRC), include the critical thinking and communication skills that students need for post-secondary success and citizenship in a world fueled by innovations in science and technology. NGSS is based on research exploring how students learn science which is complementary to TranZed's brain-based learning approach. The NGSS framework describes a vision of what it means to be proficient in science; it rests on a view of science as both a body of knowledge and an evidence-based model and theory building enterprise that continually extends, refines, and revises knowledge. It presents three dimensions that are combined to form each standard: (1) practices; (2) crosscutting concepts and; (3) disciplinary core ideas. NGSS reflects the interconnected nature of science as it is practiced and experienced in the real work. This aligns with components of Project Based Learning whereby students explore essential questions found in the real work through integrated curricular concepts to effectively problem solve the question.

Social Studies

CGDC will use the Common Core Literacy Standards in addition to the District of Columbia Social Studies Standards. While the standards present topics in a chronologically organized pattern, teachers will be encouraged to elaborate on topics and enrich the learning experience by incorporating current events. This aligns with our Project Based Learning approach which entails using research (historical perspective) to solve current world issues. The Social Study Standards are based on a solid base of factual knowledge which supports critical thinking. The central ideas, events, people and works that have shaped our world, are critical for our students to remember and understand. In addition, the standards necessitate that students acquire a firm grasp of reasoning and practice in inquiry and research. Students must learn how to frame and test hypotheses, distinguish logical from faulty reasoning, frame reasoned options and arguments, and grasp reflective thinking and evaluation.

The Arts.

CGDC will use the K-12 National Arts Education Standards (NAES) that outline what every K-12 student should know and be able to do in the arts. The NAES were developed by the Consortium of National Arts Education Associations, through a grant administered by The

National Association for Music Education (NAME). The NAES are developmentally appropriate as they expect that students will develop higher levels of the required skills and knowledge through being exposed to increasing complex works of art and that student responses to the art will be increasingly more sophisticated. The NAES framework promotes the students' critical thinking, working, communicating, reasoning, and investigating skills and provides for students' growing familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts. As students gain knowledge and skill, they expand their ability to apply the knowledge and skills learned through the arts in their widening personal worlds.

Additional Academic Area(s)

English Language Learners

The National Governors Association Center for Best Practices and the Council of Chief State School Officers strongly believe that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners (ELLs). However, these students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.

Standards are attainable when English language learners have the ability to access content. CGDC's project-based instructional approach extends the time students have for getting language support services while giving them a jump-start or pre-loading on content subjects. CGDC teachers will offer multiple pathways for students to demonstrate their understanding of the content. Assurance of ELL access is addressed at many levels of instruction as the following table illustrates:

Preparation	
	Clearly defined content objectives Clearly defined language objectives Content concepts appropriate for age and educational background level of student Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., graphs, models, visuals) Adaptation of content to all levels of student proficiency Meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations)with language practice opportunities for reading, writing, listening and/or speaking)
Building Background	
	Concepts explicitly linked to students' background experiences Links explicitly made between past learning and new concepts Key vocabulary emphasized
Comprehensible Input	
	Speech appropriate for students' proficiency level(e.g. slower rate and enunciation, and simple sentence structure for beginners) Explanation of academic tasks are clear Uses a variety of techniques to make content concepts clear
Strategies	
	Provides ample opportunities for students to use strategies Consistent use of scaffolding techniques throughout lesson, assisting and supporting student understanding (e.g. think-alouds) Teacher uses a variety of question types, including those that promote higher-order thinking skills
Interaction	
	Frequent opportunities for interaction and discussion between teacher/student and among studens, which

	encourage elaborated responses about lesson concepts Grouping configurations support language and content objectives of the lesson Consistently provides sufficient waiting time for student responses Ample opportunities for students to clarify key concepts
Practice/Application	
	Provides hand-on materials and/or manipulatives for students to practice using new content knowledge Provides activities for students to apply content and language knowledge in the classroom Uses activities that integrate all language skills
Lesson Delivery	
	Content objectives clearly supported by lesson delivery Language objectives clearly supported by lesson delivery Students engaged approximately 90% to 100% of the period Pacing of the lesson appropriate to the students' ability level
Review/Assessment	
	Comprehensive review of key vocabulary Comprehensive review of key content concepts Regularly provides feedback to students on their output (e.g., language, content, work) Conducts assessment of student comprehension and learning of all lesson objectives (e.g. spot checking, group response) through-out the lesson

ELL students will bring with them many resources that enhance their education and can serve as resources for CGDC and the community. Many ELLs have first language and literacy knowledge and skills that boost their acquisition of language and literacy in a second language. Additionally, they bring an array of talents and cultural practices and perspectives that will enrich our school and wider community. CGDC teachers will build on this enormous reservoir of talent and provide those students who need it with additional time and appropriate instructional support. This includes language proficiency standards that teachers can use in conjunction with the ELA standards to assist ELL students in becoming proficient and literate in English. To help ELL students meet high academic standards in English Language Arts, it is essential that they have access to:

- Teachers and personnel who are well prepared and qualified to support ELL students while taking advantage of the many strengths and skills they bring to the classroom;
- A literacy-rich school environment where students are immersed in a variety of language experiences;
- Instruction that develops foundational skills in English and enables ELL students to participate fully in grade-level coursework;
- Coursework that prepares ELL students for post-secondary education or the workplace, yet is made comprehensible for students learning content in a second language (through specific pedagogical techniques and additional resources);
- Opportunities for classroom discourse and interaction that are designed to enable ELL students to develop communicative strengths in language arts;
- Ongoing assessment and feedback to guide learning; and
- Speakers of English who know the language well enough to provide ELL students with models and support.

<u>Students with Disabilities</u>

CGDC will establish a culture of inclusiveness that will ensure that all students have access to the general education curriculum. Students with disabilities will be included within the general

education curriculum based on the CCSS as well as other school activities to the greatest extent possible. It is both a legal requirement and moral obligation to educate students with disabilities alongside their general education classmates to the fullest extent possible. The Children's Guild has an extensive history of successfully educating students with special needs in addition to charter schools that have successfully implemented a continuum of special education services.

Students with disabilities —students eligible under the Individuals with Disabilities Education Act (IDEA)—must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. These common expectations provide an historic opportunity to improve access to rigorous academic content standards for students with disabilities. The continued development of understanding about research-based instructional practices and a focus on their effective implementation will help improve access to mathematics and English language arts (ELA) standards for all students, including those with disabilities.

In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking and listening (English Language Arts), their instruction must incorporate supports and accommodations, including:

- Supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum (IDEA 34 CFR §300.34, 2004).
- An Individualized Education Program (IEP) which includes annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.
- Teachers and specialized instructional support personnel who are prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services.

Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards. In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as:

- Instructional Supports for Learning— based on the principles of Universal Design for Learning (UDL) — which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and;
- Instructional Accommodations (Thompson, Morse, Sharpe & Hall, 2005) — changes in materials or procedures which do not change the standards but allow students to learn within the framework of the CCSS.
- Assistive technology devices and services to ensure access to the general education curriculum and the CCSS.

Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs. These supports and

accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.

CGDC will provide a continuum of tiered interventions in accordance with Response to Interventions (RTI) initiative. Tiered instruction delivers instruction to students on various levels related to the nature and severity of the student's difficulties. This differentiation allows students at risk to meet academic expectations.

Tier 1 is regular classroom instruction, differentiated as much as possible within the classroom to meet the individual students' needs. We anticipate approximately 80% of the students will succeed in this tier as they are achieving the learning targets prescribed in the CCSS at the proficient or advanced level. The core reading and math curriculums high quality instructional programs implemented in alignment with the CCSS.

Tier 2 instruction is characterized by small group instruction (composed of three to six students), meeting three to four times each week for 30 to 60 minutes each, for nine to twelve weeks. We anticipate that approximately 15% of the students will be served by Tier 2 interventions. The needs of these students are identified through the assessment process and instructional interventions are delivered from the focus of the specific targeted needs. Remediation of the targeted skill is provided in the small group setting using supplemental interventions identified for students at risk of not meeting academic standards.

Tier 3 instruction is characterized by one-to-one or small group instruction (for one to three students), meeting daily for 30 to 60 minutes each, for nine to 12 weeks. We anticipate that Tier 3 students will be approximately 5% of the student population. Tier 3 students are considered to be at high risk for failure and if not responsive to an intensive, specific intervention may be candidates for identification as having special education needs. Supplemental interventions for students at high risk are provided at this level.

In addition to the continuum of instructional interventions provided through the tiered system, TEACCH methods will be used throughout the school and in particular with students with disabilities. TEACCH is an evidenced-based program that supports all learners. The developers of TEACCH based their model on the idea that to effectively teach students (particularly those with Autism) a teacher must provide structure. Although this method was originally intended for use with students with autism spectrum disorders, it can be adapted and used in any educational setting. The Children's Guild effectively implements the components of TEACCH with their special education schools across all grade levels and disabilities.

Four essential components of the TEACCH philosophy will be utilized to help students access the curriculum in meaningful ways. The arrangement of the physical environment is important for increasing understanding by reducing anxiety which directly impact's the student's behavior and ability to learn. A clear, consistent and predictable physical environment enables students to develop the organizational skills needed to access the curriculum across subjects. The work

areas should be clearly marked so students can independently find their way to the different locations within the classroom to perform the learning activity associated with that location. This promotes independent learners who can access learning without adult support.

The second essential component is the use of visual schedules. These visual schedules help inform students of what occurs in their day and in what sequence events will happen. By reducing confusion and increasing flexibility, students have great success with accessing activities throughout their day. The daily schedule also provides information for staff about which teacher(s) and/or aides will be in which areas. Schedules also help with transitions by preparing students for what comes next and eventually leading to independence. The daily schedule should balance opportunities for individual, independent, group and leisure activities throughout the day.

A work system is the third component of the TEACCH model. Individualized work systems help keep students organized so they can function independently and effectively in a variety of different activities. Work systems include where materials are located, the order in which activities get completed and where students place work when it is finished. Students learn how to make choices and develop personal autonomy through individualized work systems.

Visual structures are the fourth component of the TEACCH model. Visual structures are used to differentiate tasks for students by highlighting, organizing and clarifying important and relevant information. Visual structures can also identify where the student's materials and/or desk should be placed, where a student can move throughout the room or how information should be presented on the paper. Carefully assessing the visual structures needed by each student to access the curriculum will enable him/her to be successful.

Diagnostic and Evaluation Services

As a highly-skilled, unique educational and behavioral assistance tool, CGDC will provide a diagnostic and evaluation (D&E) program within the charter school. The rationale for placement of this D&E within the charter school is to better compare the behavior and thinking of the identified student with students not identified as requiring a restricted setting. This allows staff the opportunity to observe the student in the context of a school setting (classroom, hallway, cafeteria, playground, social situations, etc) and determine the lagging skills that impact the student's ability to be successful in a less restrictive setting. This program will assist CGDC, and other charter schools within the District who refer students for placement in the program, in identifying the educational and social emotional needs of a student in order to effectively place the student in the right educational program. The D&E process will be integrated into CGDC through the school's Student Support Team and leadership team to address the specific needs of each student identified for the program. Upon completion of the D&E process, a diagnostic summary is written identifying the strengths and weaknesses of the student and contains a learning profile outlining specific instructional modifications, intervention strategies and placement recommendations to effectively meet the students' educational and behavioral needs.

CGDC expects the student population to need targeted interventions; rigorous learning expectations with structures and processes supporting student progress; and high engagement with opportunities for student leadership which builds ownership of learning and drives achievement. The CGDC's methods of instruction are derived from the mission, beliefs and values of the school and prepare the student with college and career readiness skills. These goals include student engagement in the learning process, development of new skills, prevention of behavior problems through proactive intervention strategies, development of critical thinking skills, the ability to problem solve creatively, development of self discipline and a commitment to serve a cause larger than oneself. Evidence of achieving these goals is reflected by the student's ability to demonstrate both academic and behavioral progress.

CGDC's teaching strategies are the vehicle by which the instructional goals and school outcomes become actualized. The Common Core State Standards are the curriculum or "what" that instruction is based upon and Project Based Learning (PBL) is "how" students become engaged with the curriculum. PBL is based upon the inquiry process and incorporates Bloom's taxonomy higher level skills: create, evaluate, analyze and apply. Centered on a real world problem, PBL incorporates creative problem solving, researching potential solutions, interfacing with various forms of technology and the creation of a product that demonstrates student learning. The PBL products/projects provide opportunities for art integration as children integrate cross curricular concepts into a finished product that may include a performance, music, art or technology. The TEACCH principles of visual structures, schedules, work systems and physical organization provide the foundation for answering the 5 basic questions students have about the learning experience:

1. Where am I going?
2. What am I going to do when I get there?
3. How much do I have to do?
4. When will I be finished?
5. What will I do next?

Neuroscience has shown that when there is an absence of fear and students understand what is expected of them, they increase their cognitive availability for learning. As a result, students can function independently within the school environment when they have a clear understanding of what is expected of them. TEACCH also emphasized the importance of incorporating the students' strengths when teaching new skills. Teachers integrate the students' strengths when they make real work connections and help students apply what they are learning in the classroom with their community. Technology is infused throughout the instructional process allowing students to understand the global economy in addition to providing an accommodation for students with disabilities.

b. Resources and Instructional Materials

English Language Arts:
Curriculum materials will be literacy infused with an emphasis on informational text to align with the CCSS. Materials will be highly adaptable to accommodate the various learning styles and mastery levels within the student body. Fountas and Pinnellis is founded on a comprehensive approach that involves high impact interventions for struggling readers. This allows for differentiated instruction through working with small groups in reading. Leveled readers enable the teacher to provide relevant text for both the struggling reader and the accelerated reader. Guided reading provides the student with opportunities for explicit teaching to build his/her network of effective problem solving skills. Benchmark assessments, in addition to observation, provide progress monitoring to determine the appropriate level for each student. Teachers use the text for children to expand what they know to do as readers.

Daily 5 is a reading intervention that allows for differentiation, is an integrated literacy instruction and classroom management system and teaches students independence. It is based on brain research to identify the best time to introduce new concepts, to maximize student attention and directly link instruction to the needs of the students. Daily 5 has various instructional delivery formats so it is adaptable to the needs of the classroom.

Scholastic READ 180 and System 44 Next Generation are reading interventions used for students performing significantly below grade equivalent peers. *READ 180* is a data-driven reading intervention program, which means student performance impacts instruction. A variety of formative assessment instruments identify students' most urgent needs, enabling the program and teachers to adjust instruction accordingly. READ 180 and System 44 is based upon a blended learning model that incorporates whole group instruction, small group instruction and computer based instruction. Teachers can differentiate instruction based on the learners needs in addition to the dashboard progress monitoring provided through the program. These programs are recognized as an effective system for providing rigorous reading and writing expectations that align with CCSS.

Accomplishing School Mission and Goals: These literacy resources support the teaching of a complex process of making meaning. In CGDC, comprehension strategies and critical thinking skills are taught K-8 to support students making sense of content and the world around them. Students "learn to read" while "reading to learn" from text in an increasing complex manner – presenting an opportunity for students to go beyond their perceived limits and accomplish more than they thought possible while also preparing them for college and career success. Through our chosen instructional design and teacher differentiation, access to learning is provided to all students.

Math:

Investigation Math curriculum is aligned to the CCSS for Mathematics and aligns with the goals and educational focus of CGDC. The Investigation Math curriculum is adaptable to meet the needs of all learners through interactive whiteboard activities, use of manipulatives to provide visual, concrete examples, differentiation and intervention guides, Spanish components and software/technology. Implementation of the program includes whole group, small group and individualized instruction. The materials in Investigation Math help teachers support the range of learners in his/her classroom, provides regular opportunities for students to discuss important mathematical ideas and to review and practice them and encourages parents to learn about the curriculum and their child's thinking. This aligns with CGDC's view of parents as partners and CGDC will provide Parent University workshops to assist them in understanding how their child's brain learns. Investigation Math uses routines for learning which is emphasized through the TEACCH methodology and brain-based learning. Research shows that when routines are implemented the brain is free to focus on new information. Creating a learning environment with predictable routines maximizes the student's ability to fully engage in the learning process.

Accomplishing School Mission and Goals: CGDC math resources emphasize critical thinking skills in the areas of arithmetic, word problems, and other mathematical foundations. They also allow for a focus on big mathematical ideas, high quality student work, and allow for connections to the Units of Study and to teaching math in isolation. CGDC math teachers invite students to find patterns and relationships, to become flexible problem-solvers, to articulate their reasoning, and to reflect on their choice of strategies. Teachers cultivate mathematical habits of mind and often conduct class as a workshop. A workshop begins with a complex problem and continues with independent or group work, a mini-lesson based on what students are struggling with or have discovered, sharing/comparing problem-solving strategies and a synthesis of the day's learning. This sequence ensures that students are doing the thinking. Through our chosen instructional design and teacher differentiation, access to learning is provided to all students.

Science:

Our science curriculum will be researched best practices, as defined by the National Research Council and include the critical thinking and communication skills that students need for postsecondary success and citizenship in a world fueled by innovations in science and technology. Next Generation Science Standards (NGSS) are based on research to explore how students learn science which complements TranZed's brain-based learning approach. The NGSS framework describes a vision of what it means to be proficient in science; it rests on a view of science as both a body of knowledge and an evidence-based, model and theory building enterprise that continually extends, refines, and revises knowledge. It presents three dimensions that will be combined to form each standard: (1) practices; (2) crosscutting concepts and; (3) disciplinary core ideas. NGSS reflects the interconnected nature of science as it is practiced and experienced in the real work. This aligns with components of Project Based Learning whereby students explore essential questions found in the real work through integrated curricular concepts to effectively problem solve the question.

Reading, writing, thinking and working as scientists is a central focus of instruction at CGDC. CGDC wants to develop students who see themselves as stewards of the natural world. Students engage in an interdisciplinary approach; connecting science, math, engineering, and technology while also building skills in questioning; developing and using models; planning and carrying out investigations; collecting; analyzing; and interpreting data; constructing explanations; designing solutions; engaging in argument from evidence and synthesizing and communicating information.

Appropriate science resources will be researched in the planning year of the school development. The EQuIP NGSS Rubric is a tool for educators and education leaders to use in identifying high quality, NGSS-aligned instructional materials through a criterion-based, peer-review process. This tool will be available in the first quarter of 2014, which will assist us in identifying materials that align with CCSS. Delta Education's manipulatives will be utilized for science experiments in addition to use of websites for virtual labs and research on science concepts. Informational text will also be implemented in science to accordance with the science literacy standards and literacy in history/social studies and science and technology standards.

Accomplishing School Mission and Goals: The variety of CGDC science resources provides the necessary flexibility to building a culture of science inquiry and to utilize trans-disciplinary skills. Through our chosen instructional design and teacher differentiation, access to learning is provided to all students.

Social Studies:

Our Social Studies curriculum will align with our Project Based Learning approach which entails using research (historical perspective) to solve current world issues. The curriculum will be inquiry based and adaptive to support the needs of diverse learners. The social studies curriculum is based on a solid base of factual knowledge which supports critical thinking. The central ideas, events, people and works that have shaped our world and are critical for our students to remember and understand are emphasized. In addition, the curriculum requires that students acquire a firm grasp of reasoning and practice in inquiry and research. Students must learn how to frame and test hypotheses, distinguish logical from faulty reasoning, frame reasoned options and arguments, and grasp reflective thinking and evaluation (DC Social Studies Pre-K through Grade 12 Standards).

Accomplishing School Mission and Goals: Social Studies at CGDC support students in appreciating and understanding diverse cultures and understanding connections among ancient and modern cultures and enduring themes through time. Students analyze primary resources, consider multiple perspectives, conduct research and draw their own conclusions. Literacy instruction is a focus at all grade levels in this content area as students learn to read, write, and think as historians. CGDC is intentional in creating a culture of social studies inquiry through its choice of resources and pedagogy. Through our chosen instructional design and teacher differentiation, access to learning is provided to all students.

Curriculum Development Timeline

In the first year of CGDC, faculty will use existing curriculum maps and project based unit plans designed by The Children's Guild's other charter schools that align with the CCSS. Throughout the school year, faculty will review and revise the curriculum maps in accordance with student achievement data. Lesson plans will be turned in weekly to the school's leadership team. Curricular maps include project based units, methods of instruction, lesson plans, resources, proposed fieldwork, experts and product development. Future curriculum maps will be developed by CGDC teachers through professional development using analysis of student achievement data.

During the summer of 2014, the leadership teams of Monarch Academy Charter Schools and CGDC will collaborate to revise and develop curriculum maps in alignment with CCSS. This will allow sufficient time to review and purchase curriculum resources and materials that support CGDC's newly developed and/or revised curricular maps and CCSS. In addition, as student enrollment occurs, staff will be able to identify curricular resources to meet the needs of the student population.

c. Methods of Instruction

Teachers at CGDC will organize instruction using the following methods:

1. **Project Based Learning– Integrated Units** where content, knowledge and skills from separate subject areas are intentionally connected through cross-curricular investigations.

Project Based Learning is the instructional delivery system that identifies teaching strategies to connects the "what" = Common Core State Standards to the "how" = Project Based Learning. PBL will enable teachers to differentiate learning to address the diverse learning needs of the students while providing real world connections and applications of the curricular concepts. The essential elements of Project Based Learning include:

- Focus on significant content
- Develop 21st Century competencies
- Engage students in in-depth inquiry
- Organize tasks around a driving question
- Establish a need to know
- Encourage voice and choice
- Incorporate revision and reflection
- Include a public audience

Another essential feature of the Transformation Education design for school improvement is a school-wide focus on Character Development and teamwork. The founders of CGDC have

established the core values of caring, contribution and commitment which will be integrated throughout our school culture, but specifically within the integrated units of study and projects. CGDC wants students and staff to show an understanding of others by treating others with kindness, compassion, generosity and a forgiving spirit. Caring does not exist without action. We want students and staff to contribute positively to the school community. As students and staff become part of the CGDC community, it is this commitment that will assist us in reaching both our program and educational goals.

2. Workshop format to introduce and explicitly teach concepts, skills, and strategies related to the learning targets.

Workshop Model Instruction describes a set of structures, groupings, and activities that incorporate active pedagogy practices and protocols. Based on the premise that students learn by doing, this model ensures that students get time each day to engage meaningfully with the subjects they are exploring. The workshop model provides a format for exposing students to a variety of instructional strategies as they work individually or in small groups on a specific set of predetermined learning targets, but it really allows students to take ownership of the learning process. Students at CGDC will be in a literacy workshop of 70 to 75 minutes (depending on grade) and a math workshop of 70 to 75 minutes each day. In addition to those workshops, instruction during the acceleration and enrichment periods will often use the workshop model. Although no two workshops look exactly alike, the following components are typically present in some form:

- Mini-lessons. Organized around a clearly-focused objective that addresses a single element of the work that students will be doing, mini-lessons can be as short as five minutes or as long as 15 minutes. Mini-lessons provide explicit instruction in the skills that students will practice and apply during the workshop. They typically include modeling and think-alouds.
- Guided or independent work time. Students generally use the guided and independent work time to practice, extend, and refine the skills addressed in the daily mini-lesson. Guided or independent work time takes up the bulk of time in any workshop. Well articulated and consistently enforced classroom procedures, traditions, and rituals, and established accountability systems help ensure that students use this time well.
- One-on-one/small group conferences. Along with mini-lessons, conferencing provides a venue for direct instruction during the workshop. While the rest of the students are working independently, the teacher meets with students one on one or in small groups to check on progress and, most importantly, to have "instructional conversations." The topic of these conversations is student work and progress over time relative to the day's learning objective. Teachers provide descriptive feedback to each student and document what was discussed and decided through standardized note-taking and record-keeping protocols.
- Sharing, critique, and debriefing. At the end of each workshop, teachers and students take a few minutes to share progress, examine student work as small or large groups, or debrief the group's performance during that workshop. This immediate feedback is one

of several ways in which students receive substantive feedback on their progress from their peers and teachers.

- Assessment. Multiple forms of informal and formal assessment of student progress are part of every workshop. Mini-lessons, conferences, and the daily debriefing all give the teacher opportunities to assess student understanding. Teachers then use what they have learned about student understanding to give students feedback, plan for re-teaching, and provide immediate interventions for struggling students. Some workshops end with students writing or responding orally with an "exit ticket" that gives the teacher more information about individual students' progress on the daily learning target.

3. A lesson design that always uses learning targets, but may vary in lesson format (depending on the focus of the learning target), builds student engagement, sets a clear purpose and vision for quality and concludes by helping students synthesize current understanding of the content and skills and reflect on their progress toward learning target. Strategies used in lesson design maximize engagement and deep learning by doing the following:

- Strategically select and sequence instructional practices within and across lessons.
- Strategically use learning targets and knowledge of their students to plan lessons.
- Strategically select a lesson format (e.g. workshop, discovery-based, protocol-based, lecture, video, work sessions, labs and games)
- Craft each lesson that begins by building student engagement and setting clear purpose. Teachers address the following questions when planning:
  1. How will this lesson or series of lessons help students make progress toward the learning target(s)?
  2. What will cause students to be curious and want to learn?
  3. How will I provide students with a vision of the learning target(s) in a way that gives them ownership of their learning?
- Structure lessons so that they talk less and students talk more; they set up students to do the thinking and the work, they scaffold instruction in the body of lessons to ensure student success by addressing the following questions:
  1. What sequenced steps will the students and I take to ensure that all students meet the learning target(s)?
  2. How will students know what quality looks like, and how will I support them in producing quality work?
  3. How will students work or practice together during learning?
- Conclude lessons by helping students synthesize their current understanding of the content and skills focused on in the lesson and reflect on their progress toward the learning targets. The teacher uses information gleaned from the students' synthesis to plan subsequent lessons. Teachers address the following questions when planning:
  1. How will my students demonstrate and/or synthesize their understanding?
  2. How will I use this information to plan my next instructional steps?

- Sometimes teachers may start a lesson or an investigation with a complex or provocative problem and will build students' skills, vocabulary, and concepts on a "need to know" basis; alternatively, teachers will sometimes start a lesson or an investigation with an experience, and invite students to make sense of it.

  Actively engage and guide students (for example, confer with students, pull students into small invitational groups, etc.) during students' independent work times. Teachers embed differentiation strategies within lessons to ensure that all students are effectively supported and appropriately challenged.

4. A balance of whole group and small group experiences that emphasize collaboration, choice and shared responsibility. Examples of these strategies are as follows:

- Introduction. The introduction taps into students' curiosity, sets a positive tone, builds the need to know, and links to previous learning. The learning target is shared during the introduction.
- Protocols. Teachers will use protocols (such as Socratic seminars, learning logs, and jigsaws) to ensure that all students think critically and participate fully. In addition, they will use protocols to look at student work (for example, Collaborative Assessment Conference), facilitate classroom meetings and student advisory periods, and model and encourage behavior conducive to productive individual and group work.
- Workshops. Teachers will use the workshop format to model or demonstrate a concept, skill, or strategy; require students to practice and apply what was modeled; and discuss and debrief what has been learned.
- Mini-lessons. Teachers will use mini-lessons to introduce and explicitly teach concepts, skills, and strategies to the whole class or small groups, as needed, often in response to student work and misconceptions.
- Modeling. Teachers will use demonstrations, role-plays, and fishbowls to set criteria and model expectations for high quality group process, products, writing, reading, and problem-solving. Teachers will also use think-alouds to model comprehension strategies and skills.
- Representative thinking. Teachers will use anchor charts and other forms of documentation to synthesize and make student understanding public. Students will represent their thinking using formats such as graphic organizers, recording forms, journals, quick-writes, and summaries of their learning.
- Questioning and following student thinking. Teachers will ask open-ended questions and follow-up questions to stimulate student thinking. Teachers will confer with students individually and in small groups on a regular basis to gauge each student's level of understanding, differentiate instruction, and identify issues affecting a whole class.
- Using exemplars and models. Teachers will use a range of exemplars and models to help students see and understand quality, format, and group work. Teachers will use exemplars and models to elicit criteria and construct rubrics.

- Multiple drafts, revision, and critique. Students will produce multiple drafts for all products and assess each draft against generated criteria and rubrics to improve successive drafts. Teachers will develop focused questions to guide revision. Students will use critique protocols to receive and provide feedback and to revise their work.
- Reflecting and debriefing. Teachers and students will use reflection and debriefing of lessons and experiences to improve retention of information, generalization, and transfer of learning, and to set goals for future learning.

5. Fieldwork and outside experts as learning resources. Using natural and social environments of the school's community as sites for purposeful fieldwork and using professional experts and citizens with firsthand knowledge of events and issues will support accuracy, integrity and quality in students' work.

Field work sites are used for purposeful connections to academic work. Students working in the field will be active investigators using the research tools, techniques of inquiry, and standards of presentation used by professionals in the field. CGDC will develop procedures and protocols to ensure that fieldwork is safe and productive. In addition to having students conduct research outside the school, teachers will also bring experts from the community into the classroom. Older students participate in internships and apprenticeships that engage them in the real world.

6. **Arts Integration** - In CGDC, art in all forms will be celebrated as a foundation of culture and a central aspect of learning and life. Artistic skills will be understood as intelligences, and artistic achievement is valued as academic achievement. CGDC student's Exhibitions of Learning will feature the arts along with other subjects. Student art work will fill the school and will be displayed in a way that honors the work. The visual and performing arts will be taught using the same effective instructional practices that are used in other disciplines and all students will have access to professional artists and professional exhibitions and performances. CGDC understands that the arts build school culture and student character by emphasizing authentic performance, craftsmanship, risk-taking, creativity, and a quest for beauty and meaning. The heritage of critique in the arts will form the basis for a whole-school culture of critique in all disciplines.

7. **Information and Communication Technologies (ICT) Integration**
CGDC recognizes the ever-increasing impact of information and communication technologies (ICT) on teaching and learning. All CGDC staff will be trained to use the technologies provided and use these technologies to enhance and support learning and teaching. ICT provides opportunities for the enhancement of learning, and may significantly support students in their inquiries, and in developing their conceptual understanding. CGDC views technology as a tool for learning, albeit with its own set of skills, as opposed to an additional subject area. ICT skills should be developed and learned in order to support the needs of individual learners in their inquiries.

The use of ICT can:

- Document the learning, making it available to all parties
- Provide opportunities for rapid feedback and reflection
- Provide opportunities to enhance authentic learning
- Provide access to a broad range of sources of information
- Provide students with a range of tools to store, organize and present their learning
- Facilitate communication with a wide-ranging audience

Various forms of technology will be available for students at CGDC. Classrooms will be equipped with a SmartBoard, netbooks, computer stations and various software programs to support their curriculum. CGDC will pilot an iPad program to enhance instruction with special education students. The Children's Guild has been effectively implementing an iPad program with their autism population using APPS geared towards reading, math, writing, communication, social stories and creative expression. Developing digital citizenship among students at CGDC will enable students to competently navigate the internet and digital world. Acceleration and remediation software programs will enhance the curriculum made available to all students within the school community.

These methods are applicable to all grade levels and subject areas. They are the structural building blocks that allow CGDC teachers to differentiate, organize time space, materials and students to best meet the every student's learning needs and create engaging experiential and problem-based learning as a model for life long-learning. They allow teachers to talk less and students to talk more and do more thinking within the classroom, engage students in the curiosity of learning, and ask them to take more ownership of their own learning. They support students in embracing struggle as essential to growth and transformation. Students learn to respect and value a positive relationship with nature and divergent ideas. They enable students to use a variety of manipulatives as tools for thinking and representing and taking responsibility for producing something that shows their individual thinking. CGDC's methods of instruction work in concert and support one another in promoting high achievement through active learning, character growth and teamwork. These methods are the framework in which the school's goals are addressed.

TEACCH methods will be used throughout the school and in particular with students with disabilities. Four essential components of the TEACCH philosophy will be utilized to help students access the curriculum in meaningful ways. The arrangement of the physical environment is important for increasing understanding by reducing anxiety which directly impact's the student's behavior and ability to learn. A clear, consistent and predictable physical environment enables students to develop the organizational skills needed to access the curriculum across subjects. The second essential component is the use of visual schedules. These visual schedules help inform students of what occurs in their day and in what sequence events will happen. By reducing confusion and increasing flexibility, students have great success with accessing their activities throughout their day. Schedules also help with

transitions by preparing students for what comes next and eventually leading to independence. A work system is the third component of the TEACCH model. Individualized work systems help keep students organized so they can function independently and effectively in a variety of different activities. Students learn how to make choices and develop personal autonomy through individualized work systems. Visual structures are the fourth component of the TEACCH model. Visual structures are used to differentiate tasks for students by highlighting, organizing and clarifying important and relevant information. Carefully assessing the visual structures needed by each student to access the curriculum will enable him/her to be successful.

CGDC will administer formative assessments to all students at least three times per grading period using assessments aligned to the CCSS and to learning targets in reading and math in order to accommodate the different learning styles and needs of all students. For students who fail to reach specified cut scores on the formative benchmark assessment or whom teachers refer because they are in danger of failing, teachers will construct a more extensive Student Learning Profile. This profile triangulates all available data—including PARCC data, benchmark data, and individual assessment data to draw conclusions regarding individual students' strengths and weaknesses and to place students into a specific intervention with progressive increases or decreases of support as needed. Gifted and talented students, along with other students in need of academic enrichment, are also identified through this process. These assessments and profiles will drive the efforts of the tiered accelerated learning program.

CGDC administrators will review behavioral data on an ongoing basis to determine students who are at risk of needing additional support either academically, behaviorally or both. Behavioral interventions will be identified and implemented to assist students in being available for learning in the classrooms. Additional supports will be secured, if needed, that will enable the student to acquire the needed skills to self-regulate and independently participate with the curriculum. All interventions will be monitored to determine their effectiveness as well as modified when necessary.

Upon enrollment information regarding English proficiency will be obtained. The non-English Proficient (NEP) or limited English proficient (LEP) student will be placed in a class appropriate to the child's academic needs as determined from the student's prior placement or by means of a home language survey and an assessment of English listening, speaking, reading, and writing skills that is considered reliable by DCPS. For the student who is NEP/LEP, a program to acquire or improve English language skills and cultural understanding will be made available to the student during the school day.

Students who are NEP/LEP will be placed with age/grade peers. Ongoing consultation with the ESOL teacher will be instrumental in determining what kinds of assistance each student will need to maximize instruction in the classroom and to ensure that the student is not misplaced or tracked inappropriately. Students identified as NEP/LEP will be evaluated annually in listening, speaking, reading, and writing English. NEP/LEP students will not be excluded from

any curricular or extra-curricular activity afforded to other students in the school. Any supports needed by the student to ensure full participation in these programs will be made available.

ESOL teachers may work one-on-one or in small groups with ESOL students outside the classroom, or as an academic support person in the classroom itself. ESOL teachers help ESOL students develop the English reading, writing, speaking and listening skills that they need in order to understand and master the academic content in the CGDC curriculum.

To track their progress in English, ESOL students are tested with the Idea Proficiency Test (IPT) twice a year. When ESOL students are able to function in English at their highest academic potential in the regular classroom, they become "consult" ESOL students for a year. ESOL teachers consult with the regular classroom teachers to make sure that the students are doing well in their academic work. After one successful year as a "consult" student, students may be released from the ESOL program.

ESOL teachers stay in close communication with their students' teachers as well as their students' families. Frequent communication regarding the student's progress both with the classroom teacher as well as the student's parents allows effective monitoring of the learning process. Materials sent home will be in both English and the family's native language. Additionally, translations will be made available if needed.

ESOL teachers will collaborate and/or co-teach with the classroom teacher to ensure that NEP or LEP students are able to access the learning standards. ESOL teachers will assist the classroom teacher in providing instructional strategies that assure NEP and LEP students are able to engage in classroom learning activities fully. Curriculum materials will be modified, or provided in a Spanish version, so NEP and LEP students are provided with the needed curriculum resources.

The Dean of Student and Family Life will serve as the ESOL liaison with OSSE and will coordinate with the OSSE ESOL office throughout the year to ensure that all required ESOL and related services are being provided.

CGDC will implement a consistent open enrollment policy in accordance with the requirements set forth by PCSB. CGDC will abide by all federal, state, and local education requirements to serve all students including students with disabilities, LEP, and Gifted and Talented students.

To complete the continuous instructional loop, teachers will meet regularly during common planning time to review student progress, examine student work, and share effective instructional strategies. This process is formally connected to embed professional development and involves a multi-disciplinary team including teachers, instructional support staff, special educators, and administrators. Students who are experiencing academic difficulties may also need increased supports. They may be experiencing challenges at home, health issues such as vision and hearing, or personal and social issues that may become barriers to learning. Accelerated learners will require modifications to instruction through advanced leveled text,

differentiated higher order thinking questions, electives and research topics that allow them to delve into topics in a deeper fashion.

CGDC anticipates the student population in Ward 7 will be similar to populations served in our existing charter schools in addition to our nonpublic special education schools. This population will require targeted interventions to engage the students in rigorous curriculum and authentic learning experiences.

CGDC's methods of instruction are derived from the mission, beliefs and values of the school and provide students with college and career ready skills. These goals include student engagement in the learning process, development of new skills, prevention of behavior problems through proactive intervention strategies, development of critical thinking skills, the ability to problem solve creatively, development of self discipline and a commitment to serve a cause larger than oneself. Evidence of achieving these goals is in the student's ability to demonstrate both academic and behavioral progress.

CGDC's teaching strategies are the vehicle by which the teaching goals and school outcomes become actualized. The Common Core State Standards are the curriculum or "what" that instruction is based upon and Project Based Learning (PBL) is "how" students become involved with the curriculum. PBL is based upon the inquiry process and incorporates Bloom's taxonomy higher level skills: create, evaluate, analyze and apply. Centered on a real world problem, PBL incorporates creative problem solving, researching potential solutions, interfacing with various forms of technology and the production of a product that demonstrates their learning. The PBL products/projects provide opportunities for art integration as children integrate cross curricular concepts into a finished product that may include a performance, music, art or technology. The TEACCH principles of visual structures, schedules, work systems and physical organization provide the foundation for answering the 5 basic questions students have about the learning experience:

1. Where am I going?
2. What am I going to do when I get there?
3. How much do I have to do?
4. When will I be finished?
5. What will I do next?

Neuroscience has shown that when there is an absence of fear and students understand what is expected of them, they increase their cognitive availability for learning. As a result, students can function independently within the school environment when they have a clear understanding of what is expected of them. TEACCH also emphasizes the importance of incorporating the students' strengths when teaching new skills. Teachers integrate the students' strengths when they make real work connections and help students apply what they are learning in the classroom with their community. Technology is infused throughout the instructional process allowing students to understand the global economy in addition to providing an accommodation for students with disabilities.

d. Strategies for Providing Intensive Academic Support

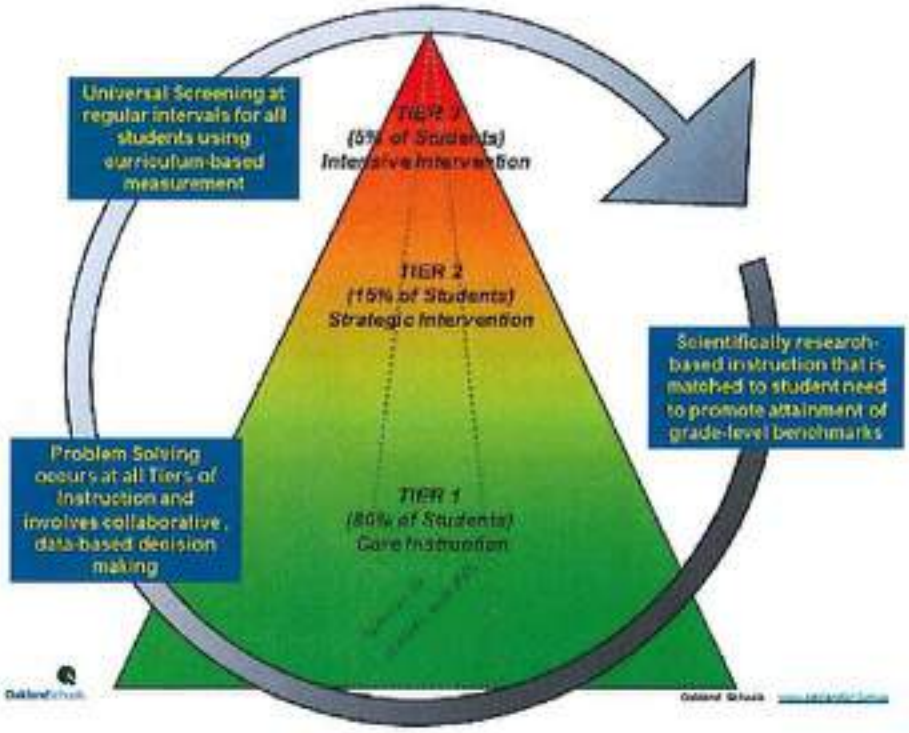
Academic Support

Teachers will implement differentiated instructional practices to meet the needs of students who are substantially below grade level in reading and math. Instructional materials and resources are differentiated to meet the lexile ranges (MAP) and level readers (Fountas and Pinnell) of the students including articles, novels, journals, close reading, internet articles, websites, remedial reading programs and educational software. The use of manipulatives in mathematics provide students with concrete examples of mathematical concepts and hands-on learning experiences. Remedial math programs such as Fast Math, Understanding Math, and Envision Math Diagnosis and Intervention System also provide additional instructional support for students performing significantly below grade level. Instructional coaches are available to work with classroom teachers to determine effective interventions aligned with the learning profiles of the student.

Tier 1 is regular classroom instruction, differentiated as much as possible within the classroom to meet the individual students' needs. We anticipate approximately 80% of the students will succeed in this tier as they are achieving the learning targets prescribed in the CCSS at the proficient or advanced level. The core reading and math curriculum is a high quality instructional program that is implemented in alignment with the CCSS.

Tier 2 instruction is characterized by small group instruction (composed of three to six students), meeting three to four times each week for 30 to 60 minutes each, for nine to twelve weeks. We anticipate that approximately 15% of the students will be served by Tier 2 interventions. The needs of these students are identified through the assessment process and instructional interventions are delivered from the focus of the specific targeted needs. Remediation of the targeted skill is provided in the small group setting using supplemental interventions identified for students at risk of not meeting academic standards.

Tier 3 instruction is characterized by one-to-one or small group instruction (for one to three students), meeting daily for 30 to 60 minutes each, for nine to 12 weeks. We anticipate that Tier 3 students will be approximately 5% of the student population. Tier 3 students are considered to be at high risk for failure and if they are not responsive to an intensive, specific intervention may be candidates for identification as having special education needs. Supplemental interventions for students at high risk are provided at this level.



Ongoing progress monitoring will occur to determine the effectiveness of the intervention and assess student progress. Students will receive tiered interventions until they are able to successfully access the general curriculum without additional support or supplemental materials. Tiered interventions can be accessed throughout the school year on an as needed basis to support the student's learning style and needs as they encounter new skills in the curriculum.

Continuum of Services

CGDC has developed an operations model designed to provide holistic and seamless service delivery for students with disabilities in collaboration with The Children's Guild, Inc. The model centers on the special education teacher(s) and the IEP coordinator as the case managers directly responsible and accountable for ensuring the academic progress, individual case compliance, and the Free Appropriate Public Education (FAPE) requirement. CGDC will provide a continuum of special education services in order to meet the intended needs of the identified special education population. CGDC proposes to have a large special education population (60%) with students at all levels of service and will align the special education staffing caseload to match the service needs of its students.

Anticipated IEP Needs

Classification	Definition	Teacher/student ratio	Anticipated number of students at CGDC
Part time 0-8.0 hours	Students with eight or fewer total hours of specialized instruction	1:18	86
Part time 8.1-16.0	Students with more than eight but fewer than or equal to 16 total hours of specialized instruction	1:15	77
Part time 16.1 – 24.0 hours	Students with more than 16 but fewer than or equal to 24 total hours of specialized instruction	1:12	29
Full time	Students with more than 24 hours of specialized instruction	1:10	2:10

Teachers, supported by the special education teachers, IEP Coordinator, and related service providers from The Children's Guild, Inc. will be expected to implement, and update, meaningful IEP's based on accurate and qualitative present levels of performances indicators of classroom success and learning strengths to support continuing progress in the least restrictive setting. The IEP Coordinator will collaborate with teachers and special education teachers to ensure that progress is reported quarterly, a portfolio of student work demonstrating achievement of IEP goals is current, and meets weekly with the school leadership team to review student needs.

The IEP Coordinator will be expected to oversee compliance, of all special education regulations. In collaboration with the special education teachers and instructional coaches, the IEP chairperson will oversee the delivery of instruction and report program progress to the principal and CGDC Board. The IEP chairperson will track special education timelines for annual reviews, and triennial assessments in addition to new referrals for special education services. He/she will also track delivery of related services in accordance with the IEP. The CGDC Leadership Team will collaborate and negotiate with the District of Columbia's Office of Special Education to maintain autonomy over the special education service delivery system by

empowering the IEP coordinator to chair the Child Study Team for 30 days, annual, triennial, and requested reviews and initial cases. The IEP Coordinator will establish the highest standard of practice for school-based multi-disciplinary teaming and will ensure the inclusion of parents as equal partners in all phases of the special education process. The IEP Coordinator will work closely with the special education teacher(s) and the school team to incorporate medical consultations, evaluations, and services into special education service delivery.

Teachers under the supervision of the IEP Coordinator and in collaboration with the special education teachers, will implement, maintain and update IEP's. The Children's Guild will, if desired by CGDC, provide training to staff and support services to those students whose exceptionalities extend beyond the capabilities of the classroom teacher. An inclusive model will be used throughout the school day, with opportunities for individual or small group instruction within the classroom setting. Students requiring Level 4 services will be educated in a self-contained classroom with opportunities to be integrated with their nondisabled peers to the greatest extent possible.

CGDC will abide by all provisions of federal law relating to students with disabilities including IDEA, and Section 504 of the Rehabilitation Act of 1973.

CGDC will ensure that all students with disabilities that qualify under the Individuals with Disabilities Education Improvement Act are appropriately evaluated, are provided with Individual Education Plans, will include parent(s) and student involvement in the development and decisions regarding the IEP, and provide, with the appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related CGDC provision of a Free and Appropriate Public Education (FAPE).

A unique feature of the CGDC School is the Diagnostic and Evaluation program. Diagnostic and Evaluation services (D & E) represent a significant additional feature of CGDC. The D & E service specifically identifies the needs of students and precisely prescribes the strategies, interventions and staff mindset needed to maximize that student's success. Within CGDC, diagnostic prescriptive services will be available to assist the classroom team identify learning styles, strengths and weaknesses in order to best provide an instructional program that meets the needs of the student and that are aligned with learning outcomes. The D & E service will not be limited to CGDC students. Other District charters may contract for this service as a means of improving services to selected students without transferring those students out of their school.

Child Find and RTI

CGDC will implement a Student Support Process that is a coordinated program of pupil services for all students. The CGDC SST (Student Support Team), chaired by the dean of student and family life, will be comprised of the dean of instruction, behavior motivation specialist, outpatient mental health specialist, special education teacher, related service providers, teachers, consultants (as needed from The Children's Guild parent organization), parents, and

students. In conjunction with The Children's Guild School Based Mental Health Centers, the SST will work to empower teachers to support academic success in school by implementing interventions that promote healthy, cognitive, social, and emotional development and resiliency. This work will be coordinated with the Behavior Motivation and Intervention System, which is described in **Appendix, Section M** of this application.

The SST's primary task will be to review student discipline referrals and help teachers implement appropriate strategies in the classroom or through adjunct educational and/or therapeutic services. The SST meets every other week or on an as needed basis in the event a student is experiencing difficulty that warrants immediate attention. The SST will oversee a problem solving process that facilitates the identification and analysis of concerns related to students that teachers, administrators, or parents bring forward and the cooperative development and implementation of intervention/acceleration strategies outlined in a written student support plan along with the effective documentation and evaluation of results. The support plans will be individualized for each student, highlighting areas of strength and specific targets for improvement. The support plans will serve as an "easy to interpret" summary of individual student strengths and needs, and will offer workable interventions and cues that can be consistently and systematically reinforced by all staff that interact with the student.

The SST will use objective teacher rating tools, pre-defined behavioral criteria, additional classroom observations, screenings, and other measures deemed appropriate by the SST members to evaluate the effectiveness of the support plan after a 30-45 day period. If an SST review indicates that the support plan has been ineffective, the SST will amend the plan to implement additional targeted, intensive interventions, including, but not limited to, clinical screenings by SST members, scientifically-based remedial programs, medical exams, and observations by consulting experts consistent with the IDEA Individuals with Disabilities Education Act's Response to Intervention mandate for students suspected of having a possible learning disability.

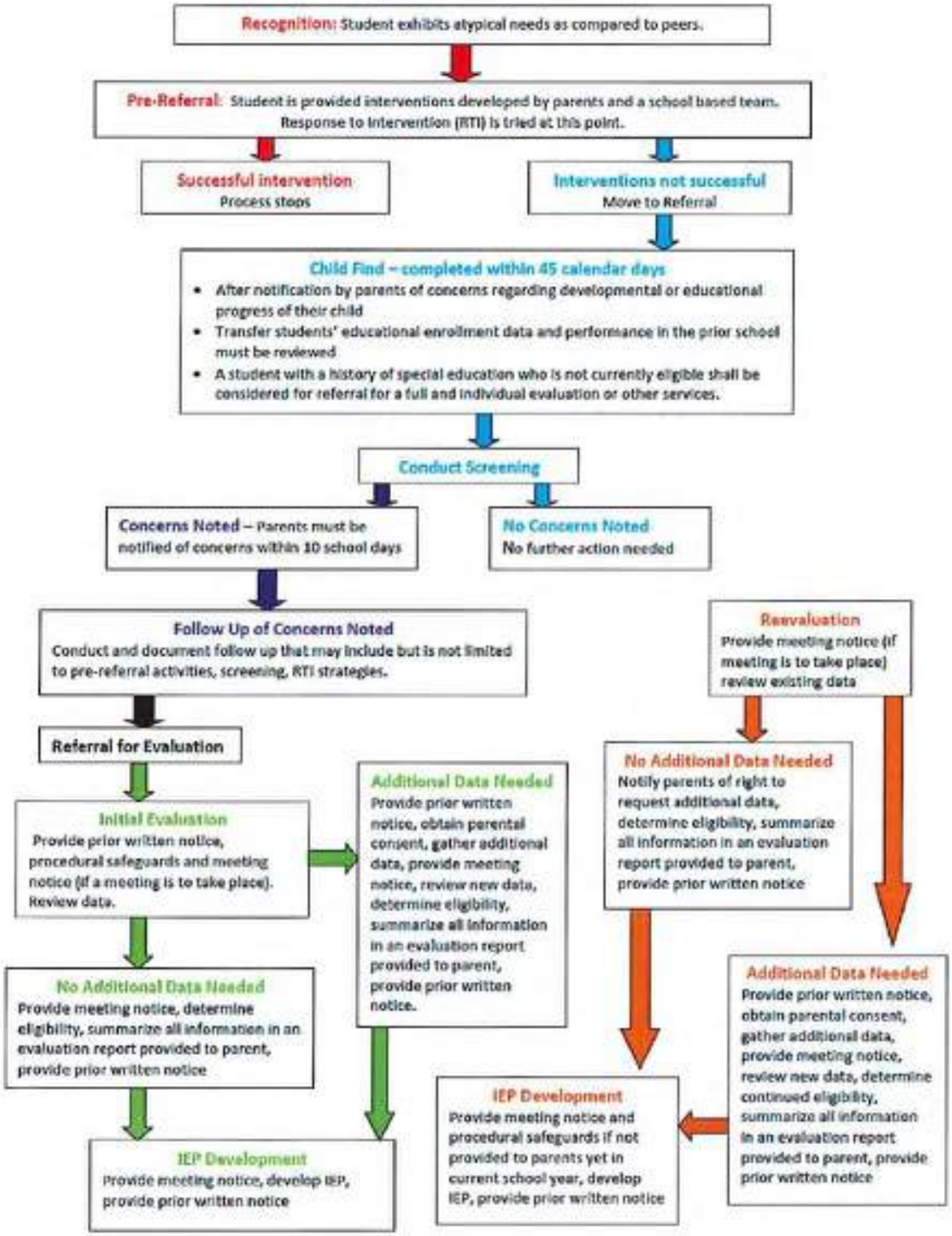
Tier 1 is regular classroom instruction, differentiated as much as possible within the classroom to meet the individual students' needs. We anticipate approximately 80% of the students will succeed in this tier as they are achieving the learning targets prescribed in the CCSS at the proficient or advanced level. The core reading and math curriculum is a high quality instructional program that is implemented in alignment with the CCSS.

Tier 2 instruction is characterized by small group instruction (composed of three to six students) meeting three to four times each week for 30 to 60 minutes each, for nine to twelve weeks. We anticipate that approximately 15% of the students will be served by Tier 2 interventions. The needs of these students are identified through the assessment process and instructional interventions are delivered from the focus of the specific targeted needs. Remediation of the targeted skill is provided in the small group setting using supplemental interventions identified for students at risk of not meeting academic standards.

Tier 3 instruction is characterized by one-to-one or small group instruction (for one to three students), meeting daily for 30 to 60 minutes each, for nine to 12 weeks. We anticipate that Tier 3 students will be approximately 5% of the student population. Tier 3 students are considered to be at high risk for failure and if are not responsive to an intensive, specific intervention may be candidates for identification as having special education needs. Supplemental interventions for students at high risk are provided at this level.

If the SST determines that second tier interventions and strategies have not been sufficient to promote improvement, the SST will further amend the support plan, develop a 504 Plan, or refer the student for initiation of the special education process.

Special Education Process



e. Strategies for Meeting the Needs of Accelerated Learners

Accelerated Learners: Passage Portfolios; Student Led Conferences.

CGDC provides multiple opportunities for accelerated learners to thrive in the learning environment. Examples of instructional strategies for accelerated learners include flexible grouping; questioning strategies based on level of thinking skills; tiered assignment; curricular compacting; creative problem solving; and independent study.

Project Based Learning inherently meets the needs of accelerated learners through the ability to individualize the research and development of a cumulative project in addition to exploration into areas of interest at a much deeper level. The depth of knowledge beyond the standard for accelerated learners is embedded in project and presentation rubrics. CGDC's curriculum framework allows for intense individualized instruction through leveled readers, higher order thinking strategies, online resources, field work with experts and academic work aligned with the student's performance level. Accelerated students will have opportunities to work one-on-one with an adult mentor to conduct research analyses on a topic aligned to the unit of study. The classroom teachers, special educators, related service providers and instructional coaches will facilitate these sessions.

Accelerated learners in the elementary grades will have opportunities to participate in challenging academic work during differentiated instruction as well during the acceleration schedule blocks twice a week. Resources utilized to support the needs of intellectually gifted students will include leveled readers, higher order thinking strategies, online reading and math programs such as Reading A to Z and DreamBox Math, participation in clubs as such Robotics and various other opportunities based on the interest and skill levels of the students.

Accelerated learners in the middle school grades will have opportunities to participate in acceleration activities daily in their schedule. At this level, intellectually gifted students may participate in Socratic Seminars; select higher level elective courses, complex literacy selections that offer more rigorous complex text in addition to online resources mentioned above. Middle school students can engage in electives such as Odyssey of the Mind, STEM projects and various other clubs geared towards the interest of the students. Additional online resources will be investigated.

f. Graduation/Promotion Requirements

PreK-Middle School

Report cards and interim reports will be distributed to parents at least as frequently as DCPS. At the end of the school year CGDC will provide students final course grades using a standards-based grading system for content areas and work habits, personal and social skills rating and

will complete all students' records, including the next year's grade assignment and provide that information to PCSB.

CGDC will implement a set of standards-based grading practices that will clearly indicate whether each child has mastered core curriculum objectives. Standards based report cards will be distributed to parents/guardians at the end of each marking period

Reporting Procedures/Grading Scale

The report card used by CGDC will include:

- A list of learning targets with an assessment of student progress.
- A standards-based grade.
- A list of work habit targets with an assessment of student progress.

The leadership team will develop a report card that clearly shares the performance levels for each learning target using the following scale:

4 *Exceeds the learning target*: student work goes above and beyond grade level expectations for quality. The work may not be perfect but includes complexity, sophistication, originality, depth, and/or application that clearly exceeds what should be expected to meet standards for this assessment.

3 *Meets the learning target*: work fundamentally meets the standard being assessed. The work demonstrates essential skills and knowledge mastered at the intended grade level or content area.

2 *Partially meets the learning target:* demonstration of a substantive attempt to meet the standards of a given assignment by the established deadline but needs more time to achieve competency. May mean student has met the majority of the performance indicators or criteria or genuinely attempted to meet the rubric criteria.

1 *Does not meet learning target:* no demonstration of substantive progress towards meeting the standards or criteria of a given assignment by an established deadline. This may mean the student has not met the majority of performance indicators nor criteria for that assessment or has not genuinely attempted to meet the rubric criteria.

Final performance levels are determined at the end of each marking period. The same performance level system (1-4) that is used for individual assessments is used to assess a student's final performance on each learning target. Teachers use available evidence and data to determine an overall level of performance for *each* learning target taught during the marking period. This final performance level is reported using the 1-4 system described above and is recorded on the student's report card.

CGDC believes that grades should also reflect the work habits that students display such as meeting deadlines, collaborating effectively with each other, participating in class discussions, following school wide expectations, exhibiting academic honesty, and taking responsibility for missed work. Students will be given a baseline assessment of their critical life skills. This will be

used to assist with development of social skills, school success skills and citizenship skills. However, the purpose of the academic grade is not meant to provide evaluation in these areas. Therefore, students receive a grade each quarter for work habits, personal and social skills.

CGDC students must demonstrate sufficient mastery of materials in all subject areas in order to be promoted to the next grade. Promotion from one grade to another will be based on the following criteria:

1. Students must achieve an average score of an average of 3 on the internal project based assessments.
2. Students must demonstrate growth on the state standards test, NWEA assessments and/or benchmark assessments, as aligned with the Performance Management Framework.
3. Students must demonstrate growth in work habits, personal and social skills areas as measured on internal rubrics.

This criteria will assist CGDC identify which students are at risk of retention. A final decision will be made in conjunction with parents, teachers and the principal.

4. Support for Learning

a. Planning Year

Planning Year Calendar

Date	Action Step		
	Planning	Decision	Execution
March 3, 2014			Application delivered to DC Public Charter School Board
March 25 – 27, 2014			Interviews with DC Public Charter School Board
April 14 – 16, 2014			Public Hearing
May 19, 2014			Board Decision Announced
May-June, 2014	Draft job descriptions for CGDC positions by May 31, 2014	Approve job descriptions by June 1, 2014	• Recruit Board of Directors • Begin lease Negotiations on school building
June, 2014			• Recruit and interview for principal • Participate in feedback sessions and meetings to discuss any conditions for implementing the charter with DC Public Charter School Board
July – December, 2014	• Draft student handbook • Draft parent handbook • Draft policy and procedure manual • Begin collaborative curriculum map refinement • Define staffing plan		• Hire principal by August 1, 2014 • Hold first board of directors meeting in August, 2014 and establish board meeting calendar through school opening
January – March, 2015	• Draft staff development schedule	• Submit policy and procedure manual for board approval by February 1, 2015 • Submit student handbook for board approval by February 15, 2015	• Recruit and hire deans, teachers and staff • Conduct community information sessions • Recruit students and families • Begin lease improvements and installation of TranZed

		• Submit parent handbook for board approval by February 15, 2015 • Submit curriculum map for board approval by February 1, 2014 • Submit staffing plan for board approval by February 1, 2015 • Finalize lease by February 1, 2015	environments
March – May, 2015			• Order materials to support curriculum map • Finalize staff development schedule • Train DC charters on diagnostic and evaluation service
July – August, 2015			• Provide staff development and orientation • Host community, family and student tours • Test systems
July – August, 2105			• Finish staging classrooms with curriculum materials
August, 2015			• Open CGDC with full enrollment of 450 students

b. School Organization and Culture

One essential feature of the Transformation Education design for school improvement is a school-wide focus on Character Development and teamwork. The founders of CGDC have established the core values of compassion, being respectfully open-minded, taking ownership of one's behavior, reflection, being internationally-minded, and risk taking. These values will be integrated throughout our school culture, structures and curriculum. CGDC wants students and staff to show an understanding of others by treating others with kindness, compassion, generosity and a forgiving spirit. Caring does not exist without action. CGDC wants students and staff to contribute positively to the school community. As students and staff become part of the CGDC community, it is this commitment that will assist us in reaching both our program and educational goals. These values are integrated into our discipline process and are the

cornerstone of the work habits we established as part of our grading policy. **See Appendix, Section N.**

In CGDC, the development of a set of critical skills is essential to being a successful citizen in a global community. The founders of CGDC have identified the following skills as essential to the CGDC student community:

Life Skills:

Vision: The ability to see what you can become
Courage: Pursuing one's vision despite adversity
Will: The application of courage over time

Citizenship Skills:

1. Develop self-control so both you and others can learn
2. Listen
3. Ask questions
4. Think hard
5. Advocate for yourself, your ideas and for others
6. Learn from your successes and mistakes
7. Be responsible

School Success Skills: (Executive Function Skills)

1. Impulse control
2. Organization
3. Working memory
4. Time management
5. Emotional control
6. Task initiation
7. Flexibility
8. Sustained attention
9. Reflection
10. Planning
11. Goal directed persistence

The Upside Down Organization (UDO), a program of The Children's Guild Institute, equips educators with the practices and structures supported by the latest research and insights from the educational neurosciences. UDO provides learning experiences for students, parents and faculty in motivation, self-management and life success using a neuroscience perspective. Brain-based learning is foundational to TranZed, as it provokes educators and learners to think about the structure of our brain at the stage of making decisions. Teachers can make better decisions about which instructional practice to use and when to use them. UDO's instructional and cultural support will include professional development on the explicit teaching of Executive Functioning Skills. Executive Functioning Skills are a diverse group of highly specific cognitive processes collected together to direct cognition, emotion, and motor activity, including mental

functions associated with the ability to engage in purposeful, organized, strategic, self-regulated, goal- directed behavior.

CGDC will create a positive school culture through various school-wide structures. PBIS behavior matrix identifies school-wide behavioral expectations across all locations within the school. Community Circles are held daily as a vehicle for discussing and interpreting the PBIS behavior expectations within the school. The Student Support Center (SSC) provides both a preventative and remedial intervention for developing positive school discipline. Project Based Learning fosters a collaborative, cooperative learning community, thereby creating opportunity for positive discipline. The structures inherent in TEACCH and The First Six Weeks of School fosters the development of citizenship, shared responsibility, independence in learning.

CGDC is committed to establishing and maintaining a learning community where all students can reach their full potential. This is only possible in a safe and orderly school environment based on a set of shared values. The school's discipline process grows out of the school's core values (caring, contribution and commitment) and the behaviors that embody them. Its aim is not only to foster student behaviors that support learning, but also to build a mutually supportive culture among adults and between adults and students. **See Student Behavior Management Process in Appendix, Section O.**

The school's discipline process is informed by the understanding that our emotions and relationships affect how and what we learn. It is grounded in research findings that social and emotional development skills can be taught and that they can promote positive development, reduce problem behaviors, and improve students' academic performance, citizenship, and health-related behaviors.

The school will take a positive approach to student discipline. A critical element of PBIS is the development of a system for dealing with problem behaviors. The behavioral flowchart identifies behaviors that are managed within the classroom by the classroom team and the behaviors that are referred to the dean of student life and/or administrator. The behavioral flowchart provides a visual representation of how staff is to respond to behavior infractions and creates a common language and behavioral repertoire among staff.

Our years of work with students with severe behavioral and mental health issues have led to the development of a comprehensive behavior motivation program. The emphasis in our program is on teaching skills for self discipline. While we use the tenets of PBIS, our interventions are more individualized and not based on social control theory. We are mindful that in certain circumstances some students will need time away from their peers to refocus and redirect their behaviors. Therefore, we will utilize a Student Support Center (SSC), a physical space in which the dean of student and family life, and the behavior motivation specialist, as well as parents and other staff members, will provide direct support to those students. The chart in **Appendix, Section M** provides a comprehensive overview of how these social emotional strategies integrate into the school environment. Attention is placed on a

proactive approach with research based practices designed to teach critical life skills, citizenship skills and school success skills.

CGDC will have a student support process which is a coordinated program of pupil services for all students. The CGDC Student Support Team (SST), chaired by the behavior motivation specialist, will be comprised of a variety of staff members, consultants (provided by The Children's Guild on an as needed basis), parents and the student. In conjunction with The Children's Guild Outpatient Mental Health Services, the SST will work to empower teachers to support academic success in school by implementing interventions that promote healthy, cognitive, social, and emotional development and resiliency. Aspects of this work may also be coordinated through adjunct educational and/or therapeutic services. The SST will oversee a problem solving process that facilitates the identification and analysis of concerns related to students that teachers, administrators, or parents bring forward; the cooperative development and implementation of intervention/acceleration strategies outlined in a written student support plan along with the effective documentation and evaluation of results. The support plans will be individualized for each student, highlighting areas of strength and specific targets for improvement. The support plans will serve as an "easy to interpret" summary of individual student strengths and needs, and will offer workable interventions and cues that can be consistently and systematically reinforced by all staff that interact with the student.

The SST will use objective teacher rating tools, pre-defined behavioral criteria, additional classroom observations, screenings, and other measures deemed appropriate by the SST members to evaluate the effectiveness of the support plan after a 30-45 day period. If an SST review indicates that the support plan has been ineffective, the SST will amend the plan to implement additional targeted, intensive interventions, including, but not limited to, clinical screenings by SST members, scientifically-based remedial programs, medical exams, and/or observations consulting experts consistent with the IDEA Individuals with Disabilities Education Act's Response to Intervention mandate for students suspected of having a possible learning disability. If the SST determines that second tier interventions and strategies have not been sufficient to promote improvement, the SST will further amend the support plan, develop a 504 Plan, recommend IEP support, or refer the student for special education evaluation.

The role of the teacher is to adopt a mindset compatible with teaching self discipline and grasping that teaching socialization, self-awareness, and self discipline is just another part of teaching not "parenting". A key focus of staff development will be to ensure that teachers are skilled at managing most behavior issues as they arise in the school and the classroom. The tools associated with teaching self discipline are:

1. The First Six Weeks of School: A Time for Many Introductions. Students are introduced to each other, the school community, the physical environment and to the expectations teachers hold about learning and behavior. Teachers set limits and the ways they will enforce these limits and introduce the routines that help students learn while taking care of each other and the environments. Students practice the expected skills and behaviors with increased independence.

2. PBIS assists teachers in teaching and promoting desired behavior, preventing undesired behavior, and responding to behavior that disrupts the learning process. The critical features of PBIS will provide a foundation for establishing school wide behavioral expectations, a matrix for visually displaying behavioral expectations for all locations within the school, creating a data decision making culture to examine student performance as well as a common language for faculty around the social/emotional/behavioral culture of their school. For example, from how students enter the school building, to hallway behavior, to teacher communication with parents, to restroom, and lunch behavior. A key component to effectively employing procedures is for the faculty to teach routines and life skills each day—just as they would academic content. See **Appendix, Section P** for sample PBIS matrix.

3. Collaborative Problem Solving (CPS) a system that helps teachers understand that challenging school behaviors are really developmental delays (lagging thinking skills) and to collaborate with the student to come up with solutions to address the child's concern that is causing the disruptive or noncompliant behavior.

4. Classroom management techniques such as the use of proximity, non-verbal cuing, positively and clearly stating desired behavior outcomes, redirecting students toward agreed upon classroom expectations, and the techniques of repair, restitution, and restorative justice.

5. Data collection and analysis of student behavior will include both qualitative and quantitative data points. Walk-through data will be collected daily to provide insight to staff and student performance/needs in the area of the physical environment, instruction, behavior, and school climate.

6. CGDC will also use a critical incident management tool which allows teachers and school leadership to monitor and assess students' behavioral needs. In addition, an individual student profile provides staff with real time data as part of pre-referral process to the SST.Analysis of data points will enable school leaders to identify the professional development needs of the school community.

7. Community Circles provides an opportunity to build relationships and teaches the vital skills of communication, listening and meaningful participation. Key elements of the community circle process are that: (1) each of us wants to be connected to others in a good way; (2) each of us is a valued member of the community and has a right to his or her beliefs; (3) we all share some core values that represent what connecting in a good way means.

CGDC discipline approach and policy is for all students and addresses the building of a positive learning environment. The implementation of the FBA/BIP for special education students

promotes a positive learning environment that supports them in forming positive relationships with their peers.

TranZed believes that every aspect of the school's culture radiates messages to students about the beliefs, values and desired behaviors in the school environment. The school's physical environment intentionally radiates the mission and vision of the school. New students at CGDC will need the support of the school faculty as well as students to interpret the messages of the school culture. A student orientation program will be provided to students who enter the school mid-year to help them understand the expectations, values and mission of their new school. The student and their family member(s) will meet with the dean of student life for an orientation. The dean of student life will conduct the initial orientation by providing a tour of the facility, introducing the student to the administrative staff, teachers, nurse and key personnel. The tour will include an explanation of the school physical environments and their intended messages. A student "Ambassador" will be identified to accompany the dean of student life during the orientation and provide the new student a peer from his/her class. The Ambassador will accompany the new student throughout the course of the day(s) to help acculturate the student to their new school environment. The classroom teacher will introduce the student during the morning Community Circle and provide an opportunity for the student to share information about himself/herself as developmentally appropriate. The other students in the classroom will exchange information about themselves in order to begin developing relationships. Throughout the day various students will be assigned to the student to assist them with getting orientated to the room and the routines of the classroom. Depending on the age of the student and the rate at which they become connected to the classroom, these measures will continue until the student is able to navigate independently throughout the school and classroom. The dean of student life will provide daily check ins to monitor how the student is adjusting to their new classroom. In addition, the dean of student life will communicate with the family to see if the student is comfortable with the new school and not experiencing any difficulties.

After the first year of operation, CGDC will hold an orientation for new students enrolling in the school. An activity will be held during the summer (ice cream social) to acquaint students and their families to the school. Returning students will attend this activity to share their impressions of the school and provide tours. Parents of returning students will speak with incoming parents about the school including school administration, learning activities, parent involvement activities etc. When the school year begins, the faculty will conduct the beginning of the year orientation activities for all students to establish routines and expectations for the school.

Complaint Resolution Policy

CGDC believes that every student, parent and/or guardian has the right to receive a formal and unbiased hearing at which his or her complaints can be addressed. CGDC's Grievance Policy outlines the process that will occur in the event that a complaint is received, either in writing or verbally, from a parent. The procedure is as follows:

1. The student, parent and/or guardian, personally or in concert with others, or through a proponent of his or her choosing, may present grievances to the appropriate Administrator.
2. A written complaint shall be submitted to the appropriate Administrator.
3. The Chief Operating Officer of Schools (COO) shall maintain a permanent record of all submitted complaints. These records shall be kept confidential and stored separate from the student/client records.
4. The written grievance shall be handled in the following manner:
   a) The Administrator will schedule a grievance conference with the program participant and relevant staff within three (3) working days after receipt the grievance.
   b) The Administrator will discuss his/her response verbally with the complainant and provide the program participant with a written response within three (3) working days after this conference.
   c) The Administrator will submit the grievance and the response to the COO within three (3) working days after the conference.
   d) If the program participant is dissatisfied with the decision made by the Administrator, the program participant will be advised that (s)he has the right to have the decision reviewed by the COO.
   e) If necessary, the COO will review the decision and shall respond, in writing, to the program participants' grievance within three (3) working days after the review.
5. If the COO decides in favor of the program participant's grievance, prompt steps will be taken to rectify the situation, as it may be appropriate
6. If the COO decides against the program participant's grievance, the complainant shall be notified within three (3) business days. The program participant has the option to present the grievance to the CEO of the EMO for consideration.
7. If the program participant is dissatisfied with the decision of the CEO of the EMO, the complainant shall notify the CEO of the EMO within three (3) business days.
8. The grievance may be presented within three (3) business days to the Planning & Assessment Committee of the Board of Directors for final resolution.
9. The program participant will not be subject to any form of discipline solely because (s)he sought a remedy through, or participated in, the grievance procedures established by this policy.
10. Obstruction by any employee or volunteer of CGDC of any investigation or disposition of a complaint shall be reported to the CEO of the EMO, who shall decide upon the necessary appropriate action.

Students that have a complaint can express their concerns to a member of the faculty, an administrator or the principal. Students can express their concern in writing if this is preferable. The staff will determine the needed course of action needed to resolve the concern: meeting with the individual about their concern, peer mediation, restorative practice and/or parent meeting. Staff will work with the student to successfully resolve their concern in a mutually agreeable fashion.

c. Safety, Order, and Student Discipline

CGDC will institute school-wide intervention tools suggested from the Behavior Motivation System Map into its program during the 2015-2016 school year. A number of school-wide behavior motivation structures and processes aligned to the schools values and beliefs are suggested. Among suggestions are the Positive Behavior Intervention and Support System (PBIS) that offers faculty a preventive-oriented way to organize evidence-based practices that promote pro-social behavior from students. The system map provides a framework for the school to establish classroom expectations and logical consequences and external support through the Student Support Center and Student Support Team (SST). As staffing permits, CGDC will establish a START team to enhance student and family supports systems based on the CQI data. The name "Start Team" is derived from the idea that this resource is where teachers will start to seek support and solutions once they have exhausted their own in-class intervention toolbox, engaged the student's parents and accessed other available resources, such as, the principal, dean of students and Student Support Center. The SST establishes a referral process for outpatient Mental Health services. CGDC will utilize The Children's Guild, Inc. School Based Mental Health Center to provide needed mental health support services to families and students of the school. See **Appendix, Section M** for the Behavior Motivation System chart.

Restorative practices will be utilized to promote the values and principles that are inclusive, collaborative approaches for being in the community. These approaches validate the experiences and needs of everyone within the community, particularly those who have been marginalized, oppressed, or harmed. These approaches allow the school to act and respond in ways that are healing rather than alienating or coercive.

Professional Crisis Management (PCM) training will be provided to key personnel as a means of crisis prevention. PCM teaches a wide range of nonphysical and verbal strategies for the prevention of crisis situations with an emphasis on individual choice and basic human rights. In the event a student would require physical assistance, PCM provides a continuum of physical procedures and techniques that can be utilized to intervene in a crisis situation.

The Multisensory De-escalation Room (MSDR) is designed to provide children with meaningful experiences before, during and after a crisis to help them progress toward effective internal regulation of their behavior. The philosophy behind the MSDR room is a blending of three related disciplines: (1) applied brain research; (2) occupational therapy; (3) child development theory. Brain research indicates that children should be engaged in interaction while still in an emotionally aroused state. The MSDR room allows the staff and student to engage in interaction while the student is still escalated in a space that engages and soothes the senses rather than dulling the senses – sight, sound, touch and smell. Occupational therapy techniques are utilized through sensory activities that help modulate the child's behavior. Sensory activities help the child organize sensory input thereby resulting in integrated sensory stimuli. It also teaches students how to soothe themselves and develop an increased

awareness of their body, senses and behaviors. Child development theory informs us that behaviorally challenging children are often seen as willful and goal oriented and use explosive/aggressive behavior as a means of getting their needs met. Collaborative Problem Solving (Ross Greene) purports that students' lack the crucial cognitive skills that are essential to handling frustration and the demands for flexibility and adaptability or have significant difficulty applying them when they are needed. Teaching students compensatory strategies in these areas will provide them with the tools needed to self regulate.

Security measures will be taken in the first year to ensure that 100% of CGDC employees will display ID badges.

CGDC will conduct ongoing safety and security drills monthly or as determined by applicable D.C. law.

CGDC is committed to establishing and maintaining a learning community where all students can reach their full potential. This is only possible in a safe and orderly school environment based on a set of shared values. The school's Code of Conduct grows out of the school's core values (caring, contribution and commitment) and the behaviors that embody them. Its aim is not only to foster student behaviors that support learning, but also to build a mutually-supportive culture among adults and between adults and students.

Safe and Orderly Environment

CGDC will employ the philosophy—"children do well if they can"—a philosophy that indicates when they can't it is the adult's responsibility to identify what is getting in the way. This philosophy believes that there are lagging thinking skills that interfere with the student's ability to successfully apply adaptive behavioral strategies. This is the opposite of the philosophy–children will if they want to! Faculty will identify lagging skills and collaboratively design intervention plans with the child to assist with the development of these skills. While we will employ natural and logical consequences to student misbehavior, it is our intent to teach self discipline and self-awareness, and self regulation as our outcome. Discipline of special education students will comply with the policies and procedures established through DCPS.

Discipline Policy Development Timeline

Teaching discipline at CGDC will be directed toward helping students take responsibility for themself, become capable decision makers, become self-directed learners and promote the social and moral development of the child. Individualized approaches to the teaching of self-discipline will be tailored to the specific developmental level of the child. CGDC's discipline policy pertains to all students in all grades. CGDC does not employ a Code of Conduct with predetermined consequences for behavior. Rather CGDC will implement natural and logical consequences in context to the nature of the behavior. The CGDC Discipline Policy is found in **Appendix, Section Q**. Immediate administrative attention is warranted for the following behaviors:

- Weapon (to include a knife, pocket-knife, gun, look-alike gun, etc.)
- Physical fight (with injuries)
- Possession of alcohol, drugs or cigarettes
- Physical assault on staff
- Bias motivated behavior
- Arson/Fire
- Bomb threat
- Vandalism
- Sexual activity/harassment
- Repeated bullying behaviors
- Threat to self (verbal/physical) – suicidal

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

At CGDC we believe that professional development is most effective when it:

1. Is grounded in everyday teaching and learning,
2. Responds to the ongoing and individual learning of teachers, and
3. Reflects and advances specific goals aligned with the school's mission and vision.

The goals of our Professional Development Program are to:

1. Create a culture of professionalism in which teachers learn from one another and the current research in the field.
2. Encourage teachers to reflect on their own practice and develop individual learning goals.
3. Use data and student performance as a guide for the identification of teacher learning goals aligned with the school's mission.
4. Support the school community's continued learning about the unique developmental needs of the early adolescent and the issues and factors affecting their health and wellness.
5. Develop a teaching staff trained in best practices, skillful in implementing standards-based instruction, and responsive to varied student needs and learning styles.

Professional development will be provided continuously throughout the school year to ensure that faculty receive the skills necessary to meet the ambitious academic goals of CGDC. Prior to the first day of school faculty will participate in a two week orientation. Weekly, faculty will have a two hour professional development activity and during the school year there will be 3 (calendar to be developed) full day professional development days when the school will be closed for students. Teachers will be required to attend Professional Development Sessions at

the school, and encouraged to attend District, and regional level professional learning aligned with the goals of the professional development plan and mission of the school. At the school level, CGDC will encourage professional learning communities, where teachers will actively learn and support each other. Teachers will be encouraged to constantly self-reflect on their teaching techniques and strategies, always seeking to better themselves professionally and personally. Workshops will be provided for teachers during weekly or full day professional development based on both needs that they express to the administration, and also based on needs observed through classroom observations and test scores.

CGDC will be operated by The Children's Guild and therefore our teachers will have the ability to take advantage of the Upside Down Organization's (UDO) professional development opportunities. UDO equips educators with the practices and structures supported by the latest research and insights from the educational neurosciences. CGDC students will also be able to receive instruction to better understand structure, function and development of the brain. CGDC staff exposed to UDO workshops get introduced to the anatomy of the brain, brain development, gender based understandings of the brain, the impact of poverty and stress on the brain, impact of language use on the brain – all with a focus related to teaching and learning and aligned with the mission and vision of CGDC.

The pedagogical leadership team has a responsibility to encourage the learning of everyone in the school community. CGDC will demonstrate that it values the concept of lifelong learning. There is no better commitment the school can make in this regard than to put in place an effective ongoing professional development policy. This support requires that appropriate resources, both time and money, are available to sustain the policy in the long term. This resourcing is a substantial expense in any context.

Each year CGDC will develop professional development goals for the school in alignment with the mission, values and strategic goals of the organization. Ongoing professional development for the entire faculty, and for smaller collaborative groups, will be taking place continually within the school community to ensure that the goals are actualized with fidelity. The pedagogical leadership team will take responsibility for this directly. Professional development will often be supplemented by workshops and conference to afford staff an opportunity to network with other professionals in their field and keep abreast of current trends in the industry. Professional development records will be kept from year to year to track conferences/workshops, attendees and outcomes as a result of professional learning experiences. Administrative walkthroughs will be conducted to evaluate skill development in staff as a result of professional learning opportunities.

Instructional and behavioral coaches will provide both formal and informal professional development and mentoring for faculty at CGDC. Coaches will work directly with staff to support development of needed skills to meet the needs of all learners. Coaching will take many forms depending on the needs of the staff member: co-teaching, lesson plan development, resource identification, data analysis, assessment development and/or implementation, reflective practices, behavior motivation strategies as well as crisis

management. Coaches will observe throughout the school to ensure that academic methods and behavioral interventions are implemented with fidelity.

Instructional Leadership is a collective team effort in CGDC. Committed and competent teachers will be tapped as leaders and the role of the principal becomes the leader of the leaders in the school. (Sergiovanni, 1995). Through shared values and leadership, more staff members will take an active role in building quality within the school. This feeling of ownership of improvement and excellence will be supported and nurtured through active participation in The Children's Guild's Culture Leadership Team (CLT) meetings. CLT format includes three components: 1) Mindset Development; 2) Skill Building and; 3) Mentoring.

Mindset Development

CLT utilizes the "Leadership Circle" to identify priority issues requiring clarity or resolution. Through discussion of these issues, mindset, judgments, decision-making and communication are explored.

Another tool for creating flexible and context oriented thinking amongst staff is the Culture Card. The Culture Card is a TranZed tool that ensures there is a clear and consistent message describing CGDC's school culture. The Culture Card meeting that occurs each day teaches staff members how to apply the schools values and work place expectations to the everyday challenges and encounters they are involved in on a daily basis. Part of the educational contract with the EMO is to provide regular attendance at school administrative meetings to provide ongoing feedback to the school leadership team on their alignment between their decision making, planning and interventions and the principles and expectations espoused on the Culture Card. (**See Appendix, Section L** for example of Culture Card).

Skill Building

CLT members receive direct instruction on leadership skills, including, but not limited to, supervision, motivation, systems development, problem solving, TranZed tool implementation, managing conflict, employee selection, budget design and management and servant leadership.

Mentoring

In this aspect of CLT, participants are assigned to a specific Executive Management team member for individual and small group mentoring. Mentoring teams will help participants with real-time specific issues of leadership that the CLT member is experiencing.

Professional development for faculty that provide services to special education and/or English language learners will include all components sited earlier for the general education staff. In addition, faculty working with special education students will receive training in IDEA compliance regulations, crisis management through Professional Crisis Management program, IEP development and implementation, Functional Behavioral Assessment/Behavior Intervention Plans, DCPS online IEP process, TEACCH methodology and accommodations and modifications of the Common Core State Standards to meet the needs of their students. Faculty working with special education students and will participate in interdisciplinary case management meetings

to increase their repertoire of interventions across disciplines to effectively work with students with disabilities.

e. Structure of the School Day and Year

CGDC's calendar will include a total of 180 days of instruction for students per year. The calendar does not assume any snow/inclement weather days. All make-up days will be added to the end of the school calendar to achieve a total of 180 days of school. Parent conferencing with teachers will be offered at the end of every grading period during early release Wednesday. There will be a two week mandatory orientation prior to the opening of school. There will be 3 days of professional development where the school will be closed for students.

The school hours will encompass instructional minutes to meet or exceed the District's requirements, in addition to time devoted to the arts and Character Development through an extended day. Hours of operation will be Monday, Tuesday, Thursday and Friday 8:30 am to 5:00 pm. Wednesday hours of operation will be 8:30 to 3:00 to provide professional development opportunities for faculty. On Monday, Tuesday, Thursday and Friday, the instructional school day will end at 3:15. Students will participate in closing community circles and snack time before transitioning to homework and academic tutoring sessions. During this time students can receive additional support with academic tasks and/or receive homework support. At the conclusion of this session, students will participate in extracurricular club activities. Clubs may include sports, art, music, literacy circles, poetry, drama, dance, technology or various other activities designed to foster an appreciation of the arts.

CGDC believes that parent teacher collaboration fosters student achievement. Every effort will be made to facilitate a collaborative relationship with parents. Parent teacher conferences will be held at the end of each grading period to provide parents opportunities to inquire about their child's progress and/or grades. Time will be identified in the school calendar for parents to schedule time to meet with their child's classroom teacher(s). In addition, parent teacher conferences are available upon request any time during the school year in an effort to support the student's ability to achieve to their potential.

DAILY SCHEDULE FOR ELEMENTARY SCHOOL

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30-8:50	Community Meeting	Community Meeting	Community Meeting	Community Meeting	Community Meeting
8:50-10:20	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
10:20-11:05	Enrichment-Art/Music/PE	Enrichment-Art/Music/PE	Remediation Acceleration	Enrichment-Art/Music/PE	Remediation Acceleration
11:05-12:05	Math	Math	Math	Math	Math
12:05-12:35	Lunch	Lunch	Lunch	Lunch	Lunch
12:35-12:55	Recess	Recess	Recess	Recess	Recess
12:55-1:55	Science	Science	Science	Science	Science
1:55-2:55	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
2:55-3:15	Community Meeting	Community Meeting	2:55-3:00 Early Dismissal Teacher's Professional Development	Community Meeting	Community Meeting
3:15-3:30	Snack	Snack		Snack	Snack
3:30-4:00	Homework Tutoring	Homework Tutoring		Homework Tutoring	Homework Tutoring
4:00-5:00	Clubs	Clubs		Clubs	Clubs

DAILY SCHEDULE FOR MIDDLE SCHOOL

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30-8:50	Community Meeting	Community Meeting	Community Meeting	Community Meeting	Community Meeting
8:50-10:20	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
10:20-11;05	Enrichment-Art/Music/PE	Enrichment – Art/Music/PE	Enrichment – Art/Music/PE	Enrichment – Art/Music/PE	Enrichment – Art/Music/PE
11:05-12:05	Math	Math	Math	Math	Math
12:05-12:35	Acceleration/ Remediation/ Advisory	Acceleration/ Remediation/ Advisory	Acceleration/ Remediation/ Advisory	Acceleration/ Remediation/ Advisory	Acceleration/ Remediation/ Advisory
12:35-12:55	Lunch	Lunch	Lunch	Lunch	Lunch
12:55-1:55	Science	Science	Science	Science	Science
1:55 – 2:55	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
2:55 – 3:15	Community Meeting	Community Meeting	**2:55 – 3:00 Early Dismissal Teacher Professional Development**	Community Meeting	Community Meeting
3:15-3:30	Snack	Snack		Snack	Snack
3:30 – 4:00	Homework / Tutoring	Homework / Tutoring		Homework / Tutoring	Homework / Tutoring
4:00 – 5:00	Clubs	Clubs		Clubs	Clubs

Draft School Calendar



f. Family Involvement

Once enrollment has been completed, parents will be engaged in numerous ways at CGDC. CGDC will establish a Parent Advisory Board that has a representative from grades K to 8. The board of directors will elect two parents to serve as voting members of the CGDC board of directors. One of the parents will represent the perspectives of parents with regular education or accelerated needs and the other the perspectives of parents with children who have special

education needs. This will assure the parent perspective is represented in school governance for both students with regular education or accelerated needs and for students with special education needs. CGDC will also establish a Parent Teacher Student Association (PTSA) that is comprised of parents and the president of the student council.

Family members are encouraged to participate in the daily life of their child's classroom. CGDC welcomes family members as volunteers to work with individual students or small groups under the direction of the classroom teacher. Parents will be encouraged to assist with lunch, class projects, volunteer to read and listen to students read, and/or share personal strengths, hobbies, jobs, etc.

Throughout the year, families will be invited to participate in celebrations of learning and accomplishment. Students will perform, recite, demonstrate, and exhibit their wonderful ideas for an audience of peers and families at the conclusion of each unit of study. Parents are invited to the end of the year school program which celebrates the conclusion of the year as a school community. Parents will receive written announcements through the monthly newsletter along with upcoming events posted on the school's website.

The school-home connection support structures include, but are not limited to:

Parent Manual. The parent manual is provided to parents yearly outlining the policies and procedures of the school, school calendar, behavioral expectations and consequences for infractions, contact information for faculty, family resources and information about the daily operations of the school.

Monthly school-home connection newsletter provide families detailed information about school's mission, academic model, staff and activities so that students and families are familiar with the school and hopefully apply for admission.

Celebrations of Learning are held in January and June each year. CGDC flings its doors open to parents, family members and community members to demonstrate what students are learning, how they are learning in the most creative, stimulating and exciting ways imaginable. The celebration is a smorgasbord of sight, sound, color, music, motion and matter that powerfully communicates what students are learning, progressing, growing and maturing in a confident and successful way.

PTSA is a group of parents and teachers which help honor students and teachers, develop a collaborative community of families, teachers, and administrators and help to plan fundraisers for special initiatives such as assemblies, trips, materials, etc. PTSA actively deepens their understanding of the school's programming and assessing the effectiveness of their efforts in relationship to the school's goals.

Student led conferences are 20 minute student presentations to parents that include an introduction, a summary of a successful learning target in reading and math, and an explanation

of a strong piece of written work. In addition, students explain the project-based unit of study that led to their culminating project from social studies and science. Parents and teachers give student feedback on process and evaluate quality of student reflection and representation of their thinking.

Parent Advisory Group consists of parents from CGDC and provides parents an opportunity to also be a member of a learning community. This group meets monthly and the dean of students is the liaison from the school's leadership team. The group helps to develop programs and services such as coordinating a parent volunteer program, planning special parent workshops or educational programs, and writing a monthly or quarterly parent newsletter and provides a strong parent voice in the decision-making process of CGDC.

Parent Chaperones provide parents with a wonderful way in which to participate in their child's education. Chaperones ensure the safety of students, help interpret exhibits and presentations, and sometimes provide instructional support to small groups of students. On overnight fieldwork, Chaperones assist with meals and the supervision of students in tents, cabins, or hotel. Parent Chaperones also provide a structure for school-home connection and critical feedback to teachers and school leaders. Both the Parent Advisory Group and the Parent Chaperones play an important role in CGDC's educational model by serving as experts and fieldwork guides within the Project Based Learning pedagogy that will be used throughout the school.

Parent University. Another way in which CGDC will build family school partnerships that focus on student learning and increasing communication between the parent and the child and their teacher is through Parent University. Parent University is a series of educational workshops provided at no charge to parents by The Upside Down Organization. *The Upside Down Organization*, part of The Children's Guild Institute, Inc., is a nonprofit entity dedicated to improving the lives of children and youth through transforming organizational cultures. UDO provides workshops for parents, teachers, and students. A partial list of workshops provided by UDO for Parent University include:

- Brain Matters: The Essential Guide to Brain-Based Learning
- Battling the Bully: Brain-Inspired Responses to Bullying
- Beyond Poverty: Brain-Inspired Ways to Understand and Respond to Poverty
- Giving a Fish a Bath: The Untold Story of the Adolescent Mind
- Jack's Brain, Jill's Brain: Gender Differences and Why They Matter
- The New IQ?: Understanding and Teaching Executive Function Skills In and Out of the Classroom
- Rethinking Attention-Deficit Hyperactivity Disorder (ADHD): What Works, What Doesn't and Why
- Right From the Start: Building Great Brains From Birth to Age Five
- Stocking the Toolbox: Brain-Compatible Strategies for Challenging Behaviors

CGDC views parents as partners and therefore will communicate the school's accountability plan and annual report through several vehicles. The President and CEO of The Children's Guild, Inc (parent company for CGDC) will compose an annual report that will be shared with parents at Back to School Night in addition to being mailed to all parents and stakeholders once a year. The principal will review PARCC testing results, share CGDC goals and plans to achieve them in the coming year. The school's website will provide another venue for housing the results of the school's accountability plan and annual report. CGDC will have a PTSA and a Parent Advisory Group that provide opportunities for families to become involved in the school's programming and determining the effectiveness of the school in meeting their annual goals. These venues provide means by which families are made aware of the school's performance and become vehicles for developing a collaborative working community.

Non-English Speakers

Parent involvement in school activities is an essential component of the school community. Families that do not speak English will receive communication in their native language. CGDC will accommodate non-English speaking families through interpreters in their native language. The school will employ a diverse population fluid in other languages. A review of the demographics for Ward 7 indicates that approximately 3% of the students are Hispanic/Latino and less than 1% are English Language Learners. However, the average of English Language Learners through the District is 6% so we expect closer to 6% of our students to be English Language Learners given we are recruiting for enrollment on a District basis. Correspondence will be done in the native language of the family in order to engage them in the school community.

The parents will be involved in supporting ongoing school wide events which celebrate cultural arts and learning. In addition, they will be involved in putting on the beginning and end of the year Celebration of Learning events. The beginning of the year event will focus on celebrating PARCC and NCSC results and sharing CGDC's goals and plans to achieve them for the coming year. The end of the year event will celebrate the accomplishments of the year as they relate to the goals and plans established at the beginning of school.

Throughout the year, families will be invited to participate in celebrations of learning and accomplishment. Students will perform, recite, demonstrate, and exhibit their wonderful ideas for an audience of peers and families at the conclusion of each learning expedition. Parents are invited to the end of the year school program which celebrates the conclusion of the year as a school community. Parents will receive written announcements through the monthly newsletter along with upcoming events posted on the school's website. CGDC will collaborate with cultural community organizations, engage in student home visits, and actively recruit Spanish speaking faculty members.

Informing Families of their Rights

CGDC will abide by all provisions of federal law relating to students with disabilities including IDEA, and Section 504 of the Rehabilitation Act of 1973. CGDC ensure that all students with disabilities that qualify under the Individuals with Disabilities Education Improvement Act are appropriately evaluated, provided with Individual Education Plans, include parent and student involvement in the development and decisions regarding the IEP, and provide the appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to CGDC.

The IEP Coordinator will be responsible for ensuring that their students' IEP's are appropriate in the context of CGDC as a public charter school.

Parents of special education students, or those being evaluated for special education services, will be provided with the Special Education Handbook that identifies their rights as enumerated in the Individuals with Disabilities Education Act or Section 504 of the American with Disabilities Act. Parents will be advised about their rights during IEP meetings and/or when the parent poses questions relative to their rights under IDEA or Section 504.

Communication with Families

CGDC will follow DCPS school closure, early releases and late starts due to inclement weather or emergencies. These announcements will be available through television, radio, school website, and an automated call system.

g. Community Participation

Community Engagement

We have met with Chris Tessone, The COO of the See Forever Foundation in Washington DC. Mr. Tessone has toured Dr. Andrew Ross, CEO of The Children's Guild, and Gladys Graham, The Children's Guild's Project Based Learning Officer, though the Maya Angelou School to help them understand if the space it has available would meet the needs of our proposed charter school and it does. We also discussed the mission of Maya Angelou, the See Forever Foundation and The Children's Guild and found them to be compatible. We will begin negotiation of a lease to house our proposed school at the Maya Angelou School location once our charter application is approved. Mr. Tessone has also assisted us by requesting Council Member Yvette Alexander of Ward 7 meet with Dr. Ross to discuss the school and the needs of the Ward. We have received a request from Council Member Alexander's staff scheduler to establish a time to meet and are currently engaged in scheduling the time and date. Mr. Tessone has also requested that Greg Stewart and Walter Garcia meet with them to share our plans and to learn about the needs of the Ward. Mr. Stewart has called Dr. Ross but he was not available when he called. Dr. Ross has returned Mr. Stewart's call but has not yet reached him but will see him on March 13, 2014

at the 7C Advisory Neighborhood Commission meeting. Our plan for continued engagement with Ward 7 is as follows:

- Meet with Greg Stewart and Walter Garcia of the 7C Advisory Neighborhood Commission and attend the meeting held at Sargent Memorial Presbyterian Church, located at 5109 Nannie Helen Burroughs Ave., NE on March 13th at 7 p.m.
- Attend Meeting of ANC 7B at Ryland Methodist Church, 3200 S. Street SE, March 20th at 7 p.m.
- Attend Meeting of ANC 7D at Sixth District Police Station, 100 42nd St. NE, March 10th at 6:30 p.m.
- Attend Meeting of ANC 7E at Jones Memorial Church, 4725 G St. SE, March 10th or April 14, 7 p.m.
- Attend Meeting of ANC 7F at Washington Tennis and Education Foundation, 200 Stoddert Place, March 18 at 6:30 p.m.

We also are in the process of scheduling meetings with Council Members Kenyon McDuffie's and Marion Berry's staff given the number of special needs students in Wards 5 and 8 and the proximity of the school to their constituents.

We have received four letters of support, i.e., one from the See Forever Foundation, two from parents, and one from DCASE. **See Appendix, Section R.**

Community Partnerships

The CGDC educational model emphasizes Project Based Learning which involves students in expeditions into the community where field work, research, exploration and access to experts creates an authentic, real-world learning experience. Thus, CGDC will seek to create strong business partnerships in every grade level that support these learning expeditions. In particular, Washington, DC offers excellent opportunities to form business partnerships in the healthcare, research, hospitality and transportation industries. The Smithsonian and other museums also provide the opportunity to create partnerships that will create memorable learning expeditions. In addition to Project-Based Learning partnerships, CGDC also emphasizes Arts Integration at every grade level and partnerships with arts organizations within the District will be a primary goal of the school.

Character Development is another important aspect of the CGDC model and service learning opportunities are an important tool in teaching students how to give back to their community. The District is home to many charity headquarters where such opportunities can be explored. The District also has many skilled community change agents who can teach students how to positively impact their own neighborhoods and communities through service. Developing these opportunities would also become a significant goal of school leadership.

In addition, CGDC has collaborated with the See Forever Foundation/Maya Angelou Charter School regarding its school building and has reached out to the DC Special Education Cooperative regarding special education services in charter schools.

Dr. Paris Adon, Manager of the Nonpublic Schools Unit and Manager of the Private and Religious Schools Office of the District of Columbic Public Schools, has urged The Children's Guild to form a charter in the District and is a founding member.

h. Extracurricular Activities

Extracurricular Activities

Extracurricular activities play an important role in providing a well rounded learning environment for CGDC students. Students broaden their cultural horizons and increase their ability to work collaboratively with a variety of students and serves as another way in which students can increase their interpersonal skills. Character development and an appreciation for the arts are nurtured and developed through extracurricular activities and therefore an essential component of CGDC.

The school day is extended to provide CGDC students with extracurricular activities. Clubs will be provided where students can interact with other students who share similar interests. Clubs may include drama production, musical performing groups, Robotics, chess, science club, etc. An interest inventory will be conducted at the beginning of the year to gage student club topic interest. CGDC's leadership team is committed to assisting students in becoming involved in extracurricular activities in the community. Transportation for field trips, sporting events, theatrical presentations, competitions, museums etc. will be provided by CGDC.

B. Business Plan

1. Planning and Establishment

a. Profile of Founding Group

The key members of the Founding Group for The Children's Guild District of Columbia Public Charter School include:

Andrew L. Ross, Ph.D., LCSW-C President and Chief Executive Officer, The Children's Guild, Inc. (charter school development, board leadership/management, social work, management) Dr. Ross brings 45 years of working with children with special needs and urban youth. He has managed special education schools since 1980 and has been involved in establishing six charter schools. He also created the Transformation Education approach being used in this model and has worked with boards of directors for forty years.

Steve Baldwin, MBA, CPA Executive Vice President and Chief Financial Officer, The Children's Guild (Business, Finance, Legal, Real Estate) Mr. Baldwin brings specific experience in founding three charter schools in Maryland, two which are open and a third that will open in August, 2015. Mr. Baldwin has successfully managed the funding, financing, real estate, budgeting and audit responsibilities for all of these charters with outstanding results.

Duane Arbogast, Ed.D. Vice President and Chief Operating Officer of Schools, The Children's Guild, Inc. (academics, assessment, educational management) Dr. Arbogast has 36 years of experience working in public education as a teacher, assistant principal, principal, chief academic and accountability officer and an assistant superintendent of academic instruction. He is known for data driven decision making and moving academic achievement forward in both Anne Arundel and Prince George's Counties.

Kelly Spanoghe, MA. Ed.S. Vice President of Educational Services, The Children's Guild (special education, academic, student support, assessment) Ms. Spanoghe has great expertise in special education. During the past 18 years she has managed special education schools for The Children's Guild. She has received state awards for excellence in PBIS and Character Education on numerous occasions. She is an expert in special education law which results in positive site visits and compliance with state regulations every year. She also has great expertise in staff development and is responsible for PBIS Training for all of the nonpublic schools operating in Maryland.

Frank Kros, MSW, JD, Executive Vice President, The Children's Guild, President, The Upside Down Organization, Director: The National At-Risk Education Network (legal, staff development) Mr. Kros has built a professional development and consulting program at The Children's Guild known as The Upside Down Organization (UDO). UDO has created 25 workshops for teachers and counselors and has presented those workshops in 44 states and 4 foreign countries to

faculty, paraprofessionals, counselors, administrators, and parents. UDO will be providing many of these workshops to the staff and parents at CGDC.

Gladys Graham, BS, Chief Project Based Learning, The Children's Guild Project Based Learning, (academic, staff development, assessment) Ms. Graham is an experienced educator with substantial expertise in Project-Based Learning. As Chief Operating Officer of Charter Schools during the establishment and operation of our two existing charters, Ms. Graham brings significant experience with both opening and operating charter schools.

Claire Turberville, MS, Vice President of Special Projects, The Children's Guild (facilities) Ms. Turberville has extensive experience in facility management, school security, food service, and hospitality. She also has expertise in purchasing and the management of volunteers.

Paris Adon, Ed.D., Program Manager, Non-public Schools, District of Columbia Public School System Dr. Adon has substantial experience with providing special education services to students in the District. Dr. Adon manages the office of non-public schools for the District and has intimate knowledge of the special education needs of District students.

Legal Council and DC Incorporation represented by Bob Waldman, Managing Attorney and Thora Johnson, Partner with Venable, LLC., offices in Baltimore and Washington, DC.

Jerry Levin, JD, Real Estate Attorney/General Council at The Ten Square Group, Washington, DC. Mr. Levine has practiced real estate and real estate finance, affordable housing and non-profit organization law for over forty years, specializing in low income housing, affordable housing production, tax exempt bond financing, HUD/FHA housing programs and real estate legal services for nonprofit entities including educational facilities and the representation of public charter schools. From 2001 until 2010, Jerry served as the Co-Director of the Samberg Family Foundation, a New York family foundation making grants to nonprofit organizations in the areas of children, youth and families, education including youth development and college access, health and Jewish giving. Jerry graduated Cum Laude and Phi Beta Kappa from Franklin & Marshall College, holds a law degree from the University of Pennsylvania Law School and is a member of the bars of the District of Columbia and State of Connecticut.

Over the past 18 years, Dr. Ross has been involved in managing the Baltimore campus special education school, creating the Prince George's campus special education school and being a founder, conceptualizer and designer of the Monarch Baltimore, Glen Burnie, Global and Central charter schools. He has also played the major role in authoring the application for each of these charters. Mr. Baldwin has acquired the financing, overseen the information technology infrastructure, the budgeting and participated in creating the application to gain state and/or local approval for each of the aforementioned schools. Ms. Turberville has overseen construction, purchased furniture, and overseen the facilities, food service, disaster planning, and security for each of these schools. Gladys Graham has assisted in writing the education components of the applications for Monarch Baltimore, Global and Central and supervised the principals of the Monarch Baltimore and Glen Burnie schools. Kelly Spanoghe

has supervised both the Baltimore and Prince George's campus special education schools and been the main staff development provider for these schools. Frank Kros has been responsible for providing staff development to the two special education schools, and the Monarch Baltimore and Glen Burnie schools. He is currently supervising the principal of the Monarch Global International Baccalaureate school and managing the start-up of that school for its launch in August, 2015.

b. Planning Process

The Children's Guild's is seeking to expand an existing, successful approach that serves students in special and regular education called Transformation Education. A core component of The Children's Guild mission is to play a role in the school reform movement through spreading Transformation Education as an effective tool to managing schools and meeting the needs of all students in public education.

The Transformation Education approach has successfully served children who have behavior disorders due to being emotionally disturbed, autistic and having developmental disabilities in our two nonpublic schools. It has also been very effective at serving students with learning disabilities and regular education students in charter schools in both an urban and in a suburban environment. After talking with Tami Lewis and Naomi Rubin DeVeaux at the DC Charter Board, Lisa Ott, the Executive Director of The District of Columbia Association for Special Education Services, Dr. Paris Adon of the DC Nonpublic Schools Unit, and four DC Charter School providers, it became clear that there is a demand for a charter school that will actively recruit and serve students with special needs and mainstream them with their regular education peers.

The Children's Guild is an organization that can effectively open and operate such a school because it has been operating schools for children with special needs and behavior disorders in Maryland for 60 years. Within the last five years, The Children's Guild has successfully established two large public charter schools, the oldest of which had its charter renewed for another five years on February 19, 2014 by the Anne Arundel County Public School Board. Given The Children's Guild's special education expertise it can help build the capacity for other charter schools, and the DC Public Schools, to serve children with special education needs through our diagnostic and evaluation, and training services.

Our unique blend of educational pedagogies, hands-on learning approach, enriching, stimulating physical environments and emphasis on a strong, positive school culture has led to very successful outcomes in our existing schools, satisfied parents, waiting lists that are equivalent to the enrollment capacity, and an expansion invitation from Anne Arundel County Public School System to establish two more schools in their school district. Our business acumen, financial stability, and operational capacity has also contributed to our belief that we can design and operate a charter in the District that addresses the need for excellent special education services, and will provide a visually stimulating, engaging, rigorous learning environment for general education students and a trusted, reliable educational partner for the

District of Columbia Public Charter School Board.

Our plan is to begin recruiting a school principal in early June, 2014 if our charter application is approved. The interviewing committee for selecting the principal will comprise the founding board of the school, and the three existing charter school principals currently employed to operate our Baltimore, Glen Burnie and our newest charter school opening in the summer of 2014 located in Laurel, Maryland. We plan to begin advertising for the remainder of the school leadership team in January of 2015.

The Children's Guild founding group has begun to recruit for trustees to establish the founding board. To date we have reached out to three potential board candidates. One is Gallen Ellerbee who is a DC resident and has a strong financial and auditing background. Another is Kelly Sherrill Linkous, J.D., Ph.D. who is an Assistant Professor of the George Washington University Graduate School of Education and Human Development. She has a strong background in special education, research in special education and is an expert on special education legal matters. Kenneth Alonzo Anderson, Ph.D. is another expert in education. He is Associate Professor and Department Chair of Curriculum and Instruction at Howard University.

None of the founding group members will serve on the founding board.

c. Corporate Structure and Nonprofit Status of the School

The name of the school will be The Children's Guild , Ltd., and will do business as The Children's Guild, Ltd. DC Public Charter School (CGDC). CGDC will operate as a 501(c)(3) District of Columbia not-for-profit corporation. The Application for the 501(c)(3) is in Section I. We will not receive the letter notifying us that we are a tax exempt organization prior to the Charter Board's review of this charter application.

The Articles of Incorporation, the Board By-laws and the proposed Management Contract between The Children's Guild Inc. and CGDC can be found in Section I.

2. Governance and Management

a. Board of Trustees

The founding group will assure that the initial full board of CGDC possesses the expertise to support the goals of the school, oversee its financial affairs, assess the effectiveness of academic outcomes and its instructional approach and includes members living in the ward in which it is located. Therefore, the founding group will seek out board members in business, accounting, finance, facility management, not-for-profit management, special education, general education, the arts, community residents, and two parents. One of the parents would represent the parents who have children attending the school with special needs. The other parent would represent parents of children who have accelerated learning and regular education needs. Again, no founding group members will remain on the founding board once the school is launched in August of 2014.

Once an initial working board has been selected and is functioning, nominations to the full founding board will be solicited from, parents, the PTSA, and the members of the charter board. The founding group will ensure that the majority of the board of directors of CGDC are DC residents.

The names of candidates to serve as the founding board will be submitted to the founding group for vetting and appointment. Those appointed will be assigned to serve a one, two or three year term as a member of the board of directors of the charter school. Each member elected will be assigned into one of three classes so that the term of approximately one-third of the directors shall expire each year and each director will be permitted to serve three consecutive three year terms before having to rotate off the board. Each officer of the board shall serve a two year term in the office to which they are elected.

Once The Children's Guild Ltd. Board has been established it will be independent of the founding group, will nominate and elect all future members of its board and will have full authority to manage and operate the school.

The board will meet quarterly and will elect a chair, vice chair, secretary and treasurer. The board will operate with the following standing committees: Finance and Facilities, Planning and Assessment, and the Executive Committee. The Finance Committee will oversee the financial operations and the grounds, the building, equipment and human resources. It will also oversee the annual audit. The planning and assessment committee will oversee the implementation of the charter; the strategic plan; academic achievement; the effectiveness of the educational management organization, human resources and participate in the principal's performance review. The Executive Committee will be responsible for board recruitment, evaluating the board members performance and will be responsible for conducting board business during the interim of the quarterly board meetings.

The Children's Guild, Inc. will serve as the Educational Management Organization (EMO), and will serve at the pleasure of the board. The duties of the EMO will be put forth in the management contract, as will the duration of the contract, the fee for providing the service, the understanding of how the EMO will be evaluated, the relationship of the EMO to the board and its employees, the process for remedying complaints or dissatisfaction with service provided by the EMO and the process for terminating the agreement by each party. The CEO of the EMO will report to the board. The EMO's VP and COO of schools shall supervise the principal and serve as the liaison between the needs of the school and the services of the management company and between the DC Public Charter School Board and the school. The principal will work for the EMO but final authority for approving the hiring of the principal and the salary and benefits paid to the principal and members of the faculty rests with the board. The board will also be responsible for hearing appeals of staff grievances against the principal and the EMO and making the final decision to resolve the grievance. **See Grievance Procedure Appendix, Section S.** The board will have input into the principal's yearly performance review and retention. The EMO will have final authority over the content of the performance review document provided to the principal. The decision to retain or terminate the principal rests with the EMO. The principal will have final authority to hire, evaluate and terminate the employees of the charter school.

The succession planning of the board is defined in the board's By-laws. **See Appendix, Section T.** which establish the length of terms and the number of consecutive terms that can be served before a board member must rotate off the board. Each member of the board will be assigned a class that indicates the start and the end of their board term and there will be three classes to assure all board terms will not all conclude in any one year. The officers of the board that are voting members of the board will serve two year terms and be voted to office by the members of the board at its annual meeting. The board chair will have the right to appoint committee chairs and the members of each committee.

The board is a governing board and will have no direct relationship to the school's administrators, staff, parents or students. However, they do have responsibility to occasionally visit classes to gain firsthand knowledge of the school's operating effectiveness. The board has the critical responsibilities of assessing academic results and hearing and acting on staff grievances against the principal or EMO. The board also has the responsibility to set salaries and benefits, oversee the financial viability and regulatory compliance of the school. Other key responsibilities are to fundraise and advocate for and promote the school in the community.

b. Rules and Policies

The board's primary objective is to ensure that the charter school makes a real and valued difference in the academic, social and emotional lives of the students and fulfills the commitments set forth in its charter. In addition the board is responsible for:

- establishing policy;

- creating, updating and maintaining the school's vision and mission statement;
- determining its programs and services;
- approving the strategic plan;
- ensuring the school is operating in a fiscally-sustainable way;
- evaluating the effectiveness of the academic program on an ongoing basis;
- holding executive sessions to discuss crises (as needed), and;
- conducting the principal's performance review and salary determination.

The board will accomplish these duties by monitoring operations, guiding and approving the annual budget, creating and overseeing the implementation of the strategic plan, establishing the salaries and benefits of the employees, creating policies that guide the operation of the school and approving major grants and contracts. Members of the Board are expected to prepare for and attend board meetings and are responsible for: approving policies and decisions, recruiting and electing board members, fundraising, promoting, and advocating for the charter school.

The key power of the board is to hire, evaluate and (if necessary) terminate the Educational Management Organization (EMO). It also has final authority over hiring the school's principal acting on grievances against any employee of CGDC that cannot be resolved to the employee's satisfaction by the principal or the EMO. The EMO is responsible for evaluating and, if necessary, terminating the principal with the input and collaboration of the board. The board will serve as a governing board and have no direct authority or responsibility over any employee, parent or student associated with the school. Their only direct authority is their responsibility of hiring, evaluating and firing the EMO.

The board is also responsible for ensuring that the charter school functions in a financially prudent and ethical manner and creates and sustains a future focus that assures the charter school's relevance to the students, their families and the District.

The ethics that guide the behavior of the board of directors address the importance of the school board member upholding and enforcing: laws; rules and regulations of the DC Charter school Board; decisions based on the welfare of the students; a focus on governance not management; the importance of recognizing that decision making rests in the board not in individual directors; the duty to maintain confidentiality pertaining to the school, students and families; the duty to appoint a highly qualified EMO; the duty to refer complaints to the school operator; and enforcing the duty to support and protect school personnel in the proper performance of their duties. These ethics required of the CGDC board member are spelled out in the Code of Ethics **(See Appendix I)**. The process for defining, disclosing, and determining a conflict of interest, as well as the procedure for addressing conflicts of interest of members of the board, executives of the EMO, or employees is detailed in the Conflict of Interest Policy in **Appendix, Section U.**

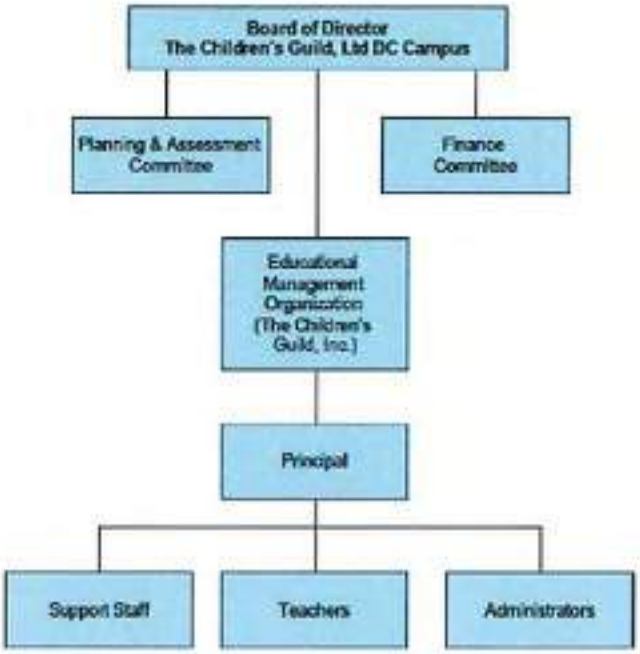
There are no existing relationships that could pose actual or perceived conflicts if the

application is approved given the proposed conflict of interest policy and management agreement between the EMO and the board. This, coupled with the CGDC hiring, evaluating and firing power over the EMO assures there is no conflict of interest between CGDC and The Children's Guild, Inc. as EMO.

c. Administrative Structure

Administrative Structure

The Board will hire evaluate and fire the Educational Management Organization (EMO). The CEO of the EMO, Dr. Andrew L. Ross, will report to its board of directors. No employee of the EMO will serve on CGDC's board. The Children's Guild, Inc., the EMO, has the responsibility for recommending the hiring of the principal but the final authority for hiring the principal rests with the board. The board has input into the evaluating and firing of the principal of the charter school but the EMO has final authority for the outcome of the performance review document given to the principal and the termination of the principal. The principal shall be an employee of the EMO and the COO of the EMO will supervise and evaluate CGDC's principal. The principal is responsible for hiring, evaluating and firing the teachers and all other school personnel.



d. Performance History of Experienced Operator (*if applicable)*

Introduction to Nonpublic Special Education Schools Managed: The Children's Guild, Inc. operates two nonpublic schools. Its Baltimore Campus located in Brooklyn, Maryland and its Prince George's Campus located two blocks from the DC-Maryland boundary line in Chillum Maryland. What distinguishes the nonpublic schools in terms of data from the charter schools operated by The Children's Guild, Inc. is the state accountability data. This information is presented below for both the Baltimore and Prince George's Campus nonpublic schools.

State accountability for past 3 years: The Children's Guild Baltimore Campus is a nonpublic Level V school solely for special education students who are not able to be served in a public school setting. Therefore, no nonpublic school's test scores in Maryland are included in the Maryland State Report Card Data. The LEA takes the test scores of students referred to The Children's Guild nonpublic school and assigns their test score to the sending school. The major state accountability measure is the announced and unannounced site visit that occurs from the Maryland State Department of Education and the DC Public School System. All of The Children's Guild site visit reports have indicated a high level of compliance and the school has been certified continually since its inception.

Performance data for sub-groups by grade is not available given every student has an IEP and the programs are so individualized that grade comparisons are ineffective indicators of quality of service or academic achievement.

Data which shows any within school and within comparable schools achievement gaps and how the school has made progress in closing them. The only data to determine comparable school achievement available is a national study on special education schools conducted by the National Association of Private Special Education Services. The results indicate the average return from all nonpublic special education schools to a less restrictive environment (back to a public school setting to receive special education and/or regular education services) was 53%. The Children's Guild special education schools have exceeded this average 11 times in the past 16 years. This outcome is far superior than the national results given the national population is primarily Caucasian youth who are 37% FARM and The Children's Guild's population is 95% minority, African American, with 80% of the students identified as FARM. During the last school year, students attending school at our Baltimore City Campus had a 70% return to public school (12 students) another 12% (2 students) were partially successful meaning major achievement in their IEP goals but were thought to be in need of a different nonpublic school to progress further, and 18% (3 students) were unsuccessful and needed a higher level of care, i.e.. Residential Treatment Center, psychiatric hospital, or locked youth center.

The Children's Guild Baltimore Campus (operating for 60 years) 410 E. Jeffrey St., Brooklyn, Maryland 21225. School system personnel who can speak to the quality of service of this program are: Gloria Perkins, Local Education Placement Specialist, 410-396-8900 Baltimore City

School Public School System and Vershawn Terry, DC Public School Student Progress Monitor, 443-763-0968 DC Public School System. Students referred have special education needs such as learning disabilities, emotional disturbance, autism, developmental disabilities and multiple disabilities. Enrollment = 61 students.

Graduation Rate for Diploma is 100% (1 student eligible in 2012-2013) and 100% in 2013-2014 (8 students eligible). Rate for **Certificate Students** in 2012 -2013 is 100% (2 students eligible) and 100% in 2013-2014 (1 student eligible).

Nonacademic Data: Attendance: Emotionally Disturbed 89%; Autism 94%, High School 85%, School To Work 93%;

Suspensions

School Program	School Year	# of Suspensions	# Students Suspended
Baltimore Campus Sp Ed	2010 -2011	35	Data not available
Baltimore Campus	2011-2012	31	18
Baltimore Campus Sp Ed	2012-2013	35	28

Turnover

School Year	Teacher Turnover
2010-2011	38%
2011-2012	19%
2012-2013	19%

* statistics report for both special education schools not for each individual campus

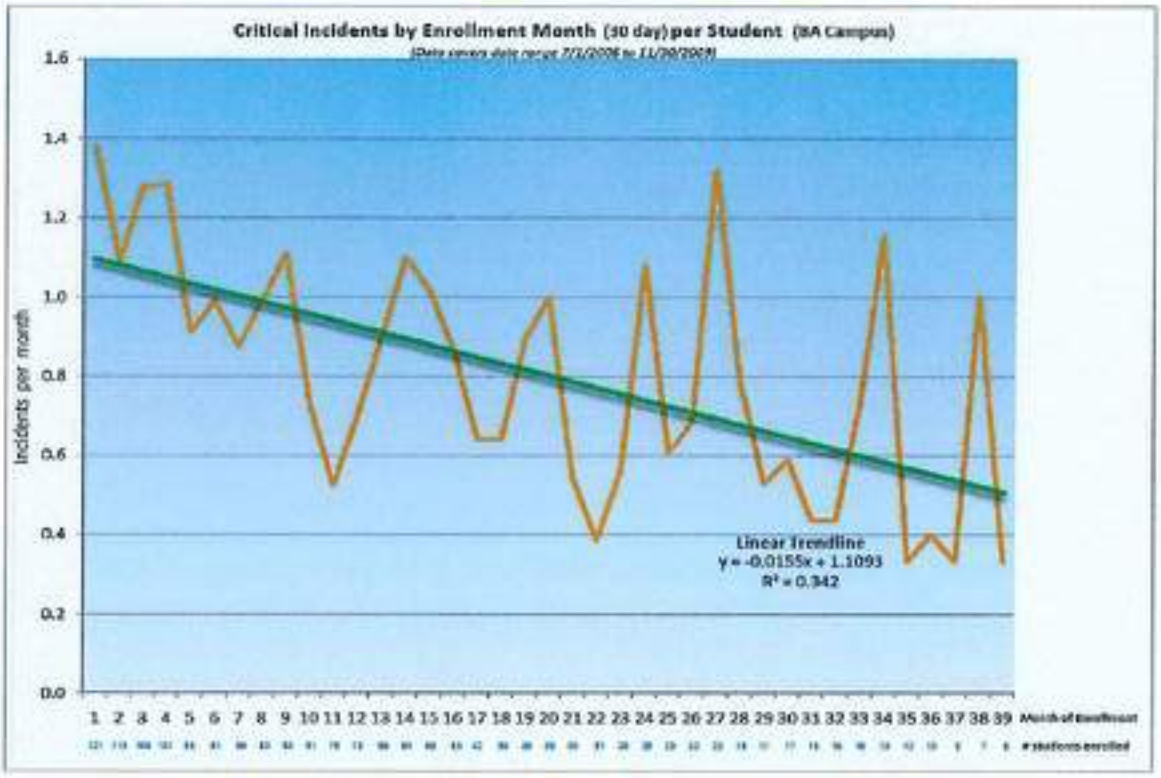
Accreditation: School is nationally accredited by the NCASES (National Commission for the Accreditation of Special Education Services).

Description Information: The Baltimore Campus of The Children's Guild serves 61 students in grades K-12 and has been in operation for 60 years. The school serves multiple populations, i.e., severe emotional disturbance, developmental disabilities, high spectrum autism, and children with multiple disabilities. Each disability is served with a specialized program and services are individualized to meet student needs. Related services provided are clinical social work for students and parents, OT, SL, PT, Psychiatric care, medication management, and nursing.

Additional evidence that the existing design has been effective in raising student achievement is provided. The chart below indicates decrease in critical behavior incidents over length of stay. Critical incidents are defined as exclusion from class, seclusion from peers, or physical restraint. Lower critical incidents mean students have more time for learning in the classroom. This statistic is particularly important because reducing each student's proclivity to

engage in behavior that is not acceptable in a public school is the primary reason for referral to The Children's Guild nonpublic school program. In addition, catching students up on their academic progress is a contributor to reducing recidivism. An independent study conducted by George Washington University in December 2009 produced the chart below which demonstrates a significant decrease in critical incidents as the students approach discharge from the Brooklyn Campus to public school.

Critical Incidents by Enrollment Month Per Student (Brooklyn Campus)



The MAP (Measure of Academic Progress) measures a student's academic growth during the year. Our special education school serves students who are not available for learning and many come to us from the public schools two to six years behind academically. Once a student becomes available for learning, gets their social behavior under control to the point they can function in public school and begins to demonstrate continuous progress the student is returned to the public school. The average length of stay is 30 to 36 months. The data below needs to be viewed within this context.

The Children's Guild Brooklyn Campus Special Education School MAPS Data

CQI MAPS DATA		Reading	Written Language	Mathematics
% of students completing Fall 2012 test		92%	86%	92%
% of students completing Winter/Spring 2013 test		93.6%	95%	95.7%
% of students Fall 2012 to Spring 2013 growth.	Elementary	75%	75%	75%
	Middle School	58%	66.6%	58%
% of students Fall 2012 to Spring 2013 growth. (High School)		45%	70%	65%

The Children's Guild Prince George's Campus (Operating for 13 years.) 5702 Sargent Road, Chillum, MD 20782. School system personnel who can speak to the quality of service are: Kati Thomas, Prince George's IEP Chair, 301-618-8310, Belinda Gantt, Prince George's County Nonpublic Supervisor, 301-618-8363 and Dr. Angela Tolson, Prince George's County Nonpublic Instructional Specialist, 301-618-8368 from Prince George's County Public Schools and James Black, DC Public Schools Student Progress Monitor, 301-613-8172 from DC Public School System. Students referred have special education needs such as learning disabilities, emotional disturbance, and autism. Enrollment = 120 students.

For state accountability data, see introduction to nonpublic school above in Section D, Performance History.

Graduation Rate: NA school only serves students with emotional disturbance through 8th grade. A high school is operated for students with autism but the program started two years ago and will not add grade 11 until 2014- 2015 school year and grade 12 till 2015-2016 school year.

Nonacademic Data: Attendance: Students with emotional disturbance = 85% and students with autism = 93%.

Suspensions

School Program	School Year	# of Suspensions	# Students Suspended
P G Campus Sp Ed	2010-2011	35	27
PG Campus Sp Ed	2011-2012	67	41
P G Campus Sp Ed	2012-2013	97	37

Turnover

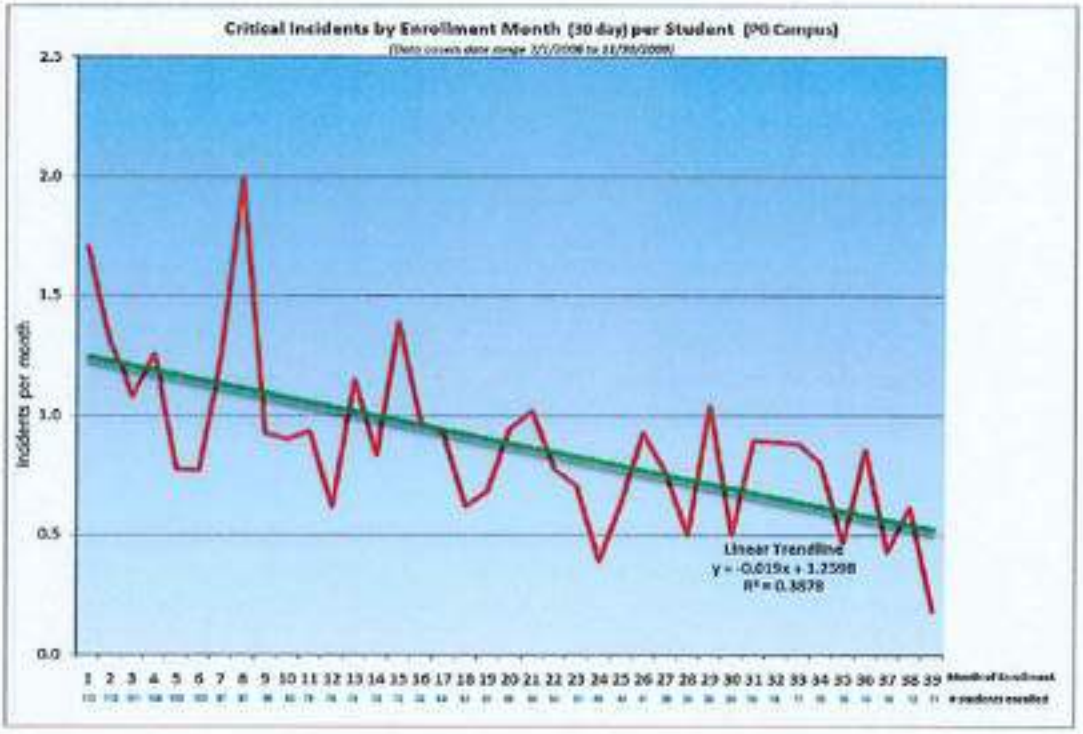
School Year	Teacher Turnover
2010-2011	38%
2011-2012	19%
2012-2013	19%

* statistics report for both special education schools not for each individual campus

Accreditation: School is nationally accredited by the NCASES (National Commission for the Accreditation of Special Education Services).

Additional evidence that the existing design has been effective in raising student achievement. The chart below indicates decrease of critical behavior incidents over length of stay. Critical incidents are defined as exclusion from class, seclusion from peers, or physical restraint. Lower critical incidents mean more time for learning in the classroom. This statistic is particularly important because reducing each student's proclivity to engage in behavior that is not acceptable in a public school is the primary reason for referral to The Children's Guild nonpublic school program. In addition, catching students up in their academic progress is a contributor to reducing recidivism. An independent study conducted by George Washington University in December, 2009 created the chart below which demonstrates a significant decrease in critical incidents as the students approach discharge from the Chillum Campus to public school.

Critical Incidents by Enrollment Month Per Student (Prince George's Campus)



The MAP (Measure of Academic Progress) measures a student's academic growth during the year. Our special education school serves students who are not available for learning and many come to us from the public schools two to six years behind academically. Once a student becomes available for learning, gets their social behavior under control to the point they can function in public school and begins to demonstrate continuous progress, the student is returned to the public school. The average length of stay is 30 to 36 months. The data below needs to be viewed within this context.

The Children's Guild Prince George County Special Education School MAPS Data

CQI MAPS DATA 2012		Reading	Written Language	Mathematics
% of students completing Fall 2011 test		82.7%	79.1%	80.9%
% of students completing Winter/ Spring 2012		80%	69.1%	83.6%
% of students completing Fall 2012		86.6%	78.5%	87.5%
% of students with Fall 2011 to Winter 2012 growth.	Elementary	47.3%	45.5%	30%
% of students with Fall 2011 to Winter 2012 growth.	Middle School	45.5%	59%	44.5%

Charter Schools Management

The Children's Guild currently operates two charter schools, Monarch Academy Glen Burnie, open since 2009 and Monarch Academy Baltimore, open since 2011.

Monarch Academy Public Charter School Glen Burnie Campus (operating 4 years and 7 months): 6730 Baymeadow Drive Glen Burnie, MD 21060. School personnel who can speak to the quality of the school are: Pat Crain, Senior Manager of Charter Schools, Anne Arundel County Public Schools, 410-224-8572 and Kathy Lane, Director of Alternative Education and Safe Schools, 410-222-5193. Student composition is regular education and special education students (12%) grades K-8. Enrollment = 660 students

Student Achievement: Student achievement can be measured through state and school-based assessments. The Monarch Academies have generated state assessment performance data. Monarch Academy Glen Burnie opened in 2009 with only one tested grade. The table below shows the MSA results in Monarch Academy's first four years of operation.

Monarch Academy Glen Burnie Student Academic Growth: MSA Achievement

SY 2009-2010				
Subject	**Student Group**	**# of Test Takers**	**Proficient & Advanced**	**%**
Reading	All Students	78	63	80.8%
Reading	Black or African American	37	31	83.8%
Reading	White	35	26	74.3%
Reading	FARMS	17	13	76.5%
Reading	Special Education	9	5	55.6%
Math	All Students	78	52	66.7%
Math	Black or African American	37	24	64.9%
Math	White	35	22	62.9%
Math	FARMS	17	9	52.9%
Math	Special Education	9	1	11.1%

SY 2010-2011				
Subject	**Student Group**	**# of Test Takers**	**Proficient & Advanced**	**%**
Reading	All Students	153	137	89.5
Reading	American Indian or Alaskan Native	2	2	100.0
Reading	Asian	3	3	100.0
Reading	Black or African American	63	53	84.1
Reading	Hispanic of Any Race	10	9	90.0
Reading	White	66	61	92.4
Reading	Two or More Races	9	9	100.0
Reading	FARMS	35	28	80.0
Reading	Special Education	15	13	86.7
Reading	Limited English Prof.	2	2	100.0
Math	All Students	153	121	79.1
Math	American Indian or Alaskan Native	2	2	100.0
Math	Asian	3	3	100.0
Math	Black or African American	63	46	73.0
Math	Hispanic of Any Race	10	6	60.0
Math	White	66	56	84.8
Math	Two or More Races	9	8	88.9
Math	FARMS	35	23	65.7
Math	Special Education	15	10	66.7
Math	Limited English Prof.	2	2	100.0

During the 2010-2011 school year, the school placed an emphasis on the Workshop Model of instruction along with teacher collaborative planning. Dramatic increases were noted.

SY 2011-2012				
Subject	**Student Group**	**# of Test Takers**	**Proficient & Advanced**	**%**
Reading	All Students	287	244	85
Reading	American Indian or Alaska Native	3	3	100
Reading	Asian	8	7	87.5
Reading	Black or African American	96	77	80.2
Reading	Hispanic/Latino of any race	13	12	92.3
Reading	White	142	123	86.6
Reading	Two or more races	25	22	88
Reading	FARMS	74	53	71.6
Reading	Special Education	37	22	59.5
Reading	Limited English Prof.	4	4	100
Math	All Students	287	201	70
Math	American Indian or Alaska Native	3	3	100
Math	Asian	8	8	100
Math	Black or African American	96	52	54.2
Math	Hispanic/Latino of any race	13	9	69.2
Math	White	142	111	78.2
Math	Two or more races	25	18	72
Math	FARMS	74	39	52.7
Math	Special Education	37	18	48.6
Math	Limited English Prof.	4	3	75

During 2011-2012, students in grades 3, 5, 6, and 7 were tested. While the number of students tested almost doubled, the faculty expanded and resources were differentiated. The majority of student groups decreased in the percentage of proficient test takers. Although one particular reason cannot be identified, the focus on building the instructional capacity of each teacher was spread-out through a larger staff and a concentrated effort was made to build school-wide systems and structures given the increase in the number of students, teachers and grades.

SY 2012-2013				
Subject	Student Group	# of Test Takers	Proficient & Advanced	%
Reading	All Students	423	364	86.10
Reading	American Indian or Alaska Native	1	1	100.00
Reading	Asian	11	9	81.80
Reading	Black or African American	142	116	81.70
Reading	Hispanic/Latino of any race	20	18	90.00
Reading	White	213	191	89.70
Reading	Two or more races	36	29	80.60
Reading	FARMS	126	95	75.40
Reading	Special Education	64	42	65.60
Reading	Limited English Prof.	4	4	100.00
Math	All Students	423	278	65.70
Math	American Indian or Alaska Native	1	1	100.00
Math	Asian	11	9	81.80
Math	Black or African American	142	71	50.00
Math	Hispanic/Latino of any race	20	11	55.00
Math	White	213	158	74.20
Math	Two or more races	36	28	77.80
Math	FARMS	126	58	46.00
Math	Special Education	64	26	40.60
Math	Limited English Prof.	4	3	75.00

Last year (2012-2013), Monarch Academy experienced an increase in scores in the majority of reading groups and a decrease in scores in various math groups. The lower scores in mathematics prompted the school to focus on more productive systems for improvement including student goal setting, data inquiry teams, and rich numeracy experiences. It should be noted that a drop in test scores was also seen statewide as a result of the transition to the Common Core State Standards (CCSS) curriculum. More specifically, students were tested on the Maryland State Curriculum while instruction focused on the CCSS. This gap between what students were learning and what students were assessed on differed as noted on the State Superintendent's analysis of an overall decrease in scores, state-wide.

Comparative Data

The following chart indicates how Monarch Academy in Glen Burnie performed as compared to like schools in their respective districts.

Comparison of the Glen Burnie Schools						
Grades 3-5	**2013**		**2012**		**2011**	
School	**Reading**	**Math**	**Reading**	**Math**	**Reading**	**Math**
Monarch Academy	87.3	80.4	86.8	79.7	95.0	74.7
Glen Burnie Park Elementary School	86.2	79.9	88.5	84.0	82.8	84.4
Freetown Elementary School	80.0	84.2	83.6	91.3	83.9	87.5
Glendale Elementary School	84.5	85.4	88.0	91.4	87.6	87.5
Richard Henry Lee Elementary School	87.2	85.0	86.6	91.3	85.0	92.7
Grades 6-8	**Reading**	**Math**	**Reading**	**Math**	**Reading**	**Math**
Monarch Academy	86.0	53.9	83.9	60.5	83.5	83.5
Marley Middle	81.9	61.1	76.8	68.0	78.8	63.7
Corkran Middle	77.2	59.2	73.5	65.5	76.6	57.3

Cohort Analysis: Monarch Academy Glen Burnie

Looking at the performance of a cohort of students over time is an effective means to determine success. The class of 2013, Monarch's 8th graders, have been with the school the longest (4) four years. In their first year as 5th graders, these students scored 80.8% proficient and advanced in Reading. However by 8th grade, 90.9% of this cohort scored proficient and advanced in Reading, showing an increase of 11% over four years. This increase outpaced both AACPS and the state.

The chart below provides a year by year analysis of Monarch's MSA achievement over time broken down by grade cohort in both Reading and Math.

Advanced and Proficient Reading						
	3	4	5	6	7	8
2010	NA	NA	80.8	NA	NA	NA
2011	NA	NA	96	83.5	NA	NA
2012	82.2	NA	91.4	83.6	84.1	NA
2013	84.1	88.9	88.9	83.1	84.2	90.9
Advanced and Proficient Math						
	3	4	5	6	7	8
2010	NA	NA	66.7	NA	NA	NA
2011	NA	NA	74.7	68.5	NA	NA
2012	80.8	NA	78.6	65.8	56.1	NA
2013	79.7	81.9	73	55.8	63.2	48.9

2013 8th graders- Red
2013 7th graders- Orange
2013 6th graders- Blue
2013 5th graders - first year taking MSA
2013 4th graders- Green
2013 3rd graders- first year taking MSA

An additional analysis for this cohort followed the students into ninth grade. Nationally, ninth graders experience a drop in GPA and ninth grade has the largest number of retentions. However, the cohort of students from Monarch Academy Glen Burnie have done extremely well in ninth grade. In tracking placement and performance the table below indicates the status of the current ninth graders.

Placement

Program	First Marking Period	Second Marking Period
Honors	116	98
Advanced Placement	5	5
Arts	45	54

Grade Distribution

Grade	First Marking Period	Second Marking Period	Final Grade
A	155	134	102
B	125	131	154
C	93	83	94
D	31	45	48
E	11	16	9

State Accountability: The State of Maryland determined that the proficiency standards for 100% of all students proficient on state exams was an unrealistic target. Consequently, the state sought a waiver from the United States Department of Education to develop a new accountability plan. The waiver was approved and the state moved from Annual Yearly Progress to a School Performance Indicator. New targets were established for the 11-12 SY. Essentially, the targets were to use the baseline score of the 10-11 SY and cut the number of students who scored Basic in half. The new targets are called Annual Measurable Objectives (AMOs).

Below is the performance data for Monarch Academy Glen Burnie. With the shift in accountability, Monarch Academy Baltimore hit their AMO target in the 11-12 SY. As the target rises, math performance is lagging behind the AMO.

2013 School Progress on AMO Targets					
	Reading	Reading	Mathematics	Mathematics	Attendance »
All Students	Met	Met	Not Met	Met	Met
American Indian or Alaska Native	na	na	na	na	
Asian	Met	na	Met	na	
Black or African American	Met	Met	Not Met	Met	
Hispanic/Latino of any race	Met	na	Not Met	na	
White	Met	Met	Not Met	Met	
Two or more races	Met	na	Met	na	
Free/Reduced Meals	Met	Met	Not Met	Met	
Special Education	Met	na	Not Met	na	
Limited English Proficient	na	na	na	na	

2012 School Progress on AMO Targets					
	Reading	Reading	Mathematics	Mathematics	Attendance »
All Students	Met	Met	Met	Met	Met
American Indian or Alaska Native	na	na	na	na	
Asian	Met	Met	na	na	
Black or African American	Met	Met	Met	Met	
Hispanic/Latino of any race	Met	Met	na	na	
White	Met	Met	Met	Met	
Two or more races	Met	Met	na	na	
Free/Reduced Meals	Met	Met	Met	Met	
Special Education	Met	Met	na	na	
Limited English Proficient	na	na	na	na	

Achievement Gap Reduction: In the analysis of Achievement Gap data, the state looks at the discrepancy between the highest and lowest performing student groups. At Monarch Academy Glen Burnie, the initial year saw a gap of 28.2 percentage points between African American students and special education students in reading. For the past school year, the largest gap was between Hispanics and Special Education with a gap of 24.4 percentage points, a closing of the gap by 3.8 percentage points. In math, the 09-10 SY gap was 53.8 percentage points between African American students and Special Education students. For the 12-13 SY, the gap was 41.2 percentage points, a reduction in the gap by 12.6 percentage points.

Other Assessment Metrics: The Children's Guild uses the Measure of Academic Progress (MAPS), which is developed by the Northwest Evaluation Association (NWEA). MAPS is a computer adapted test which can determine student growth over time and can generate a national percentile ranking. In the chart below, growth is calculated by student attainment on sample items and then compared to a national sample. The mean growth is for Monarch Academy. The Mean Projected Growth is for the national sample.

Mean Growth Mathematics from Fall 2012 to Fall 2013

Grade	Mean Growth	Mean Growth Projection	Difference
3	13.5	14.6	-1.1
4	13.2	11.8	1.4
5	9.0	9.1	-0.1
6	5.4	8.0	-2.6
7	5.4	6.0	-0.6
8	7.9	5.5	2.4

Mean Growth Reading from Fall 2012 to Fall 2013

Grade	Mean Growth	Mean Growth Projection	Difference
3	17.7	14.6	3.1
4	14.6	10.5	4.1
5	8.9	7.1	1.8
6	6.6	4.8	1.8
7	4.7	4.2	0.5
8	7.0	3.9	3.1

Nonacademic Data:

Attendance = 95%.for elementary school for the four years of its existence, 95% for middle school during the two years of its existence.

Suspensions = 38 in 2012-13; 86 in 2012-12; 66 in 2011-10; 72 in 2009-10.

Wait list = 787 in 2012-13; 981 in 2011-12; 456 in 2010- 2011; 324 in 2010-09.

Teacher Turnover for Monarch Academy Glen Burnie Campus

	Percent of Teaching Staff Not Returning	Percent of Teaching Staff Not Returning (due to promotions in education field or relocating to another area)	Percent of Teaching Staff Not Returning (due to performance)
2009-10 School Year	**2/14** = 14%	**2/14** =14%	**0/14**= 0%
2010-11 School Year	**3/25**=12%	**1/25**= 4%	**2/25**= 8%
2011-12 School Year	**7/35**=20%	**6/35**=17%	**1/35**= 3%
2012-13 School Year	**4/45**= 9%	**3/45**= 7%	**1/45**= 2%

As Monarch Academy has developed over the first five years, its ability to effectively respond to students' behavioral needs has progressively strengthened. Despite a steady increase in student enrollment as the school added grade levels, Monarch Academy experienced a dramatic drop in referrals and suspensions as a percentage of their overall student population. Though the school enrolled an additional 147 students in 2012-2013, referrals dropped by 85 incidences and the school experienced 48 less suspensions. The chart below provides evidence of Monarch's inverse trend of increasing enrollment while decreasing student suspensions. This improvement in school-wide behavior can be attributed to the implementation of a Behavior Motivation System; fidelity of implementation of CREW, the First Six Weeks of School model, established systems/ routines rigorously taught to all students, and school leadership's focus on building strong teacher capacity to manage behavior in the classroom.

Monarch Academy Glen Burnie Referrals & Suspensions

	# of Referrals	# of Suspensions	Number of Students Enrolled
2009-2010	82	72	213
2010-2011	183	66	356
2011-2012	184	86	513
2012-2013	99	38	660

Additional Supports: Monarch has been bringing in new students and teachers into its school for the past four years as it ramps up its enrollment to full enrollment. The new students and school growth over the past four years has impacted its academic program results. Now that the school has reached full enrollment it has determined the best way to improve academic results is to increase support for student achievement so it has hired Dr. A. Duane Arbogast, Vice President/COO of Schools. Dr. Arbogast possesses strong credentials in academic achievement. He has served as the academic accountability officer for 10 years at Anne Arundel County Public Schools and Chief Academic Officer for Prince County Public Schools for four years. He will supervise the principals and oversee both our charter and special education schools.

Local Accountability: The local authorizing agent, Anne Arundel County Public School System, completed the form below in regards to local monitoring of the Monarch Academy Glen Burnie. Based on their audit, the charter has been authorized for another five years. In addition, the local district has consented to the development of an additional charter school during the 14-15 SY, and a third in the 15-16 SY.

Meets Standards | Approaching Standard | Does not meet Standard

	Focus Area	Indicator	Standard	6/7/2010 Annual Report	6/15/2011 Annual Report	6/15/2012 Annual Report	6/17/2013 Annual Report	10/15/2013 Renewal Site Visit Report
A Instruction and Student Services Educational Performance	Federal, State & Local Accountability	MSA Achievement	*Students at the school demonstrate proficiency or progress towards meeting the stated Annual Measurable Objectives (AMO) in subjects tested (mathematics, reading, and science)*					
		HSA Achievement	*Students at the school demonstrate proficiency or progress towards meeting, the stated Annual Measurable Objectives (AMO), in subjects tested (English, Algebra, Biology)*	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
		Analysis of student cohort growth	*Annual academic growth by student cohort. Grade by grade analysis.*	Not Applicable				
		% of students tested	*The school is appropriately administering applicable state standardized tests to its students.*					
		Relative performance	*The school's performance meets or exceeds the performance of schools with closely comparable student populations.*	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
		Student Attendance Rates	*The school attendance rates meet or exceed the district's annual attendance targets for all students and by student groups.*					
	Student Performance and Assessment (Non state mandated assessments)	Other student assessment data which includes benchmark assessments, student growth assessments, internally developed assessments, portfolios, other assessment methods.	*Demonstrated students' growth related to alternative assessment methods. Annual growth targets as identified internally.*					
	Data Driven Decision Making	Data-driven decision making	*The school competently uses formative and summative data to inform and guide instructional planning and practice aligned with Common Core Standards*					
	Annual Performance and Student Achievement Goals and Objectives	Analysis of annual school performance related to originally stated student performance goals and objectives.	*Demonstrated trends toward positive growth related to annual student performance measures.*					
	Implementation of Mission/Vision	Data supporting the implementation of the originally stated mission and vision	*Demonstrated evidence of school's implementation of originally stated mission and vision.*					
	Instructional Strategies	Implementation of curriculum and instructional techniques	*The school is successfully implementing curriculum and instructional techniques as defined in the school's approved charter application.*					
		Implementation of differentiated instruction for students, particularly of those below grade level	*The school implements demonstrated effective instructional interventions/techniques that support struggling students achieve at grade level.*					
	Professional Development Plan (PD)	Relevant PD program aligned with program mission and vision.	*Annual PD calendar demonstrating PD based on needs assessment*					
	Special Education/ELL	Implementation of specialized instruction for exceptional learners (Students with disabilities, and 504 plans)	*The school provides quality services for students with disabilities as defined in the school's approved charter application and as required by applicable law.*					
		Implementation of ELL program	*The school provides quality services for English Language Learner students as defined in the school's contract and as required by applicable law.*					

Meets Standards | Approaching Standard | Does not meet Standard

	Focus Area	Indicator	Standard	5/1/2010 Annual Report	5/11/2011 Annual Report	5/18/2012 Annual Report	5/17/2013 Annual Report	10/1/2013 Renewal Site Visit Report
B School Climate	Student Enrollment	Targeted Student Enrollment	Annual student enrollment in relation to the originally stated enrollment targets.					
		Student/Teacher Ratio	Annual student teacher ratio by classroom in relation to the originally stated ratios					
		Geographic Analysis	Analysis of current student enrollment in relation to the demographic breakdown of both the surrounding communities as well as AACPS as a whole.					
		Enrollment Trends	Annual analysis of student enrollment trends.					
	Behavior Interventions and analysis	Intervention effectiveness	Description of behavior intervention programs and an analysis of the school's annual safe school data (referrals, suspensions, expulsions)					
	Behavioral Philosophy	Solid research based behavior approach to school wide interventions	Description of school wide behavior interventions and methods for insuring that all staff are trained and held accountable for adhering to this philosophy					
	Parent Satisfaction	Annual parent satisfaction data	Demonstrated high level of parent satisfaction.					
	Staff Retention and Turnover	Annual staff retention and turnover rates	Data showing annual trends of teacher retention and turnover					
	Measures of School Climate	Examples of methods used to assess school climate	Documented methods of assessing school climate along with accompanying data					
	Extra-Curricular activities	Examples of extra-curricular activities offered at the school	Listing of annual offerings related to all extracurricular activities					
C Parent and Community Involvement	Parental Involvement	Parental involvement opportunities	Methods for enlisting positive and ongoing parental involvement in the school.					
	PTO	Effective PTO	Demonstrated evidence of effective and engaged PTO					
	Business Partnerships	Established partnerships	Listing and defined relationship of all Business Partnerships					
	Special Education	Special Education Process	The school meets timelines and legal requirements as they relate to the provision of services for students with disabilities.					

Monarch Academy Public Charter School Baltimore

Monarch Academy Public Charter School Baltimore Campus (operating for 2 years and 7½ months): 2525 Kirk Avenue, Baltimore, MD 21218. Alison Perkins Cohen, Executive Director of Office of New Initiatives, Baltimore City Public School System, phone 443-642-4551. Student composition is regular education and special education students (17%) grades K-8. Enrollment = 990 students.

Student Achievement

Student Academic Growth: MSA Achievement: The state data for Monarch Academy Baltimore City is less telling. In 2011-12, only third and fourth grades were tested. Fifth grade was added during the 12-13 SY. In addition, the increased number of new students enrolled in each grade makes year to year comparisons difficult. Below is the state assessment data for Monarch Academy Baltimore City. Student groups not reported indicate that the number of students in those groups was five or less.

SY 2012-2013				
Subject	Student Group	# of Test Takers	Proficient & Advanced	%
Reading	All Students	292	208	71%
Reading	Black or African American	281	197	70%
Reading	FARMS	244	168	69%
Reading	Special Education	24	4	17%
Math	All Students	292	182	62%
Math	Black or African American	281	172	61%
Math	FARMS	241	139	58%
Math	Special Education	23	2	9%

SY 2011-2012				
Subject	Student Group	# of Test Takers	Proficient & Advanced	%
Reading	All Students	123	88	72%
Reading	Black or African American	121	87	72%
Reading	FARMS	102	69	68%
Reading	Special Education	*	*	
Math	All Students	123	93	76%
Math	Black or African American	121	92	76%
Math	FARMS	102	74	73%
Math	Special Education	*	*	

* Less than five students in the test group

Comparative Data

Grades 3-5	2013		2012	
School	Reading	Math	Reading	Math
Monarch Academy	71.2	62.3	71.5	75.6
Harford Heights Elementary School	58.4	61.2	52.9	62.3
Brehm Lane Elementary School	61.9	61.2	66.6	72.0
Moravia Park Elementary School	62.4	74.0	55.2	62.7

While comparative data is useful, it is noted that Monarch Baltimore moved into a fully functional school building with 330 students in year one of its operation and made AYP. Then in year two it needed to move out of its school building to find a school large enough to accommodate 660 students. Many parents were fearful to have their children attend school in the new neighborhood as it was perceived as a less desirable area. One hundred students withdrew and the school admitted 430 new students. Many of the new students demonstrated lower proficiency when they entered the Academy than the initial group of 330 students. This also resulted in another new group of Monarch teachers who needed to learn the Monarch teaching system. This resulted in children scoring lower on test scores because they had a shorter time being educated at Monarch, i.e., only months, which drove the scores down. Then the school moved again to its permanent site in its 3rd year to a newly renovated school and brought in another 330 students who had never been in the school which negatively impacted our scores again along with the adjustment of another group of new teachers who were just learning the Monarch system of teaching. The constant influx of students who are behind academically and teachers new to the school had a negative impact on test scores so scores need to be viewed within that context. This is also the rationale for admitting all students and teachers in the first year rather than continually impacting the academic culture and climate by repeatedly including new students and teachers.

State Accountability: The State of Maryland determined that the proficiency standards for 100% of all students proficient on state exams was an unrealistic target. Consequently, the state sought a waiver from the United States Department of Education to develop a new accountability plan. The waiver was approved and the state moved from Annual Yearly Progress to a School Performance Indicator. New targets were established for the 11-12 SY. Essentially, the targets were to use the baseline score of the 10-11 SY and cut the number of students who scored Basic in half. The new targets are called Annual Measurable Objectives (AMOs).

Below is the performance data for Monarch Academy Baltimore. With the shift in accountability, Monarch Academy Baltimore hit its AMO target in the 11-12 SY. As the target rises, math performance is lagging behind the AMO. The decrease in results of academic performance in 2012-2013 can also be attributed to an influx of 330 new students plus about 60 students who were doing well in the school but whose parents pulled them out of the school when the school moved from Northeast Baltimore to West Baltimore. The move was due to the need for a school building that could accommodate 660 students rather than the previous building which accommodated 330 students. The West side of Baltimore is viewed as a very dangerous, drug-infested part of the city. It also is viewed as having the poorest of the poor so many of the 530 (430 new students + 100 new students who took the place of the 100 who left) new students were further behind academically than the initial 330 students enrolled in 2011-2012 and socially more disadvantaged. Again, this makes the case why it is best to enroll all the students at once rather than ramp up slowly and constantly add new teachers and students which requires continuous reset of the culture given both the students and the new teachers hired to teach the new students need re-acculturated to the school and the instructional approach. This need for re-acculturation process lowers school performance due to the time it takes away from focus on the academic performance.

2013 School Progress on AMO Targets Monarch Academy Baltimore City

	Reading Percent Proficient »	Reading Participation Rate »	Mathematics Percent Proficient »	Mathematics Participation Rate »	Attendance »
All Students	Met	Met	Not Met	Met	Met
Black or African American	Met	Met	Not Met	Met	
Hispanic/Latino of any race	na	na	na	na	
White	Met	na	Met	na	
Two or more races	na	na	na	na	
Free/Reduced Meals	Met	Met	Not Met	Met	
Special Education	Not Met	na	Not Met	na	

2012 School Progress on AMO Targets Monarch Academy Baltimore City					
	Reading Percent Proficient »	Reading Participation Rate »	Mathematics Percent Proficient »	Mathematics Participation Rate »	Attendance »
All Students	Met	Met	Met	Met	Met
Black or African American	Met	Met	Met	Met	
Hispanic/Latino of any race	na	na	na	na	
White	Met	na	Met	na	
Two or more races	na	na	na	na	
Free/Reduced Meals	Met	Met	Met	Met	
Special Education	Met	na	na	na	

Nonacademic Data

Attendance Rates: 2011 – 2012 = 95.3%, 2012 – 2013 = 94.3%

Discipline

Suspensions

	2011-12	2012-13
Number of Students Enrolled	334	661
Number of Suspensions	12	70

Teacher Turnover for Monarch Academy Baltimore Campus

	Percent of Teaching Staff Not Returning	Percent of Teaching Staff Not Returning (due to promotions in education field or relocating to another area)	Percent of Teaching Staff Not Returning (due to performance)
2011-12 School Year	**8/28** = 28.6%	**7/28** = 25%	**1/28**= 3.6%
2012-13 School Year	**6/47**= 12.8%	**5/47** = 10.6%	**1/47**=2.1%

The Children's Guild has done an excellent job of managing public charter school funds. **See Appendix, Section V** for audited financial statements for charter schools managed by The Guild (EMO).

The Children's Guild has experienced only positive publicity for the charter schools it manages since the day it launched its charter school Educational Management Organization (EMO). Consequently there have been no sanctions during the five years it has operated charter schools. One indication of the quality of The Guild's EMO is that it received a renewal of its Monarch Glen Burnie Charter School for another 5 years from Anne Arundel County Public Schools on February 19, 2014. It has also received a 25 year contract to operate an International Baccalaureate and Information Technology K-8 school and charter approval to open a replication of its Monarch Glen Burnie School in 2015. The approval to open two new schools and the length of the contract for the IB / IT school is testament by Anne Arundel County Public School System of the confidence they have in The Children's Guild Education Management Organization's ability to operate an effective public charter school.

3. Finance

a. Anticipated Sources of Funds

While we believe we may receive some private grants and contributions to support our program, our financial plan relies nearly entirely on per pupil and federal formulaic and programmatic funding. We also assume we will receive the $700,000 Title Vb Charter School start up grant. PPF and federal funding comprise more than 99 percent of our budgeted revenue each operating year.

In the planning year, we include a line of credit advance from The Children's Guild, Inc. to help fund start-up costs (including leasehold improvements). The line of credit advance is guaranteed by The Children's Guild, Inc., making nearly all of our expected funding either guaranteed by The Children's Guild, Inc. or from local/federal sources. We will repay the advance early in the first operating year.

Anticipated Per Pupil Allocation

Revenue/Funding Source	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
01. Per Pupil Charter Payments	$ -	$ 9,411,831	$ 9,600,067	$ 9,792,069	$ 9,987,910	$10,187,668
02. Per Pupil Facilities Allowance	$ -	$ 1,350,000	$ 1,350,000	$ 1,350,000	$ 1,350,000	$ 1,350,000
03. Federal Entitlements	$140,000	$ 652,609	$ 772,411	$ 549,078	$ 509,078	$ 509,078
04. Other Government Funding/Grants	$ -	$ 256,831	$ 261,662	$ 266,590	$ 271,617	$ 276,744
06. Private Grants and Donations	$ -	$ -	$ -	$ -	$ -	$ -
07. Activity Fees	$ -	$ 9,000	$ 9,180	$ 9,364	$ 9,551	$ 9,742
08. Loans	$170,000	$ (170,000)	$ -	$ -	$ -	$ -
09. Other Income	$ -	$ 24,828	$ 16,338	$ 16,348	$ 16,359	$ 16,369
Total funds	$310,000	$ 11,535,098	$12,009,658	$ 11,983,448	$12,144,514	$12,349,601

Per Pupil funding – Line 01 Per Pupil Charter Payments and Line 02 Per Pupil Facilities Allowance.

Our estimate for Per Pupil funding assumes the base FY14 PPF funding increases 2 percent annually, consistent with recent history. We assume that the $3,000 per pupil facilities funding allowance in FY14 will remain flat over the full time horizon of the budget. We also assume the grade-level, SpEd, and LEP/NEP multipliers remain flat and consistent with FY14. These assumptions result in a foundation per pupil payment of $9,682 in FY16 and $9,876 in FY17, with a constant per pupil facilities payment of $3,000.

Below are our enrollment projections for our first five operating years. We have six percent LEP/NEP students, consistent with the DC PCS average. We assume a significantly higher special education profile than the DC PCS average of 13 percent. As detailed in other parts of the application, serving students with IEPs is one of our huge strengths and we believe our recruiting and outreach efforts supported by our reputation will yield a student population with

a majority of SpEd students. Our financial model is based on 60 percent of the students having IEPs. If we fall short of this expectation, we will adjust our staffing accordingly. As all federal and local SpEd funding must be spent on SpEd-allowable expenses or be returned, the high proportion of SpEd students is not driving the financial viability of our business model.

We assumed the poverty statistics of our students would be higher than the current DC PCS population of ~68 percent (at 82 percent), as we believe the location we are targeting for our facility and especially the high proportion of special needs students we intend to serve will yield a higher proportion of economically disadvantaged students than District PCS average.

Grade/Profile	SY15-16	SY16-17	SY17-18	SY18-19	SY19-20
PK 4	-	-	-	-	-
K	25	25	25	25	25
1st	25	25	25	25	25
2nd	25	25	25	25	25
3rd	25	25	25	25	25
4th	50	50	50	50	50
5th	75	75	75	75	75
6th	75	75	75	75	75
7th	75	75	75	75	75
8th	75	75	75	75	75
Level 1	98	98	98	98	98
Level 2	86	86	86	86	86
Level 3	32	32	32	32	32
Level 4	54	54	54	54	54
LEP/NEP	27	27	27	27	27
Total students	460	460	460	460	460

Line 03 Federal Entitlements and Line 04 Other Government Funding/Grants.
Federal entitlements include NCLB and IDEA formulaic funding as well as the Title Vb start up grant, while Other Government Funding/Grants is NSLP revenue (and a small amount of Healthy Schools Act revenue).

We assumed 82 percent for students in poverty as noted above and used OSSE's most recent guidance memo for Proposed Public Charter Schools dated January 11, 2013 to estimate Title 1, 2a, and IDEA funding. We assumed no increases in funding for the federal formulaic grants, but did assume an inflationary increase for the NSLP reimbursement amounts, which is consistent with past experience. We used the unit information shown in the chart below to forecast NCLB/IDEA and NSLP revenue.

Federal grant program	Amount
Title 1, Part A, per F/R pupil	$ 919.60
Title 2, Part A, per-pupil	$ 174.41
IDEA, Part B 611, per-pupil	$ 201.75
IDEA, Part B 619, per-3-5 YO pupil	$ 15.98
Nat'l Food Prgm category	FY14 rates
Lunch - Paid	$ 0.30
Lunch - Reduced	$ 2.55
Lunch - Free	$ 2.95
Breakfast - Paid	$ 0.28
Breakfast - Reduced	$ 1.28
Breakfast - Free	$ 1.58
Snack	$ 0.80

Line 06 Private Grants and Donations, and Line 07 Activity Fees.
As noted above, for conservatism we did not assume any private fundraising. We assume modest activity fees as CGDC expects the PTA to raise funds to the best of their ability for enrichment activities and field work.

Line 08 Loans and Line 09 Other Income.
We budgeted a total of $170k in line of credit advances from The Children's Guild, Inc. in the planning year. Early in the first operating year this advance will be paid back. The advance covers start up spending both in excess of that expected to be covered by Title Vb, and also as a source of initial liquidity as Title Vb funds are paid on a reimbursement basis, typically on a 60-90 day lag from incurring the expense.

The small amount of other income budgeted is paid lunch from our families who do not qualify for free or reduced lunch (we base this number only on paid lunch—no funding is assumed from paid breakfast, snacks, or reduced lunch/breakfast). Furthermore we assume only a 50 percent collection rate from our bottoms-up forecast for conservatism. Also, we have a small amount assumed for student uniforms to recapture some of that cost.

CGDC has the following contingencies in place to handle issues resulting from timing of funding, as well as overall lower-than-expected funding.

Timing of Funding.
The Children's Guild, Inc. has made a commitment to protect CGDC from timing-related shortfalls in liquidity. We have assumed in our forecast a line of credit that will be drawn on during the planning year. Should funding be delayed or needs be larger than forecast, either during the planning or subsequent operating years, The Children's Guild, Inc. would serve as a backstop to provide additional/larger advances in the form of a line of credit totaling $600,000 in borrowing capacity.

Lower-Than-Expected Funding.
CGDC's budget is fairly conservative. In addition to planning for a reasonably healthy surplus to build operating reserves and funds for a permanent facility, the budget contains a contingency for unforeseen expense or revenue shortfalls of 1.5 percent of revenue or

~$180k. If there were funding shortfalls driven by under-enrollment, we would see savings by reduced cost to serve a smaller student body and would evaluate how to best make cuts to minimize program impact while restoring fiscal viability. If funding shortfalls were severe and driven by reduced funding levels, CGDC would work to bring spending into alignment with revenue, with one possible short-to-medium term fix being a reduction in the management fee to The Children's Guild, Inc.

Lower than Expected Enrollment.
The rent payment in the lease agreement that is currently being negotiated is structured on a per pupil basis, in effect converting this sizable cost that is normally a fixed cost into a variable cost that will automatically drop with lower than anticipated enrollment. Additionally, the modular nature of the staffing model developed by the Education Management Organization during 60 years of running special education schools in times of volatile environments also adjusts well to changes in enrollment including the overhead positions that can be added or subtracted to match revenues and enrollment.

There are several financial goals for the first five years of operations. We aim to maintain a surplus every year to ensure a steadily growing net worth that will place the school in a secure and sustainable position for the future. Similar to most start up charter schools, in addition to building operating reserves, we are planning to save to be able to afford a permanent facility by around Year 5 that will be CGDC's permanent home. The savings could provide the equity required for either leasehold improvements to a DCPS surplus facility or for the purchase and renovation of a non-DCPS facility. Our five-year plan projects accumulating approximately $4m by the end of FY20. We would view approximately $3m of this to be operating reserves (using a rough metric of 3 months operating expense), with the remaining $1m available to support a facilities project.

b. Planned Fundraising Efforts

At this time we have no planned fundraising efforts given we feel the financial assets of The Children's Guild, Inc. and the local and federal funding driven by student enrollment provide sufficient revenue to operate the school in a way that will meet the needs of the students admitted.

The organizational capacity of The Children's Guild, Inc., its development department's capacity for grant writing, and its line of credit/cash reserves are sufficient to fund the anticipated planning and development expenses prior to opening the school. Furthermore, as noted above, we expect the Title Vb start up grant to cover some planning year expenses as well.

c. Financial Management and Accounting

The school principal and administrative school secretary, working daily with the Education Management Organization (EMO), will fulfill the responsibility of the management and accounting for school funds on a daily basis. The Board will exercise overall financial oversight of the school. The principal's qualifications are contained in section C.3.4.a. The EMO's qualifications are contained in section A.1.1 and C.3.4.a.

The financial controls and financial management polices to be employed are detailed in The CGDC Accounting Procedures Manual (**see Appendix, Section W).** The preparation of the budget is described on Page 1 (Section II A Budget) of the CGDC Accounting Procedures Manual.

Monthly cash flow management will be supervised by the CFO of the EMO using weekly projections and daily monitoring. An advance during the planning year and additional advances under a working capital line of credit from The Children's Guild, Inc. will provide liquidity if there are unforeseen shortfalls. However, given the pre-payment of PPF and PPFF each quarter, in advance, in addition to conservative budgeting and careful management, we do not anticipate liquidity issues once the new school is operating. Details of the first years' cash flow plans are contained in the budget section (see **Section E).**

As documented in the CGDC Accounting Procedures Manual (page 1, paragraph 2), the CGDC will adhere to policies and practices dictated by generally accepted accounting principles (GAAP accounting), District of Columbia Educational Law, District of Columbia Regulations, and standards required by the District of Columbia Financial Reporting Manual. CGDC will make all financial records available to DC Charter Board within 48 hours of a request for auditing purposes.

As explained in earlier sections all of the activities of this school will be contained within a newly created corporation. Funds will be held in separate bank accounts of that corporation, separate accounting records including a separate general ledger will be maintained. Separate financial statements (both interim unaudited and year end audited) will be produced. A separate annual audit will be performed and the resulting audited financial statements distributed independently of any other organization.

d. Civil Liability and Insurance

When approved, CGDC will acquire the necessary insurance from our current broker, Jerry Partlow, owner of Partlow Insurance Agency. The Children's Guild, Inc. currently maintains this coverage. See **Section E** for certificate of insurance.

e. Provision for Audit

An independent CPA firm on the PCSB's approved auditor list will perform audits annually in full compliance with the District of Columbia laws and the DC Public Charter School Board requirements.

4. Facilities

a. Identification of a Site

We plan to house the school at 5600 East Capitol Street NE, Washington DC in Ward 7. We are currently engaged in discussions with the See Forever Foundation, which controls the property. We plan to lease two floors (which contain 25 classrooms) in the building and to be co-tenants with the Maya Angelou Public Charter School. Immediately following notification of conditional approval of our charter application, we anticipate being able to conclude negotiations and to occupy the building in time for the beginning of the school year in August 2015. Renovations will include mostly esthetic changes since the building is a school with the number of classrooms needed already in place. If developments at the Options Public Charter School located at 1375 E Street NE in Ward 6 result in that building becoming available, we may consider that site as another alternative.

As a back-up plan, we continue to work with the TenSquare Group to identify other possible sites in case our primary plan does not come to fruition. We will continue to do this until the location is finalized.

b. Financing Plans for Facilities

As outlined in the previous section, The Children's Guild, Ltd. expects to lease the space required to house CGDC. CGDC will then sublease the space from The Children's Guild, Ltd. Also as noted earlier, we are structuring the lease to be based on a cost per-student amount vs. a cost per square foot making one of our largest contractual commitments variables with enrollment.

We assume leased space over the five-year horizon of the application budget. The cost of renovations will be financed by the building owner, but we do assume that modest leasehold improvements of $50,000 will be incurred directly by CGDC during the planning year. We have budgeted approximately $1.4 million a year for rent.

c. Building Maintenance

CGDC recognizes the importance of a safe, clean environment for its students. In order to ensure such an environment, we will institute The Children's Guild Preventive Maintenance Program. The school's Facility Coordinator working with the custodial crew, The Children's Guild Director of Facilities and The Children's Guild's corporate (mobile) maintenance crew will ensure that all policies, codes and standards are met, and that all mechanical systems are

operating properly. An automated tracking system will monitor maintenance needs on a real time basis, and ensure preventive maintenance and repairs are conducted swiftly and cost-effectively. The automated maintenance tracking system also identifies opportunities for increased efficiency. The care and maintenance of our physical environments is one of our pillars under the philosophy of Transformation Education. We employ a variety of systems which monitor the cleanliness and decorum of our physical environment. For a bird's eye view of one of our school environments, go to www.childrensguild.org.

5. Recruiting and Marketing

a. Recruitment of Students

There are several key strategies related to student recruitment. First of all, The Children's Guild will recruit from the entire District for students with special needs. We want to become known as a destination school available to students throughout DC whose educational needs require an individualized plan.

We talked to Jennifer Daniels, Executive Director of the Council for American Private Education (CAPE) in DC. She suggested we talk to Gene Baptiste, Executive Director of the Independent Schools and Maggie Hubbard, the Director of Special Education of the Catholic Schools to determine their interest in using CGDC to refer families to or to purchase our diagnostic and evaluation services from, or our training and consultation services to build their special education capacity for their students. Based on Ms. Daniels suggestion we will visit these four schools for referrals of children who have special education needs beyond what is available to serve students currently enrolled. These schools include Calvary Christian Academy, Cornerstone, Dupont Park Adventist and the Monroe School. She also indicated an interest in exploring using CGDC as an LEA of choice for special education needs for CAPE affiliated schools.

We will also visit Headstart programs and preschools throughout the District to recruit students who require an enriched and individualized learning environment to be successful in schools.

We also plan to attend association meetings held for families who have children with special education needs such as autism, developmental disabilities, ADHD, etc. to inform parents of CGDC's capacity to meet their children's needs and to recruit applications. Another component of our recruitment strategy is to also visit the ANC's in Wards 5, 7 and 8 to make local neighborhood leaders aware of CGDC's capacity to serve students with both regular and special education needs. We will ask if we can exhibit at neighborhood events as a means of recruiting parents to come to informational meetings or to make application for their children enroll in the school.

Through the aforementioned contacts, we will establish community meetings to introduce our programs to parents and students. In addition, we will use radio advertising, social media and door-to-door visits in Wards 7 and 8 to notify families of our school and invite them to the school for tours and to meet the staff and solicit applications for enrollment. We also plan to attend festivals and stand outside of supermarkets in various locations in the city to recruit applications for enrollment.

We will begin recruitment in September, 2014 and continue to recruit until our enrollment goal is met.

As soon as the authorization process permits, we will begin our recruitment of special needs students. At the same time, we will emphasize in Wards 7 and 8 that our school is also designed to provide a rigorous academic program through our Project Based Learning approach for learners without special needs. Our strategy is to appeal District-wide for our special education population and locally in Wards 7 and 8 for our regular education population. This does not mean we will not recruit students with special needs in Wards 7 and 8 but rather, we will place greater emphasis on recruitment of students with special needs in Wards 1 – 6. One of the reasons to seek our regular education students locally is that our younger grades are more likely to be interested in a neighborhood school. These younger students are also less likely to need special education services. Thus, we expect to get most of our regular education population target of 40% from students in Wards 7 and 8 and to draw from schools across the District for our target population of 60% special education population.

Our specific recruiting strategies include visiting the existing charter schools and public schools to make them aware of our ability to serve children with special needs they find difficult to serve; to offer them our diagnostic and evaluation services; and to offer staff development and consulting services to build their capacity to educate students with special education needs. In addition, we will reach-out to and be available to students of the former Options School.

Because of our experience opening and operating charter schools, we know how to adjust our classes and structure to accommodate actual enrollment, even if it is significantly different from projected enrollment. We utilize a modular approach to opening our schools that can respond easily to changes in student profile. In addition, we budget conservatively and include in that budget a contingency for unforeseen revenue shortfalls. Finally, there is reduced cost for serving a lesser number of students that, along with the other approaches above, allows us to adjust to a wide range of enrollment numbers.

Our school has a tremendous amount to offer. The school model rooted in the TEACCH structures, Transformation Education and Project Based Learning will be successful because it is truly designed for both students who need an individualized approach to learning and students that learn best through experience and who desire a rigorous academic standards.

C. Plan of Operation
1. Student Policies and Procedures
a. Timetable for Registering and Enrolling

CGDC will participate in the common application and lottery.

Enrollment Calendar

Key Events	Dates
Application Deadline (round #1)	March 2, 2015 – Application and direction on how to apply are on My School DC
Application submission (round #2)	March 3, 2015 – May 15, 2015
Lottery	March , 2015 (round #1)
Notification of Lottery (round #1)	March 31, 2015 - Lottery results are released and are available online. Families that provided an email address also will receive lottery results by email or log onto their My School DC account to view results.
Deadline to accept a space if your child was matched with space in school through lottery.	May 1, 2015
Deadline for round #2 of the lottery for all grades.	May 15, 2015
***Round #2 is open only to students who missed the March 2 deadlines and students who were not matched with an opening in the school in the first round of the lottery.	
*** To accept your space, you must submit required enrollment forms and prove DC residency.	

CGDC will not discriminate in its admission policies against any individual on the basis of any classification protected under statute or PCSB policy, or on the basis of the student's academic ability or previous disciplinary record. Students who apply by the stated deadline for application will be admitted, up to the maximum number of students that can be accommodated by the school for any given year. If more eligible students apply than can be accommodated an admission to a lottery will be held.

As a public charter school CGDC will be open to all students in the District of Columbia based on the MySchoolsDC lottery enrollment system. Previously enrolled students in CGDC will have the assurance that they will be guaranteed admission the following year. The deadline for student reenrollment will be established by CGDC each year. The Common Lottery application deadline for 2014 is March 3. If the number of student applicants at a grade level exceeds the

capacity at the given grade, a lottery will be held. In the event that CGDC has not reached its enrollment target on the date when the application window closes, we will continue our outreach efforts until the capacity is reached. Students who apply after capacity has been reached will be placed on a waiting list in the order in which their application is received. Applicants will be identified by number and grade. As spaces become available at CGDC, applicants will be offered admittance in the order of placement on the waiting list.

CGDC will grant enrollment preference to siblings of current students during the enrollment period. If a parent submits applications for siblings within the enrollment period, if one of the siblings is chosen in the lottery, the other siblings may be enrolled as long as a slot is available in their siblings' grade levels. For detailed procedures on how the lottery will be conducted see **DC Public Charter School Board Enrollment and Lottery Guidelines/ School Reform Act (Sec 38-1802.06). No preference will be given to the children of faculty or board members.**

b. Policies and Procedures for Enrollment and Withdrawal of Students

CGDC policy and procedure for enrollment and withdrawal is as follows: The principal or person designated by the principal to be in charge of registration for each school or program shall be responsible for receiving all applications for admission, conducting registration procedures, and certifying that all admission requirements and prerequisites have been properly met by the school. Prior to the admission of a student, 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 is not necessarily 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 which gives the student's date of birth
- A sworn (notarized) affidavit of the student's correct date of birth. Affidavit forms shall be available from each principal or other person responsible for admission and registration procedures
- An official transcript from the last school attended by 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

A parent or guardian shall provide the following information for each registering student:

- Full name of the student
- Full name, home address, and work address of each parent, guardian, or other person having custody or control of the student for the purpose of admission
- The home and work telephone numbers of each parent guardian, or other responsible adult or, in each case, the telephone number through which each person may be contacted at home and at work

- The name and telephone number of a person or persons who should be contacted in case of an emergency
- The name, address, and telephone number of the student's physician, clinic, or other person or agency where the student's medical records are located
- The date of registration
- The manner or type of admission

The principal of CGDC or other person responsible for admission and enrollment procedures may require the following:

- The submission of at least three (3) documents indicating District of Columbia residency to determine whether the student is eligible to attend CGDC without payment of non-resident tuition
- The parent, court appointed guardian or custodian providing verification of District of Columbia residency for both current and initial enrolling children
- Parent, court-appointed guardian or custodian shall have ten (10) school days to provide the indicators of residency requested. If the required information is not provided in the requested time period, which can be extended at the discretion of CGDC, arrangements must be made to enroll as a non-resident student and to pay non-resident tuition.

Failure to provide the requested information or pay the required tuition will result in exclusion from CGDC. One of the following items shall be required to establish District of Columbia residency:

(1) Proof of payment of D.C. personal income tax by a parent or guardian for the tax period closest in time to the consideration of District of Columbia residency;
(2) A current (i.e., issued less than forty-five (45) days prior to consideration of residency) tax withholding statement which contains a parent's or guardian's name and evidence of his or her District of Columbia residency; or
(3) Current official documentation of financial assistance from the District government including, but not limited to, Temporary Assistance for Needy Families (TANF), housing assistance or other programs, etc.
In addition, two (2) or more of the following items shall be required to establish District residency:
(1) A vehicle registration showing the parent's or guardian's name and evidencing District of Columbia residency;
(2) Title to residential property in the District of Columbia, or a valid, unexpired lease agreement and paid receipts or canceled checks (for a period within the two (2) months immediately preceding consideration of residency) for payment of rent on a District residence in which the applicant actually resides;
(3) A valid, unexpired D.C. Motor Vehicle Operator's Permit, or non-driver's identification;
(4) Maintenance of District of Columbia voter registration; and

(5) One (1) or more utility bills and paid receipts or canceled checks (from a period within the two (2) months immediately preceding consideration of residency), showing the parent's or guardian's name and a District of Columbia residence; and

(c) If the parent, court-appointed guardian or custodian cannot provide the documents described in this subsection (e.g., in the case of a homeless student), the principal or his/her designee has the discretion to grant an exemption to the required indicators of District of Columbia residency to permit admittance to CGDC.

Student withdrawal - A student may withdraw from a public charter school at any time.

Students who do not live in the District of Columbia are welcome to apply. However a Non-District of Columbia resident applicant will only be enrolled in CGDC after all DC resident applicants have been enrolled. A tuition fee is required if accepted.

Students will be accepted mid-year if space is available. CGDC anticipates that its special education services and its Diagnostic and Evaluation program will attract students from other charter and/or public schools seeking special education programming at various times of the school year. CGDC will welcome these students.

In our inaugural year, CGDC will be accepting students in grades K-8. Each year afterwards, CGDC will be accepting Kindergarten, 4th and 5th grade students and replacing students in other grades impacted by attrition and withdrawal. In other words, CGDC does not plan to restrict entry at any grade it serves, at launch or going forward.

c. Students with Disabilities

Identification

CGDC proposes to service a special education population of 60% of its student body in addition to offering a Diagnostic and Evaluation program that would identify special education needs, instructional accommodations/modifications, behavioral interventions and support of related services. As a result, CGDC will provide a continuum of special education resources to meet the needs of this diverse population. Because of its long history and demonstrated success in both the nonpublic and charter arenas, The Children's Guild is uniquely qualified to operate a majority special education charter school. CGDC will comply with all regulations in accordance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 503). Please see the Students with Disabilities Continuum of Services section for further details.

Special Education Process

Stage	Time Allowed Between Stages
Instructional Interventions	Ongoing
Screening: SST team	Ongoing
Parent requests evaluation in writing Parent consents to formal assessment Eligibility determination completed	90 calendar days
IEP written and approved by IEP team	30 calendar days
IEP implemented once parent written consent is obtained	As soon as possible
Annual review	1 year
Reevaluation	Within every 3 years
Due Process Hearing Timelines Hearing request received by school system Hearing decision	45 calendar days
Timeline to appeal hearing decision to court	180 calendar days

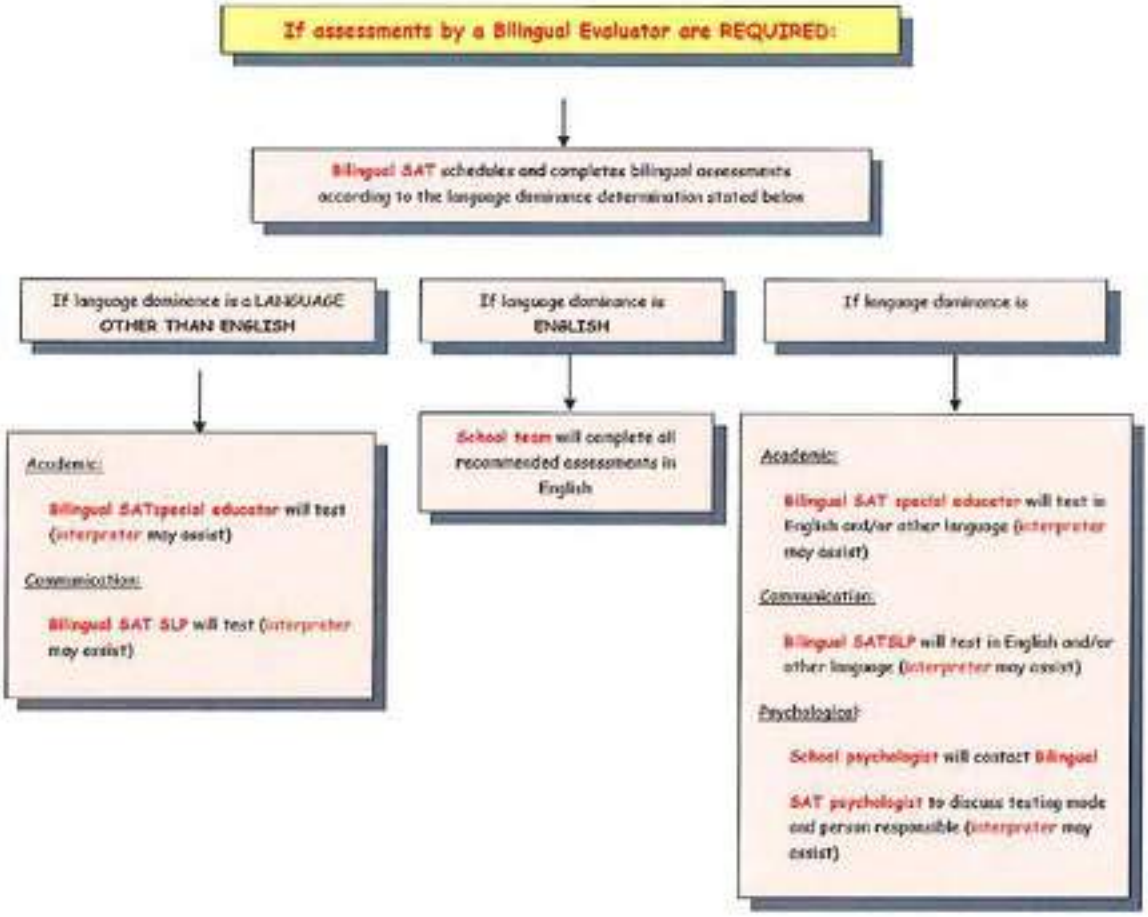
CGDC will employ various methods to determine least restrictive environment for students with disabilities. A chart outlining data sources can be found under the Goals section on page 18. Both formal and informal methods will be used to determine an effective level of intervention. Behavioral data will also be analyzed to determine the impact of the student's behavior on their availability to the learning process. CGDC will employ a continuum of interventions, both behavioral and academic to determine how to best meet the needs of the student based on a compilation of data sources.

Data will include formative assessments, summative assessments, observation data, student work samples/products as well as standardized tools and state testing (DC-CAS, PARCC and NCSC). The SST team in collaboration with classroom teachers will monitor student progress in order to determine the most effective level of intervention and to maximize the student's ability to participate in general education curriculum activities and with nondisabled peers to the greatest extent possible.

d. English Language Learners

The process for identifying English Language Learner begins during enrollment. The non-English Proficient (NEP) or Limited English Proficient (LEP) student will be placed in a class appropriate to the child's academic needs as determined by the student's prior placement and performance on the Access for ELLs™. This process is delineated under the English Language Learner section on page 24. If the student is not already identified the following process will be implemented:

Referral Process for Bilingual Student Assessment Team (SAT)



Once the assessments are completed, the SAT team will meet with the parents/guardians to determine the need for ESOL services. Communication with parents will be provided in their native language as described in the family involvement, Non-English Speakers section. CGDC anticipates having a diverse staffing population who will be fluent in other languages and able to communicate with families.

2. Human Resource Information
a. Key Leadership Roles

Chief Administrative Officer: Allan D. Arbogast/Maryland Certification: Advanced Professional Certification (Superintendent; Elementary - Middle Supervisor; Elementary-Middle Principal; Elementary Education 1-6 & Middle School; Political Science 7-12). Mr. Arbogast professional career began in Anne Arundel County. He taught for 10 years; assistant principal for 5 years; principal for 14 years; and senior manager for academic accountability for 4 years. He then pursued his career in Prince George's County Public Schools in 2010 as the chief academic officer and acting deputy superintendent for academics (1 year). He will spend approximately 15% of time dedicated to this particular school. See attached resume.

Curriculum Leader: Kelly Spanoghe/Maryland Certification: Advanced Professional Certificate; Special Education/Elementary Education; Administrator 1. Ms. Spanoghe has been employed with the Children's guild since 1996. Her initial role was Director of Education for our level V non-public school until 2009. At this time she became the VP of Educational Services. In this position Ms. Spanoghe had oversight for all of our non-public schools located in Baltimore City, Prince George's County and Anne Arundel County. She will spend approximately 33% of time dedicated to this particular school. See attached resume.

Business Officer: Amanda Henck/ Certified Public Accountant. This position is supported by The Children's Guild's Chief Financial Officer. Ms. Henck began her career in 2007 in the capacity of Associate Auditor in the public sector and Senior Associate until 2013. She is The Children's Guild's Assistant Director of Finance and has complete oversight of our Charter Schools financials. Ms. Henck is available as much time as needed and has the support of a team to include: a financial controller, analyst, accounts manager, accounts payable, payroll clerk, billing/data entry clerk, administrative assistant, and three IT personnel. See attached resume.

Legal Counsel: Thora Johnson @Venable LLP located at 750 E. Pratt Street, Baltimore, MD 21202. Available on an as needed basis. Contact information tajohnson@venable.com or 410-244-7717.

Additional Supports: Gladys Graham/Project-Based Learning Coordinator/ Bachelors of Science in Elementary Education and Interdisciplinary Studies. She will spend approximately 15% of time dedicated to this particular school. See attached resume.

Hiring the School Principal to support the Chief Administrative Officer

The Children's Guild Human Resource Corporate Recruiter will begin the hiring process based on the job description and educational requirements. We have developed an intensive process for choosing the school's Principal once approval has been obtained to operate the school. After an extensive phone screening, the selection panel will narrow down the pool to 3-5

prospective candidates. Those candidates will participate in a two hour interview process. During a 40 minutes face to face interview, they will be asked to demonstrate their knowledge about setting an instructional direction, building a culture of character, creating professional learning communities, supervising special education and using data to make instructional decisions. The selection panel will also use a writing prompt encompassing two topics: What decisions would you make about the specific data and how would you provide feedback to a marginal teacher? The candidate will also view a video of a teacher teaching and be required to give observation results on the teacher's performance and suggestions for improvement. Finally, the candidates will be asked to prepare a short presentation from a choice of topics. Rubrics have been created for each step in the process. The principal will be selected by the Vice President and COO of Schools with input and approval from CGDC's board.

All other key positions (listed above) have been hired via The Children's Guild, but if additional key positions are identified to hire, The Children's Guild will immediately post the identified positions via School Spring, Teacher-Teacher, Career Builder, and university websites. Only qualified candidates (initial resume screening by our corporate recruiter based on credentials and experience) will be asked to complete an application which will then be forwarded to the Vice President and COO of Schools. Selected candidates will be contacted to participate in our interview process of phone screening, one-on-one interview, and group process interviewing. The Vice President and COO of Schools will make the final selection.

The principal will spend 100% of his/her time working for the school. The EMO will begin recruitment for a principal in June, 2014 in anticipation of being granted a charter.

The Children's Guild provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, gender, sexual orientation, national origin, age, disability, marital status, amnesty, or status as a covered veteran in accordance with applicable federal, state and local laws. The Children's Guild complies with applicable state and local laws governing non-discrimination in employment in every location in which the company has facilities.

b. Qualifications of School Staff

The Children's Guild will hire highly qualified, certified teachers. Each faculty member will have completed the course work and experience requirements established under No Child Left Behind.

Each faculty member will have completed the course work and experience requirements established under No Child Left Behind. Hiring standards require that the candidates meet these guidelines prior to any further evaluation for employment. All credentials are reviewed and approved by our compliance specialist. All certifications are also monitored regularly once employed.

Additional criteria for hiring the Principal and School Administration: It is essential that the Principal/Administration possess a philosophy that is consistent with the Transformation Education, TEACCH, and Project Based Learning approaches and the talent to manage and develop staff.

Key qualifications for teaching staff:

One of the most important factors that positively impact student outcomes is the presence of a highly qualified teacher knowledgeable of content area and effective pedagogy. Therefore, staff for CGDC must have the following skills, competencies, and attributes:

- strong academic background,
- professional competence,
- intellectual rigor,
- emotional stability,
- enthusiasm for children,
- knowledge of instructional practices,
- flexibility,
- interest in being a teacher who will operate with a project based instructional approach,
- comfort and interest in using data to direct instruction and make decisions,
- philosophical compatibility with the Transformation Education approach.

Candidates will be required to provide a resume; a writing sample reflecting their educational beliefs and guiding principles; a portfolio that includes samples of student work and other instructional artifacts to showcase their skills and experience; participate in an initial interview by the principal and Project Based Learning coordinator; and follow-up interviews which may include sample teaching lessons. Moreover, through the interview process the candidate must demonstrate a willingness and ability to work with a diverse student and teaching population.

After a phone screening, eligible candidates will be selected to participate in a two hour interview process. During the 40 minute face-to-face portion, candidates will demonstrate their knowledge of instruction, content curriculum, behavior motivation, special education, differentiation and mindset. The candidates will also respond to a writing prompt with selected topics related to their content area. The panel will review either portfolios or a demonstration video of the candidate teaching. Rubrics have been created to assist with the selection process. The pool of recommended candidates will return to participate in a group interview. During this time, each group will be asked to work collaboratively on a selected topic. Observers during this process will determine organizational fit, teamwork skills, and content experience. Final candidates will be recommended to the school leadership team. The initial interview process will be supported by the EMO's human resources department, and the Project Based Learning design specialist.

The aforementioned qualities are consistent with the type of student we are trying to develop and the type of school culture we are trying to create. These objectives are made manifest though teachers who are creative problem solvers, who are flexible enough to think within the context of the situation and to individualize the instructional approach in a way that the student learns best and who understand the value of using measurement tools to direct instruction and to monitor and improve school climate. Teachers who understand the importance of engaging students in authentic learning and helping them develop opportunities for service learning in the community. And most importantly, The Children's Guild will seek teachers who model lifelong learning and who are dedicated to making a difference in the community through creating a school of excellence.

It will be our strategy to recruit quality staff by advertising on the Association of Experiential Education website, the Expeditionary Learning network, the DC Public Charter School Board website, on The Children's Guild website, on the CGDC website and at local colleges within a 300 mile radius of CGDC. The Children's Guild Human Resources department will conduct background checks, and verify the education and previous work experience of any employee hired to work at CGDC.

c. Staffing Plan

Our staffing plan combines the successful staffing we use effectively in our Monarch Academy Public Charter Schools in Maryland for the general education classrooms and the staffing pattern we use in our nonpublic Children's Guild Schools for self-contained special education classrooms. We have also made the necessary provisions to provide related services in accordance with the DC 2013 Budget report for special education staffing ratios. We believe that this staffing pattern will allow CGDC to meet the needs of all students while providing a rigorous curriculum and authentic learning experiences.

Presented below are rosters of all staff for two years:

Hours Worked: Each Full Time instructional staff member is scheduled to work eight hours every school day, forty hours per week and for one-hundred and ninety-one days each year.

Position	Planning Year	Year 1	Year 2
Principal – Through the EMO relationship, not a direct employee of the school, included here for completeness.	.5	1	1
Administrative Assistant	.5	1	1
Assistant Principal	.5	1	1
Dean of Instruction		1	1
Dean of Family Life		1	1
TEACHING STAFF			

General Education Teachers K – 8		18	18
Teaching Aide K		2	2
Teaching Aide 1 – 8: one per grade		8	8
Special Education Coordinator		1	1
Special Education Teachers – Self contained		7	7
Special Education Teacher Assistant Level 4		7	7
Special Education Teachers – Level 1 - 3		14	14
1:1 Dedicated Aide		As indicated on IEP (17 budgeted)	As indicated on IEP (17 budgeted)
Specials Art/Music/PE/ELL/Library/Drama		6	6
Student Support Center Coordinator		1	1
Student Support Center Assistant		1	1
Licensed Social Worker Speech & Language Pathologist		6 2	6 2
Instructional Coaches		5	5
Behavioral Coaches		5	5
Psychologist		.5	.5
Occupational Therapist		1	1
School Nurse		1	1
IT Support		1	1
Records Specialist		2	2
Receptionist		1	1
Kitchen staff		2 (4 Part Time)	2 (4 Part Time)
Custodial Staff Facility Coordinator		2 1	2 1

Anticipated Pupil Teacher Ratios:

Location	Ratio
General Education K – Teacher/Aide 1 – 8 Teacher/1 aide per grade level	1:22
Special Education – Level 1	1:18
Special Education – Level 2	1:15
Special Education – Level 3	1:12
Special Education – Level 4 Teacher/Teaching Assistant	1:10

Related Service Providers are IEP based services in addition to the diagnostic evaluation program components. Quantity of related services is IEP dependent and will be provided in accordance with identified hours on the IEP. Related service providers include:

- Speech and language therapist
- Occupational therapist
- Physical therapist
- Counselor – licensed social worker
- Nursing services
- Psychiatric services – medical management

The staffing plan is similar to the plan being implemented in our charter schools for the general education classrooms, our nonpublic schools for self-contained classrooms and the provision of related services and in accordance with the DC 2013 Budget report for special education staffing ratios. We believe that this staffing pattern will allow CGDC to meet the needs of all students while providing rigorous instruction and authentic learning experiences.

CGDC will employ a sustainability plan to aide in the retention and personal growth for all employees. Given the multiple dimensions of The Children's Guild, employees have the unique opportunity to move throughout the agency to find a place of employment that meets their specific skill set in the event their current position is not best suited for their skills. This permits retention of employees.

Professional staff (teachers and related service providers) are evaluated twice a year through our Performance Matrix evaluation tool. Once a year teachers are videotaped teaching a lesson that then becomes the format for dialoguing with the principal/supervisor around strengths and areas of need. A growth plan is developed with the teacher to identify the needed skills to master the identified competencies on their job description. Teachers participate in weekly professional development aligned with the performance matrix to provide direct instruction on the identified competencies. This allows teachers opportunities to learn and practice the required skills in order to achieve their growth plan goals. Daily walkthroughs by the administrative team provides ongoing feedback to teachers regarding their progress. CGDC's pay scale for teachers is commensurate with the surrounding districts.

d. Employment Policies

Benefit Plans: Regular Full-time employees are eligible to receive full employee benefits only as specified in the written job offer letter. All other employee categories are eligible for partial or pro-rated benefits only as specified in the written offers of employment. Benefits described herein are subject to change or termination at the discretion of The Children's Guild.

Benefits include:

- Health, Vision, Dental, Life Insurances
- Flexible Spending Accounts (FSA)

- Continuation or Conversion Of Health/Dental Insurance Benefits (Cobra)
- Supplemental Insurance: AFLAC
- Life Insurance
- Disability Insurance: Short And Long Term
- Retirement Plan

The Children's Guild provides employees with a Tax Sheltered Annuity Plan (403b) type of retirement savings vehicle.

The Children's Guild will match a salaried employee's contribution at 50% up to a 6 % maximum (must work at least 20 hours per week). An employee cannot be a non-resident alien or student teacher to be eligible for this benefit. This will occur automatically once an employee performs 1000 hours of service. An employee is not vested until they achieve 3 years of employment.

Hardship loans are available if an employee meets certain criteria and provides supporting documentation. An employee will not be able to contribute to the 403b plan for 6 months after receipt of a requested hardship loan. The loan amount cannot be less than $1000.00 or more than 50% of the vested balance.

Standards of Conduct: Whenever groups of people work together, there must be standards of conduct for common guidance and efficiency. Discipline may vary depending on, among other things, the gravity of the infraction, the circumstances under which it occurred, the employee's duties, and overall work record, including any prior misconduct. In order of severity, discipline can take one of the following forms: counseling; oral or written warning or reprimand; probation (no more than one incidence of probation is allowed); suspension (with or without pay); suspension subject to discharge; or discharge. The Children's Guild has no obligation to use any one or more of these forms of discipline prior to discharging an employee.

Problem-Solving Procedure: The Guild's problem-solving philosophy strongly encourages immediate attention to problems and concerns that arise. It is the employee's responsibility to keep his/her supervisor informed of such issues; conversely, it is the supervisor's responsibility to be aware of and proactive about problems and concerns. If an employee believes that his/her issue, concern or problem is not being addressed adequately, the next level of management should be consulted in accordance with the organizations grievance procedures.

Recruitment and Interview: The Guild will ensure fairness in hiring. This will be done by assuring all policies and procedures are in compliance with Federal regulations regarding Affirmative Action, the Equal Employment Opportunity Commission (EEOC), and the Americans with Disabilities Act (ADA); to facilitate staff promotion; and to identify and end unlawful activities that may have an adverse impact on members of protected groups. **(See Appendix, Section XYZ for Recruitment and Interview Policy).**

Salaries are determined by an independent consultant for The Children's Guild. Dr. Randall Donaldson has been our consultant for almost twenty-five years. The system is built on a model which looks at three components as expressed in a job description.

- The first is training or experience in doing the specific job, coupled with supervisory responsibility and the degree to which a person has to represent The Guild or CGDC to its public.
- The second component is decision-making. The evaluation weights two vectors, the freedom of the individual to make a given decision independently and the importance of a given decision. For example, a secretary might be free to complete certain assigned tasks in whatever order he or she chooses, but the secretary must complete tasks assigned by others. A Vice-President, conversely, makes everyday decisions, which have wide-reaching implications.
- The final component is financial impact, i.e., how the success of a single person in doing his or her job affects the financial success of The Guild or CGDC.

Once all positions within The Guild are ranked (internal equity), a comparison with other organizations is conducted. The most reliable comparisons are those for which there is available public information. Other Maryland Association of Nonpublic Special Education Facilities (MANSEF) organizations would, for instance, be likely to have the greatest number of parallel positions, but that data is often dated or incomplete. The various school districts in the surrounding area provide very reliable data. The State of Maryland has labor and compensation statistics for many disciplines. Compensation comparability is independent of The Guild insofar as Dr. Donaldson is independent of The Guild.

The Children's Guild provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, gender, sexual orientation, national origin, age, disability, marital status, amnesty, or status as a covered veteran in accordance with applicable federal, state and local laws. The Children's Guild complies with applicable state and local laws governing non-discrimination in employment in every location in which the company has facilities. **(Refer to personnel handbook for policies in Appendix, Section XYZ).**

The Children's Guild provides a drug, smoke and alcohol-free workplace in order to ensure a safe, healthy and productive work environment for all employees. It is essential that our employees model good health for children. The Children's Guild is all about messages and the use of drugs, alcohol, and smoking in the workplace conveys a message of unhealthy living. **(Refer to personnel handbook for policies in Appendix, Section XYZ).**

All policies are currently being used and are updated annually or as needed to ensure compliance with all regulatory mandates.

The school's employment policy will include provisions for hiring current DCPS employees. Should a current DCPS employee come to work at the school, he or she may request a two-year

leave of absence from DCPS, renewable for an unlimited number of two-year terms. During their time at the school, the school will pay into the employee's DCPS retirement plan at the specified rate if the employee chooses.

3. Implementation of the Charter

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

Maintaining and Reporting of Academic and Non-Academic Performance Data: The school's technology plan includes a variety of technologies for staff and students use. The school will be equipped with a computer for every administrator, teacher, related service provider and cafeteria and other key personnel. WiFi will be available throughout the building to allow staff and students to use mobile digital technology as they move about the building. Mobile technologies will enable administrators to conduct walk throughs and learning walks to observe teacher and student performance in addition to promoting learning experiences using technology outside of the classroom walls. Classrooms will be equipped with Smartboards and computers for students' use during instruction (i.e. netbooks, Chromebooks, iPads).

CGDC recognizes the importance of technology for teaching and learning and will embed technology throughout the instructional day. All CGDC staff will be trained to use technologies provided as well as various software programs to support the curriculum. Supplemental online curriculum resources will be used for struggling learners in addition to accelerated learning opportunities for students who need additional challenges. Digital learning will allow teachers to differentiate the curriculum, engage learners and provide a connection to life larger than the classroom.

Online data sources such as NWEA/ MAP, Reading A to Z and Scholastic Reading Inventory are examples of data sources used to inform teachers of student progress. SWIS behavioral data provides pertinent data regarding student behavior and aligns with a three tiered intervention system for responding to social/emotional/behavioral needs. DC Easy IEP is the online IEP process that monitors special education students' progress on IEP goals and objectives. In addition, the school is exploring a software program (PowerSchool) to monitor student data such as attendance, scheduling, grades, assignments etc. and to fulfill DC's data transmission requirements. Parents would be able to access their student's grades, attendance, schedule, assignments and correspond with teachers through this software from their personal computer at any time.

Technology will play an important role in communicating with parents/guardians, PCSB and stakeholders. The school will maintain a website that posts important information regarding the school and will be updated regularly to keep parents informed of school activities. Social media will also be used as a means of connecting with families. Teachers will employ email as a means of corresponding with parents. Parents will be able to communicate with staff at their convenience through the use of technology: email, website and/or social media.

The individuals responsible for collecting, maintaining and reporting data to stakeholders include;

- Dr. Andrew Ross, President and CEO of The Children's Guild
- Dr. Duane Arbogast, Vice President & Chief Operating Officer of Schools
- Principal

b. Major Contracts Planned

At this time we have not entered into any contracts but we are in the process of reviewing and negotiating terms in order to provide the best quality and value possible for the school. When the charter has been conditionally approved we will begin the process necessary to complete the necessary contracts. The following major contracts are planned.

Vendor	Service	Estimated Cost
See Forever Foundation	Building Lease	$1,000,000 to $1,350,000
The Children's Guild, Inc	Management Services	10% of Revenues
To Be Determined	Food Service	$320,000
To Be Determined	Transportation	$200,000
The Children's Guild, Inc	Psychiatric Services	$75,000

c. Services Sought from the District of Columbia Public Schools

No services will be sought from DCPS.

Appendix, Section D
Certifications

Assurances Form
(This form must be submitted with the application.)

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. (School Reform Act (SRA) §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 D.C. Public Charter School Board. (SRA §38-1802.02(16))
3. Remain nonsectarian and not be affiliated with a sectarian school or religious institution. (SRA §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
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. (SRA §38-1802.06 (a), (b), (c), and (d))
6. Provide PCSB with student enrollment data required for submission to the Office of the Chief Financial Officer and the District of Columbia Public Schools Office of Categorical Programs. (SRA §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.
8. Collect and report academic and non-academic performance using technology prescribed by PCSB
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. (SRA §38-1802.04 (c)(2))
10. Establish an informal complaint resolution process no later than two months prior to the first date on which instruction commences. (SRA §38-1802.04 (c)(13))
11. Provide training to relevant school personnel and Board of Trustee members in financial management, governance and management, and other areas as deemed necessary by PCSB.
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. (SRA §38-1802.11(a)(2))13.
13. Comply with the following federal and local laws:
    a. Health and Safety: See SRA §38-1802.02(11) and §38-1802.04(c)(4); Healthy Schools Act of 2010; 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 Educational Rights and Privacy Act,
    d. Certain Requirements of Educational 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. 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.)
i. Background Checks of Employees and Volunteers: Perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than ten (10) hours a week prior to the commencement of such employment or volunteer assignment; consider the results of such background checks in its decision to employ or utilize such persons either directly or through a School Management Contract. From time to time as established by the School Corporation, conduct random background checks on each employee and each person who regularly volunteers at the School more than ten (10) hours a week, but at a minimum once every two (2) years. (D.C. Code §4-1501 et seq.; District of Columbia Municipal Regulations 6B-412-427).
j. Other: All other laws deemed applicable by PCSB (SRA §38-1802.11(a)(1)(B)).

Andrew L. Ross, Ph.D., LCSW-C Signature of Authorized Certifying Official	Title President & CEO
Applicant Organization The Children's Guild, Ltd.	Date Submitted March 3, 2014

Appendix, Section E
Budget
Loan Agreement

Budget E.1. Budget Narrative

<table>
<tr><th>Line</th><th>Category</th><th>Explanation</th></tr>
<tr><td colspan="3">REVENUES</td></tr>
<tr><td>01</td><td>Per-pupil Charter Payments</td><td>
Our estimate for Per Pupil funding assumes the base FY14 PPF and increases annually at 2%, consistent with recent history. We assume that the $3,000 per pupil facilities funding allowance in FY14 will remain flat over the full time horizon of the budget. This results in a Foundation PPF level of $9,682 for FY16 and $9,876 in FY17, which we assume continues to increase by 2 percent in each succeeding year over our five year operating model. Since we will serve students in grades K-8, we adjusted the Foundation PPF for each general education level.

In Years 1 and 2, the budget reflects the following PPF revenue:
<table>
<tr><th></th><th colspan="2">Per Pupil Funding</th><th colspan="2">Enrollment</th><th colspan="2">Total Funding</th></tr>
<tr><th></th><th>FY16</th><th>FY17</th><th>FY16</th><th>FY17</th><th>FY16</th><th>FY17</th></tr>
<tr><td>K</td><td>12,587</td><td>12,839</td><td>25</td><td>25</td><td>314,677</td><td>320,970</td></tr>
<tr><td>1</td><td>9,682</td><td>9,876</td><td>25</td><td>25</td><td>242,059</td><td>246,900</td></tr>
<tr><td>2</td><td>9,682</td><td>9,876</td><td>25</td><td>25</td><td>242,059</td><td>246,900</td></tr>
<tr><td>3</td><td>9,682</td><td>9,876</td><td>25</td><td>25</td><td>242,059</td><td>246,900</td></tr>
<tr><td>4</td><td>9,682</td><td>9,876</td><td>50</td><td>50</td><td>484,118</td><td>493,800</td></tr>
<tr><td>5</td><td>9,682</td><td>9,876</td><td>75</td><td>75</td><td>726,177</td><td>740,700</td></tr>
<tr><td>6</td><td>9,973</td><td>10,172</td><td>75</td><td>75</td><td>747,962</td><td>762,921</td></tr>
<tr><td>7</td><td>9,973</td><td>10,172</td><td>75</td><td>75</td><td>747,962</td><td>762,921</td></tr>
<tr><td>8</td><td>9,973</td><td>10,172</td><td>75</td><td>75</td><td>747,962</td><td>762,921</td></tr>
<tr><td>Level 1</td><td>5,616</td><td>5,728</td><td>98</td><td>98</td><td>550,345</td><td>561,352</td></tr>
<tr><td>Level 2</td><td>7,843</td><td>8,000</td><td>86</td><td>86</td><td>674,473</td><td>687,962</td></tr>
<tr><td>Level 3</td><td>15,298</td><td>15,604</td><td>32</td><td>32</td><td>489,540</td><td>499,331</td></tr>
<tr><td>Level 4</td><td>30,015</td><td>30,616</td><td>54</td><td>54</td><td>1,620,826</td><td>1,653,243</td></tr>
<tr><td>SPED Capacity Fund</td><td>3,873</td><td>3,950</td><td>270</td><td>270</td><td>1,045,694</td><td>1,066,608</td></tr>
<tr><td>Blackman/Jones/Attorney</td><td>1,549</td><td>1,580</td><td>270</td><td>270</td><td>418,278</td><td>426,643</td></tr>
<tr><td>English Learner</td><td>4,357</td><td>4,444</td><td>27</td><td>27</td><td>117,641</td><td>119,993</td></tr>
<tr><td></td><td></td><td></td><td></td><td>TOTAL</td><td>9,411,831</td><td>9,600,067</td></tr>
</table>

We assumed that 60% of the total school population would require Special Education services. We based the allocation of Levels on DCPS 2013 Equity Report average distribution of Special Education needs. (Level 1 – 36%; Level 2 – 32%; Level 3 – 12%; Level 4 – 20%)
We assume 6% of our students will be LEP/NEP based on OSSE guidelines.
We assumed the weighting factors for the SpEd levels, SpEd Capacity, SpEd Compliance, and LEP/NEP funding would remain the same as FY14.

</td></tr>
</table>

		The Per Pupil Charter Payment, including the Foundation PPF for elementary and middle school, the Special Education Funding, and the LEP/NEP Funding, totals **$9,411,831** in Year 1 as reflected in line 1 of Budget E.3a, and **$9,600,067** in Year 2 as shown in line 1 of Budget E.3b.
02	Per-pupil Facilities Allowance	Foundation level of $3,000 for FY16, assumed flat year-over-year with no increases for a total of **$1,350,000** in both Year 1 and Year 2.

	Per Pupil Funding		Enrollment		Total Funding	
	FY16	FY17	FY16	FY17	FY16	FY17
Facilities Allowance	3,000	3,000	450	450	1,350,000	1,350,000

03	Federal Entitlements	No Child Left Behind: The below figures reflect the most recent OSSE guidance to new DC public charter schools for the foundation level amounts for federal formulaic grants, and our budgeted amounts for federal formulaic grants:

Federal Grant Program	Funding per Eligible pupil	Students FY16	Students FY17	Revenues FY16	Revenues FY17
Title 1, Part A, per-pupil	920	369	369	339,406	339,406
Title 2, Part A, per-pupil	174	450	450	78,485	78,485
IDEA, Part B 611, per-pupil	202	450	450	90,788	90,788
IDEA, Part B 619, per-pupil	16	25	25	400	400
Title Vb Charter School Start-up Grant				260,000	260,000
Federal Grant Adj for Receivables				(116,469)	3,333
Total Line 03				**652,609**	**772,411**

We assume that 82% of our students will be eligible for free and reduced lunches based on the experience we have operating two non-public special education schools in Maryland. We did not assume any inflationary increases in federal formulaic grant reimbursement rates.

We also assume we will receive the Title Vb start up grant. This grant is $700,000 over 36 months, and covers the planning and initial implementation of new charter schools.

The total revenue expected for Federal Entitlements based on the calculations above is $769,078 for FY16 and FY17. This funding is shown in line 3 for Years 1 and 2 in the Budget Worksheets E.3a and E.3b.

04	Other Government Funding/Grants	We estimate National School Lunch Program revenue of $256,831 in FY16, and $261,662 in FY17 driven by expected poverty rates, student participation, and reimbursement rates. We used the FY14 reimbursement rates, increased for 2% inflation. Detail follows in the table below.

		<table><tr><th rowspan="2">Category</th><th colspan="2">Reimbursement Rate</th><th colspan="2">Revenues</th></tr><tr><th>FY16</th><th>FY17</th><th>FY16</th><th>FY17</th></tr><tr><td>Lunch - Paid</td><td>0.31</td><td>0.32</td><td>8,451</td><td>8,512</td></tr><tr><td>Lunch - Reduced</td><td>2.65</td><td>2.71</td><td>33,867</td><td>34,456</td></tr><tr><td>Lunch - Free</td><td>3.07</td><td>3.13</td><td>102,140</td><td>104,183</td></tr><tr><td>Breakfast - Paid</td><td>0.29</td><td>0.30</td><td>8,249</td><td>8,305</td></tr><tr><td>Breakfast - Reduced</td><td>1.33</td><td>1.36</td><td>14,773</td><td>15,068</td></tr><tr><td>Breakfast - Free</td><td>1.64</td><td>1.68</td><td>54,705</td><td>55,800</td></tr><tr><td>Snack - Paid</td><td>0.83</td><td>0.85</td><td>6,236</td><td>6,361</td></tr><tr><td>Snack - Reduced</td><td>0.83</td><td>0.85</td><td>7,102</td><td>7,244</td></tr><tr><td>Snack - Free</td><td>0.83</td><td>0.85</td><td>21,307</td><td>21,733</td></tr><tr><td>Total</td><td></td><td></td><td>256,831</td><td>261,662</td></tr></table> The net total from NSLP revenue is **$256,831** in Year 1 as shown in line 4 of Budget E.3a and **$261,662** in Year 2 as shown in line 4 of Budget E.3b.
05	Total Public Funding	Total Public Funding = **11,671,270** for FY16 and **$11,984,140** for FY17.
06	Private Grants and Donations	For conservatism we did not assume any private fundraising.
07	Activity Fees	We have assumed an additional $9,000 of revenue for activity fees as we anticipate students contributing nominally to off-set the budgeted expense for student field trips. We included $26,500 in the budget related to the anticipated cost of student field trips. We assumed a 2% inflation factor in Year 2.
08	Loans	We budgeted a total of $170k in line of credit advances from The Children's Guild in the planning year. Early in the first operating year this advance will be paid back. The advance covers start-up spending both in excess of that expected to be covered by Title Vb, and also as a source of initial liquidity as Title Vb funds are paid on a reimbursement basis, typically on a 60-90 day lag from incurring the expense.
09	Other Income	Other income is in Year 1 **$24,828** of which $15,828 from paid meals sales from our families that do not qualify for free or reduced meals. We assume a lunch price of $3.25. The additional $9,000 assumed for other income is from the sale of school uniforms. We assumed that 50% of our families would contribute to the cost of uniforms. In Year 2 we included $510 for revenue from the sale of uniforms and $15,828 from paid meals sales for a total budget of **$16,338**.
10	Total Non-Public Funding	Total non-public funding = **($136,172)** in Year 1, **$25,518** in Year 2 (Sum of lines 6 thru 9)
11	EMO Management Fee	None – this is not revenue to the School. The EMO fees paid by the School are detailed below in line item 73. The School will not be acting as an EMO and will thus not receive any EMO management fees.
14	Total Revenues	Total revenue is budgeted at **$11,535,098** for FY16 and **$12,009,658** for FY17. (Sum of lines 5 and 10)

EXPENSES		
	Personnel Salaries and Benefits	
15	Principal/ Executive Salary	Executive Salaries include the following positions: • Assistant Principal – 1 ($95,472) • Dean of Family Life – 1 ($75,000) • Dean of Instruction – 1 ($75,000) Note: The Principal will be an employee under the management agreement, see section 73 below.
16	Classroom Teachers Salaries Other Teacher Salaries	Classroom Teacher Salaries include the following positions: • Classroom teachers – 18 (2 for each grade K to 8) • Physical Education; Art; Music; Library; Performing Arts Integration Specialist – 1 each • Self-Contained Classroom Teachers – 7 • Special Education Teachers – 14 • Special Education Coordinator – 1 • ELL Teacher – 1 All teachers were budgeted at an average rate of $60,372. This amount was based on the average teacher salary at The Children's Guild's existing schools and adjusted to reflect the increased cost of living in the District of Columbia and inflation due to the passage of time.
17	Teacher Aides	Teacher Aide Salaries include the following positions: • One classroom aide for each Kindergarten classroom – 1 • One aide for each grade level 1-8 – 8 • One aide for each self-contained classroom – 7 • IEP aides based on the assumption that 33% of total level 4 students will require a one-to-one aide. This estimate is based on the Children's Guild's average experience in the non-public school setting, serving level 5 students. – 18 Teacher Aides were budgeted at an hourly rate of $11 per hour based on the current pay scale at other Children's Guild schools.
18	Other Education Professionals Salaries	Other Education Professionals Salaries includes the following positions: • Social Workers – 6 ($58,000) • Speech and Language Pathologist – 2 ($50,000) • Occupational Therapist – 1 ($75,000) • Student Support Center Coordinator – 1 ($60,372) • Student Support Center Assistant – 1 ($35,000) • School Nurse – 1 ($64,000) • Psychologist – 0.5 ($55,000) • Instructional Coach – 5 ($60,372) • Behavioral Coach – 5 ($52,000)

<table>
<tr><td></td><td></td><td>The cost for each position was determined based on the average cost experienced by The Children's Guild in the non-public school setting and then adjusted to reflect the increased cost of living in the District of Columbia and inflation due to the passage of time.</td></tr>
<tr><td>19</td><td>Business/ Operations Salaries</td><td>The majority of business and operations support will be provided by The Children's Guild and is included as part of the 10% management fee. Included in this line item is the cost of one IT specialist for the school. ($47,000)</td></tr>
<tr><td>20</td><td>Clerical Salaries</td><td>Clerical Salaries include the following positions:
Administrative Assistant – 1 ($40,000)
Receptionist – 1 ($40,000)
Records Specialist – 2 ($38,000)</td></tr>
<tr><td>21</td><td>Custodial Salaries</td><td>Custodial Salaries include the following positions:
Facilities Coordinator – 1 ($45,000)
Custodian – 2 ($27,000)</td></tr>
<tr><td>22</td><td>Other Staff Salaries</td><td>Other Staff Salaries include the following positions:
Lunch Service – 4
It is assumed these employees will work an average of 5 hours per day at $12 per hour.</td></tr>
<tr><td>23</td><td>Employee Benefits</td><td>Employees will be eligible for benefits under The Children's Guild's current benefit structure.

The following employee benefits were budgeted:
<table>
<tr><th>Benefit Category</th><th>Percent of Salary</th><th>FY16</th><th>FY17</th></tr>
<tr><td>Retirement plan contribution</td><td>2.75%</td><td>141,302</td><td>144,128</td></tr>
<tr><td>Health insurance</td><td>5.25%</td><td>269,758</td><td>275,154</td></tr>
<tr><td>Life and disability insurance</td><td>0.65%</td><td>33,399</td><td>34,067</td></tr>
<tr><td>Section 125 plan</td><td>1.90%</td><td>97,627</td><td>99,579</td></tr>
<tr><td>Payroll taxes/Workers Comp</td><td>10.85%</td><td>557,177</td><td>536,426</td></tr>
<tr><td>Total</td><td>21.40%</td><td>1,099,263</td><td>1,089,354</td></tr>
</table>
When budgeting for employee benefits we assumed 100% participation from all employees.</td></tr>
<tr><td>24</td><td>Contracted Staff</td><td>We have budgeted for substitute teachers in the contracted staff line item. We budgeted the equivalent of one FTE teacher position for the cost of short term and long term substitutes based on the actual cost and experience at The Children's Guild's Maryland Charter schools.</td></tr>
<tr><td>25</td><td>Staff Development Costs</td><td>Staff development costs total $102,750 in Year 1 and $104,805 in Year 2. This includes $74,250 for professional development, plus recruitment costs and food for teachers of $28,500. We assume a 2% inflationary increase for staff development costs.</td></tr>
<tr><td>27</td><td>Total Personnel Costs</td><td>$6,400,641 in Year 1; $6,496,759 in Year 2.

(Sum of lines 15 thru 25)</td></tr>
</table>

29	Direct Student Costs	
30	Textbooks	We budgeted **$67,500** in Year 1 and **$68,850** in Year 2 for textbooks. This estimate was based on actual experience at our Maryland Charter and non-public schools.
31	Student Supplies and Materials	We budgeted **$175,500** in Year 1 and **$161,670** in Year 2 for Student Supplies and Materials. This estimate is based on actual experience at our Maryland Charter and non-public schools.
32	Library and Media Center Materials	To provide books and other materials for the library, we budgeted **$45,000** in Year 1 and **$45,900** in Year 2.
33	Computers and Materials	To provide up-to-date technology for students at the school we budgeted **$65,300** in Year 1 and **$10,000** in Year 2 for the purchase of student laptop and desk top computers.
34	Other Instructional Equipment	None
35	Furniture and Classroom Supplies	We anticipate purchasing furniture for all classrooms including but not limited to, student desks, student chairs, and bookshelves. We have budgeted **$144,000** in Year 1 and **$10,000** in Year 2 to address these needs.
36	Student Assessment Materials	We budgeted **$15,750** in Year 1 and **$16,065** in Year 2 for student assessment materials.
37	Contracted Student Services	We have budgeted **$75,000** for psychiatrist expenses for students in Year 1 and **$76,500** for Year 2. The psychiatrist will work at a contracted rate and will provide services based on the requirement of students IEP. The total budget amount is based on experience at The Children's Guild non-public schools.
38	Miscellaneous Student Expenses	We have budgeted **$37,000** in Year 1 and **$17,040** in Year 2 for various types of student recruitment – flyers, promotional materials, advertisements (print, radio, metro/bus, etc.), online, etc. This amount also includes a nominal amount for other student expenses.
40	Total Direct Student Costs	**$625,050** in Year 1, **$406,025** in Year 2. (Sum of lines 30 thru 38)
42	Occupancy Expenses	
43	Rent	Based on negotiations with the Maya Angelou Public Charter School, we have tentative plans to pass 100% of the Facilities allowance to Maya Angelou as rent. This amount is included at **$1,350,000** in Year 1 and Year 2.
44	Mortgage Principal Payments	None
45	Mortgage Interest Payments	None

46	Building Maintenance and Repairs	We have budgeted **$20,000** in Year 1 and **$20,400** in Year 2 for general building maintenance and minor repairs.
47	Renovation/ Leasehold Improvements	We anticipate any significant improvements that are needed to allow The Children's Guild Charter School to operate in the Maya Angelou building will be made at the expense of Maya Angelou as part of the lease payments to be made. We have included a small amount of funding to make any additional accommodations to spaces that may be necessary based on the needs of the students. We budgeted **$10,000** in Year 1 and **$5,000** in Year 2.
48	Utilities	We have budgeted **$160,000** in Year 1 and **$163,200** in Year 2 for the cost of utilities (approximately $3.50/sf).
49	Janitorial Supplies	We have budgeted **$55,000** in Year 1 and **$56,100** in Year 2 for the cost of janitorial supplies. This estimate is based on continued use of current Children's Guild vendors and the approximate size of the school.
50	Equipment Rental and Maintenance	None
51	Contracted Building Services	We have budgeted **$100,000** in Year 1 and **$102,000** in Year 2 for contracted building services. This includes the cost of night-time cleaning crew, pest control, and miscellaneous building services.
53	Total Occupancy Expenses	**$1,695,000** in Year 1, **$1,696,700** in Year 2. (Sum of lines 43 thru 51)
55	Office Expenses	
56	Office Supplies and Materials	We budgeted $175 per student for a total of **$78,750** in Year 1, increasing by 2% inflation in Year 2.
57	Office Furnishings and Equipment	We anticipate purchasing furniture for all office and common spaces including but not limited to, teacher and administrator desks, chairs, bookshelves, and filing cabinets. This also includes the cost of teacher and administrator computers and other technology. We have budgeted **$125,150** in Year 1 and **$11,935** in Year 2 to address these needs.
58	Office Equipment Rental and Maintenance	**$35,000** in Year 1, increasing by 2% inflation in Year 2 – this is to cover some in-house office equipment cost including copies, scanners and fax machines.
59	Telephone/ Communications	We budgeted $750 per month for high-speed internet, $2,000 per month for phone/intercom system and $250 for cellular phones. We increased these amounts for 2% inflation in Year 2, for a total of **$36,000** in Year 1 and **$36,720** in Year 2.
60	Legal, Accounting and Payroll	In Year 1 we budgeted **$21,500** for legal, accounting, and payroll services and assumed a 2% inflationary increase in Year 2 for a total budget of **$21,930**.
61	Printing and Copying	In Year 1 we budgeted **$9,000** for external copying services, increasing by 2% inflation in Year 2.
62	Postage and Shipping	$10 per student = **$4,500** in Year 1, increasing by 2% inflation in Year 2.

<table>
<tr><td>63</td><td>Other</td><td>We budgeted $2,000 for miscellaneous expenses in Year 1 and $7,000 in Year 2.</td></tr>
<tr><td>65</td><td>Total Office Expenses</td><td>$311,900 in Year 1; $207,380 in Year 2

(Sum of lines 56 thru 63)</td></tr>
<tr><td>67</td><td>General Expenses</td><td></td></tr>
<tr><td>68</td><td>Insurance</td><td>We budgeted D&O Insurance only at $15,000 in Year 1, increased by 2% inflation in Year 2.</td></tr>
<tr><td>69</td><td>Interest Expense</td><td>We budgeted $850 for interest expense in Year 1 related to the loan from The Children's Guild during the start-up year. It is assumed the loan and all interest accrued will be paid in full during the first full year of operation. No interest expense is assumed in Year 2.</td></tr>
<tr><td>70</td><td>Transportation</td><td>We intend to make transportation available to the majority of students at the school and have included $200,000 in the budget to cover the cost of transportation. We have assumed that the majority of the students who qualify for Special Education will have transportation provided by OSSE. We also included $26,S00 to cover the cost of transportation to and from student field trips. Total budgeted transportation expense in Year 1 and Year 2 is $226,500 and $231,030, respectively.</td></tr>
<tr><td>71</td><td>Food Service</td><td>Provision of breakfast, lunch, and snack for every school day using a premium vendor. (Costs per meals based on historical prices charged by such vendors and increased by inflation)

<table>
<tr><th></th><th>FY16 Cost per Meal</th><th>Total Meals Served</th><th>Total Cost</th></tr>
<tr><td>Lunch</td><td>3.29</td><td>54,113</td><td>178,062</td></tr>
<tr><td>Breakfast</td><td>1.87</td><td>54,113</td><td>101,331</td></tr>
<tr><td>Snack</td><td>0.87</td><td>41,625</td><td>36,045</td></tr>
<tr><th></th><th>FY17 Cost per Meal</th><th>Total Meals Served</th><th>Total Cost</th></tr>
<tr><td>Lunch</td><td>3.36</td><td>54,113</td><td>181,624</td></tr>
<tr><td>Breakfast</td><td>1.91</td><td>54,113</td><td>103,358</td></tr>
<tr><td>Snack</td><td>0.88</td><td>41,625</td><td>36,766</td></tr>
</table>

The rounded net total for Food Service is $315,439 in Year 1 and $321,748 in Year 2 as shown on lines 71 of the Budget Worksheets E.3a and E.3b, respectively.</td></tr>
<tr><td>72</td><td>Administrative Fee to PCSB</td><td>We budgeted authorizer fees (0.5% of all non-philanthropic funding) of $59,108 in Year 1, and $60,032 in Year 2.</td></tr>
<tr><td>73</td><td>EMO Management Fee</td><td>The budgeted EMO fee includes significant business/office, and financial support services including the following:</td></tr>
</table>

		<table><tr><th>Service</th><th>Responsible EMO Executive</th><th># EMO Staff providing service</th></tr><tr><td>Accounting and Bookkeeping - including accounts receivable and accounts payable</td><td>Executive V.P. and CFO</td><td>6</td></tr><tr><td>Human Resources</td><td>V.P. of Organizational Learning and H.R</td><td>5</td></tr><tr><td>Payroll Processing</td><td>Controller</td><td>2</td></tr><tr><td>Facility Management and Operations</td><td>Director of Facilities</td><td>5</td></tr><tr><td>Management of Computer and Information Technology support</td><td>Director of Information Technology</td><td>4</td></tr><tr><td>Management of day-to-day operations</td><td>V.P. and COO of Schools</td><td>4</td></tr><tr><td>Management and planning of staff training and consultation</td><td>V.P. of Organizational Learning and H.R</td><td>4</td></tr><tr><td>Management of Special Education services provided by the DC Campus</td><td>V.P. of Educational Services</td><td>3</td></tr><tr><td>Other Services as needed</td><td>to be assigned</td><td>280</td></tr><tr><td>10% of Gross Revenue</td><td>1,182,157</td><td>1,200,633</td></tr></table> See management agreement at Appendix I for additional detail of services provided. **Principal/Executive Salary** The Principal has been budgeted at a rate of $105,480 in Year 1, increasing by 2% salary inflation to $107,590 in Year 2 (FY16 and FY17 respectively). The Principal will be an employee of The Children's Guild and the salary and benefit cost of this position will be included as a part of the management fee. Total budgeted management fee is **$1,309,205** in Year 1 and **$1,330,216** in Year 2.
74	Other General Expense	We budgeted **$1,000** for banking fees and for inspections in Year 1 and assumed a 2% inflation rate in Year 2.
75	Unforeseen Expenses	**$177,324** in Year 1; **$180,095** in Year 2. This is a contingency amount for unforeseen expenses based on 1.5% of revenue.
76	Total General Expenses	**$2,104,425** in Year 1, **$2,139,440** in Year 2. (Sum of lines 68 thru 75).
78	Total Expenses	Year 1 - **$11,137,015** Year 2 - **$10,946,305**

		The Year 2 figure is lower due to capital expenditures in Year 1.
81	Excess (or Deficiency) Retained by School	Year 1 Excess - **$398,083** Year 2 Excess - **$1,063,354**

Budget E.2. Pre-opening Expenses: Year ZERO Budget (Planning Year)

	DESCRIPTION	BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
	REVENUES	501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
1	Per Pupil Charter Payments	-		0	
2	Per Pupil Facilities Allowance	-		0	
3	Federal Entitlements	140,000		140,000	
4	Other Government Funding/Grants	-		0	
5	**Total Public Funding**	140,000		140,000	
6	Private Grants and Donations	-		0	
7	Activity Fees	-		0	
8	Loans	170,000		170,000	
9	Other Income (please describe in footnote)	-		0	
10	**Total Non-Public Funding**	170,000		170,000	
11	EMO Management Fee (= line 73, col. G)			0	
12					
13					
14	**TOTAL REVENUES**	$310,000			
	EXPENSES	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
	Personnel Salaries and Benefits				
15	Principal/Executive Salary	47,736		47,736	34%
16	Teachers Salaries	0		-	0%
17	Teacher Aides/Assistance Salaries	0		-	0%
18	Other Education Professionals Salaries	0		-	0%
19	Business/Operations Salaries	0		-	0%
20	Clerical Salaries	20,000		20,000	14%
21	Custodial Salaries	0		-	0%
22	Other Staff Salaries	0		-	0%
23	Employee Benefits	13,944		13,944	10%
24	Contracted Staff	0		-	0%
25	Staff Development Costs	10,750		10,750	8%
26					0%
27	**Subtotal: Personnel Costs**	$92,430	$0	$92,430	66%
28					
29	***Direct Student Costs***				
30	Textbooks	0		-	0%
31	Student Supplies and Materials	0		-	0%
32	Library and Media Center Materials	0		-	0%
33	Computers and Materials	0		-	0%
34	Other Instructional Equipment	0		-	0%
35	Classroom Furnishings and Supplies	0		-	0%
36	Student Assessment Materials	0		-	0%
37	Contracted Student Services	0		-	0%
38	Miscellaneous Student Costs	35,000		35,000	25%
39					0%
40	**Subtotal: Direct Student Costs**	$35,000	$0	$35,000	25%
41					
42	***Occupancy Expenses***				
43	Rent	0		-	0%
44	Mortgage Principal Payments	0		-	0%
45	Mortgage Interest Payments	0		-	0%
46	Building Maintenance and Repairs	0		-	0%
47	Renovation/Leasehold Improvements	50,000		50,000	36%
48	Utilities	0		-	0%
49	Janitorial Supplies	0		-	0%
50	Equipment Rental and Maintenance	0		-	0%
51	Contracted Building Services	0		-	0%
52					0%
53	**Subtotal: Occupancy Expenses**	$50,000	$0	$50,000	36%
54					

Budget E.2. Pre-opening Expenses: Year ZERO Budget (Planning Year)

55	***Office Expenses***				
56	Office Supplies and Materials	0		-	0%
57	Office Furnishings and Equipment	2,600		2,600	2%
58	Office Equipment Rental and Maintenance	0		-	0%
59	Telephone/Telecommunications	0		-	0%
60	Legal, Accounting and Payroll Services	35,000		35,000	25%
61	Printing and Copying	0		-	0%
62	Postage and Shipping	0		-	0%
63	Other	2,000		2,000	1%
64					0%
65	**Subtotal: Office Expenses**	$39,600	$0	$39,600	28%
66					
67	***General Expenses***				
68	Insurance	0		-	0%
69	Interest Expense	4,250		4,250	3%
70	Transportation	0		-	0%
71	Food Service	0		-	0%
72	Administration Fee (to PCSB)	0		-	0%
73	EMO Management Fee	63,654		63,654	45%
74	Other General Expense	0		-	0%
75	Unforeseen Expenses	0		-	0%
76	**Subtotal: General Expenses**	$67,904	$0	$67,904	49%
77					
78	**TOTAL EXPENSES**	$284,934			
79					
80	**EXCESS (OR DEFICIENCY)**				
81	Excess (or deficit) retained by school	$25,066			
82	Excess (or deficit) retained by EMO				

ASSUMPTIONS	
Student Enrollment	0
Facility Size (square footage)	-
Average Teacher Salary	-
Teachers	0
Student/Teacher Ratio	n/a

Budget E.2a. Pre-opening Expenses: Monthly Cash Flow Projection - Year ZERO (Planning year)

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
1. Cash on Hand (start of month)		-	-	-	-	52,272	47,878	63,483	46,933	30,383	70,216	36,466	59,099	
2. Cash receipts														
Per Pupil Charter Payments		-	-	-	-	-	-	-	-	-	-	-	-	-
Per Pupil Facilities Allowance		-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Entitlements		-	-	-	-	-	20,000	20,000	20,000	20,000	20,000	20,000	20,000	140,000
Other Government Funding/Grants		-	-	-	-	-	-	-	-	-	-	-	-	-
Grants and Donations		-	-	-	-	-	-	-	-	-	-	-	-	-
Activities Fees		-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit		-	-	-	56,667	-	-	-	-	56,667	-	56,667	-	170,000
Other Income		-	-	-	-	-	-	-	-	-	-	-	-	-
3. Total Receipts	$0	$0	$0	$0	$56,667	$0	$20,000	$20,000	$20,000	$76,667	$20,000	$76,667	$20,000	$310,000
4. Total Cash Available	$0	$0	$0	$0	$56,667	$52,272	$67,878	$83,483	$66,933	$107,050	$90,216	$113,133	$79,099	$310,000
5. Expenses														
Personnel Salaries and Benefits														
Principal/Executive Salary		-	-	-	-	-	-	7,956	7,956	7,956	7,956	7,956	7,956	47,736
Teachers Salaries		-	-	-	-	-	-	-	-	-	-	-	-	-
Teacher Aides/Assistance Salaries		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Education Professionals Salaries		-	-	-	-	-	-	-	-	-	-	-	-	-
Business/Operations Salaries		-	-	-	-	-	-	-	-	-	-	-	-	-
Clerical Salaries		-	-	-	-	-	-	3,333	3,333	3,333	3,333	3,333	3,333	20,000
Custodial Salaries		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Staff Salaries		-	-	-	-	-	-	-	-	-	-	-	-	-
Employee Benefits		-	-	-	-	-	-	2,324	2,324	2,324	2,324	2,324	2,324	13,944
Contract Staff		-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development Costs		-	-	-	-	-	-	1,667	1,667	1,667	1,917	1,917	1,917	10,750
Direct Student Costs														
Textbooks		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Supplies and Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Library and Media Center Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Computers and Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Instructional Equipment		-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom Furnishings and Supplies		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Assessment Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Instructional/Student Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Miscellaneous Student Costs		-	-	-	-	-	-	5,833	5,833	5,833	5,833	5,833	5,833	35,000

Budget E.2a. Pre-opening Expenses: Monthly Cash Flow Projection - Year ZERO (Planning year)

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
Office Expenses														
Office Supplies and Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Office Furnishings and Equipment		-	-	-	-	-	-	433	433	433	433	433	433	2,600
Office Equipment Rental and Maintenance		-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone/Telecommunications		-	-	-	-	-	-	-	-	-	-	-	-	-
Legal, Accounting and Payroll Services		-	-	-	3,889	3,889	3,889	3,889	3,889	3,889	3,889	3,889	3,889	35,000
Printing and Copying		-	-	-	-	-	-	-	-	-	-	-	-	-
Postage and Shipping		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	222	222	222	222	222	222	222	222	222	2,000
Occupancy Expenses														
Rent		-	-	-	-	-	-	-	-	-	-	-	-	-
Mortgage Interest Payments		-	-	-	-	-	-	-	-	-	-	-	-	-
Maintenance and Repairs		-	-	-	-	-	-	-	-	-	-	-	-	-
Leasehold Improvements		-	-	-	-	-	-	-	-	-	16,667	16,667	16,667	50,000
Utilities		-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial Supplies		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment Rental and Maintenance		-	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Building Services		-	-	-	-	-	-	-	-	-	-	-	-	-
General Expenses														
Insurance		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Expense		-	-	-	283	283	283	283	283	567	567	850	850	4,250
Transportation		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service		-	-	-	-	-	-	-	-	-	-	-	-	-
Administration Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
EMO management fee		-	-	-	-	-	-	10,609	10,609	10,609	10,609	10,609	10,609	63,654
Other General Expense		-	-	-	-	-	-	-	-	-	-	-	-	-
Unforeseen Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
6. Total Expenses	-	-	-	-	4,394	4,394	4,394	36,550	36,550	36,833	53,750	54,033	54,033	284,934
7. Fund Balance (end of month)	-	-	-	-	52,272	47,878	63,483	46,933	30,383	70,216	36,466	59,099	25,066	25,066

Budget E.3a. Two-Year Operating Budget Worksheet: Year ONE

	DESCRIPTION	BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
	REVENUES	501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
1	Per Pupil Charter Payments	9,411,831		9,411,831	
2	Per Pupil Facilities Allowance	1,350,000		1,350,000	
3	Federal Entitlements	652,609		652,609	
4	Other Government Funding/Grants	256,831		256,831	
5	**Total Public Funding**	11,671,270		11,671,270	
6	Private Grants and Donations	-		0	
7	Activity Fees	9,000		9,000	
8	Loans	(170,000)		(170,000)	
9	Other Income (please describe in footnote)	24,828		24,828	
10	**Total Non-Public Funding**	(136,172)		(136,172)	
11	EMO Management Fee (= line 73, col. G)			0	
12					
13					
14	**TOTAL REVENUES**	$11,535,098			
	EXPENSES	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
	Personnel Salaries and Benefits				
15	Principal/Executive Salary	245,472		245,472	2%
16	Teachers Salaries	2,777,112		2,777,112	24%
17	Teacher Aides/Assistance Salaries	471,240		471,240	4%
18	Other Education Professionals Salaries	1,299,232		1,299,232	11%
19	Business/Operations Salaries	47,000		47,000	0%
20	Clerical Salaries	156,000		156,000	1%
21	Custodial Salaries	99,000		99,000	1%
22	Other Staff Salaries	43,200		43,200	0%
23	Employee Benefits	1,099,263		1,099,263	9%
24	Contracted Staff	60,372		60,372	1%
25	Staff Development Costs	102,750		102,750	1%
26					0%
27	**Subtotal: Personnel Costs**	$6,400,641	$0	$6,400,641	55%
28					
29	***Direct Student Costs***				
30	Textbooks	67,500		67,500	1%
31	Student Supplies and Materials	175,500		175,500	2%
32	Library and Media Center Materials	45,000		45,000	0%
33	Computers and Materials	65,300		65,300	1%
34	Other Instructional Equipment	0		-	0%
35	Classroom Furnishings and Supplies	144,000		144,000	1%
36	Student Assessment Materials	15,750		15,750	0%
37	Contracted Student Services	75,000		75,000	1%
38	Miscellaneous Student Costs	37,000		37,000	0%
39					0%
40	**Subtotal: Direct Student Costs**	$625,050	$0	$625,050	5%
41					
42	***Occupancy Expenses***				
43	Rent	1,350,000		1,350,000	12%
44	Mortgage Principal Payments	0		-	0%
45	Mortgage Interest Payments	0		-	0%
46	Building Maintenance and Repairs	20,000		20,000	0%
47	Renovation/Leasehold Improvements	10,000		10,000	0%
48	Utilities	160,000		160,000	1%
49	Janitorial Supplies	55,000		55,000	0%
50	Equipment Rental and Maintenance	0		-	0%
51	Contracted Building Services	100,000		100,000	1%
52					0%
53	**Subtotal: Occupancy Expenses**	$1,695,000	$0	$1,695,000	15%
54					

Budget E.3a. Two-Year Operating Budget Worksheet: Year ONE

55	***Office Expenses***				
56	Office Supplies and Materials	78,750		78,750	1%
57	Office Furnishings and Equipment	125,150		125,150	1%
58	Office Equipment Rental and Maintenance	35,000		35,000	0%
59	Telephone/Telecommunications	36,000		36,000	0%
60	Legal, Accounting and Payroll Services	21,500		21,500	0%
61	Printing and Copying	9,000		9,000	0%
62	Postage and Shipping	4,500		4,500	0%
63	Other	2,000		2,000	0%
64					0%
65	**Subtotal: Office Expenses**	$311,900	$0	$311,900	3%
66					
67	***General Expenses***				
68	Insurance	15,000		15,000	0%
69	Interest Expense	850		850	0%
70	Transportation	226,500		226,500	2%
71	Food Service	315,439		315,439	3%
72	Administration Fee (to PCSB)	59,108		59,108	1%
73	EMO Management Fee	1,309,205		1,309,205	11%
74	Other General Expense	1,000		1,000	0%
75	Unforeseen Expenses	177,324		177,324	2%
76	**Subtotal: General Expenses**	$2,104,425	$0	$2,104,425	18%
77					
78	**TOTAL EXPENSES**	$11,137,015			
79					
80	**EXCESS (OR DEFICIENCY)**				
81	Excess (or deficit) retained by school	$398,083			
82	Excess (or deficit) retained by EMO				

ASSUMPTIONS	
Student Enrollment	450
Facility Size (square footage)	45,000
Average Teacher Salary	60,372
Teachers	46
Student/Teacher Ratio	10 to 1

Budget E.3b. Two-Year Operating Budget Worksheet: Year TWO

	DESCRIPTION	BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
	REVENUES	501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
1	Per Pupil Charter Payments	9,600,067		9,600,067	
2	Per Pupil Facilities Allowance	1,350,000		1,350,000	
3	Federal Entitlements	772,411		772,411	
4	Other Government Funding/Grants	261,662		261,662	
5	**Total Public Funding**	11,984,140		11,984,140	
6	Private Grants and Donations	-		0	
7	Activity Fees	9,180		9,180	
8	Loans	-		0	
9	Other Income (please describe in footnote)	16,338		16,338	
10	**Total Non-Public Funding**	25,518		25,518	
11	EMO Management Fee (= line 73, col. G)			0	
12					
13					
14	**TOTAL REVENUES**	$12,009,658			

	EXPENSES	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
	Personnel Salaries and Benefits				
15	Principal/Executive Salary	250,381		250,381	2%
16	Teachers Salaries	2,832,654		2,832,654	24%
17	Teacher Aides/Assistance Salaries	480,665		480,665	4%
18	Other Education Professionals Salaries	1,325,217		1,325,217	11%
19	Business/Operations Salaries	47,940		47,940	0%
20	Clerical Salaries	159,120		159,120	1%
21	Custodial Salaries	100,980		100,980	1%
22	Other Staff Salaries	44,064		44,064	0%
23	Employee Benefits	1,089,354		1,089,354	9%
24	Contracted Staff	61,579		61,579	1%
25	Staff Development Costs	104,805		104,805	1%
26					0%
27	**Subtotal: Personnel Costs**	$6,496,759	$0	$6,496,759	54%
28					
29	***Direct Student Costs***				
30	Textbooks	68,850		68,850	1%
31	Student Supplies and Materials	161,670		161,670	1%
32	Library and Media Center Materials	45,900		45,900	0%
33	Computers and Materials	10,000		10,000	0%
34	Other Instructional Equipment	0		-	0%
35	Classroom Furnishings and Supplies	10,000		10,000	0%
36	Student Assessment Materials	16,065		16,065	0%
37	Contracted Student Services	76,500		76,500	1%
38	Miscellaneous Student Costs	17,040		17,040	0%
39					0%
40	**Subtotal: Direct Student Costs**	$406,025	$0	$406,025	3%
41					
42	***Occupancy Expenses***				
43	Rent	1,350,000		1,350,000	11%
44	Mortgage Principal Payments	0		-	0%
45	Mortgage Interest Payments	0		-	0%
46	Building Maintenance and Repairs	20,400		20,400	0%
47	Renovation/Leasehold Improvements	5,000		5,000	0%
48	Utilities	163,200		163,200	1%
49	Janitorial Supplies	56,100		56,100	0%
50	Equipment Rental and Maintenance	0		-	0%
51	Contracted Building Services	102,000		102,000	1%
52					0%
53	**Subtotal: Occupancy Expenses**	$1,696,700	$0	$1,696,700	14%
54					

Budget E.3b. Two-Year Operating Budget Worksheet: Year TWO

55	***Office Expenses***				
56	Office Supplies and Materials	80,325		80,325	1%
57	Office Furnishings and Equipment	11,935		11,935	0%
58	Office Equipment Rental and Maintenance	35,700		35,700	0%
59	Telephone/Telecommunications	36,720		36,720	0%
60	Legal, Accounting and Payroll Services	21,930		21,930	0%
61	Printing and Copying	9,180		9,180	0%
62	Postage and Shipping	4,590		4,590	0%
63	Other	7,000		7,000	0%
64					0%
65	**Subtotal: Office Expenses**	$207,380	$0	$207,380	2%
66					
67	***General Expenses***				
68	Insurance	15,300		15,300	0%
69	Interest Expense	0		-	0%
70	Transportation	231,030		231,030	2%
71	Food Service	321,748		321,748	3%
72	Administration Fee (to PCSB)	60,032		60,032	1%
73	EMO Management Fee	1,330,216		1,330,216	11%
74	Other General Expense	1,020		1,020	0%
75	Unforeseen Expenses	180,095		180,095	2%
76	**Subtotal: General Expenses**	$2,139,440	$0	$2,139,440	18%
77					
78	**TOTAL EXPENSES**	$10,946,305			
79					
80	**EXCESS (OR DEFICIENCY)**				
81	Excess (or deficit) retained by school	$1,063,354			
82	Excess (or deficit) retained by EMO				

ASSUMPTIONS	
Student Enrollment	450
Facility Size (square footage)	45,000
Average Teacher Salary	61,579
Teachers	46
Student/Teacher Ratio	10 to 1

Budget E.4 Five-Year Estimated Budget Worksheet

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES					
Per Pupil Charter Payments	10,761,831	10,950,067	11,142,069	11,337,910	11,537,668
Federal Entitlements	909,440	1,034,073	815,668	780,694	785,822
Income from Grants and Donations	-	-	-	-	-
Loans	(170,000)	-	-	-	-
Activity Fees	9,000	9,180	9,364	9,551	9,742
Other Income	24,828	16,338	16,348	16,359	16,369
TOTAL REVENUES	**11,535,098**	**12,009,658**	**11,983,448**	**12,144,514**	**12,349,601**
EXPENSES					
Personnel Salaries and Benefits	6,400,641	6,496,759	6,626,081	6,757,989	6,892,536
Direct Student Costs	625,050	406,025	414,146	422,428	430,877
Occupancy	1,695,000	1,696,700	1,703,534	1,710,505	1,717,615
Office Expenses	311,900	207,380	211,488	230,218	234,358
General Expenses	2,104,425	2,139,440	2,145,863	2,184,239	2,223,382
TOTAL EXPENSES	**11,137,015**	**10,946,305**	**11,101,112**	**11,305,379**	**11,498,767**
EXCESS (OR DEFICIENCY)	**398,083**	**1,063,354**	**882,337**	**839,134**	**850,833**

Budget E.5. Capital Budget Detail for First Two Operating Years

Details for years one and two	Year 1	Year 2	Notes
35. Classroom Furnishings and Supplies	**$ 144,000**	**$ 10,000**	
Students	450		*Number of new students*
FTEs	46		*FTEs teachers incldng SpEd*
FTEs	24		*FTEs social wrks, instr./behav. coaches, admins & facility coord.*
Cost per student	$ 250		*Desk/Chair & misc for each new student*
Cost per FTE	$ 450		*Desk/chair & cabinets for classrooms based on FTEs*
Replacement costs		$ 10,000	*Estimated replacement costs Yr2*
Subtotal, student furniture	$ 144,000	$ 10,000	*Total classroom FFE*
57. Office Furnishings and Equipment	**$ 125,150**	**$ 11,935**	
Senior Admin FTEs for furniture	4		*Non-classroom senior staff*
Cost per new staff	$ 450		*Desk/chairs and shelf or cabinet $450 total*
Replacement costs		$ 500	*Estimated replacement costs Yr2*
Subtotal staff furniture	$ 1,800	$ 500	*Total desk and chairs*
Staff (except for TAs)	99		*FTEs for computers*
Computer cost per staff member	650		*Most are purchased during planning year ($2,600)*
Replacement costs		$ 6,435	*Estimated replacement costs Yr2 (10%)*
Subtotal staff computers	$ 64,350	$ 6,435	*Total staff computers*
Server/Wireless Network and printers	$ 34,000	$ 5,000	*Server, Wireless access points, switches, printers*
PowerSchool school MIS	$ 25,000	$ -	*Estimated cost to purchase powerschool*
33. Computers and Materials	**$ 65,300**	**$ 10,000**	
New classrooms	25		*New classrooms*
Additional computers for areas with specials	6		*Additional areas/offices for instructional computers*
Budgeted computer per area	2		*Computers per classroom/area*
Cost per computer	$ 650		*Assumed cost per computer and software*
Two laptop carts	$ 25,000		*Cost for two laptop carts*
Replacement costs		$ 10,000	*Estimated replacement costs Yr2*
Subtotal classroom computers	$ 65,300	$ 10,000	Total classroom computers
47. Renovation/Leasehold Improvements	**$ 10,000**	**$ 5,000**	
LH improvements not covered by landlord	10,000	5,000	*Minor renovations/LH improvements (most in Yr0)*
Subtotal classroom computers	$ 10,000	$ 5,000	Renovations in Yrs1&2 ($50k assumed for Yr0)

Budget E.6. Monthly Cash Flow Projection - Year ONE

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
1. Cash on Hand (start of month)		25,066	2,127,787	1,018,368	150,509	2,608,377	1,709,179	883,321	2,523,057	1,696,699
2. Cash receipts										
Per Pupil Charter Payments	-	2,823,549	-	-	2,352,958	-	-	2,352,958	-	-
Per Pupil Facilities Allowance	-	405,000	-	-	945,000	-	-	-	-	-
Federal Entitlements	140,000	20,000	20,000	21,667	40,519	40,519	40,519	153,654	40,519	40,519
Other Government Funding/Grants	-	-	-	28,537	28,537	28,537	28,537	28,537	28,537	28,537
Grants and Donations	-	-	-	-	-	-	-	-	-	-
Activities Fees	-	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Line of Credit	170,000	(170,000)	-	-	-	-	-	-	-	-
Other Income	-	-	-	2,759	2,759	2,759	2,759	2,759	2,759	2,759
3. Total Receipts	$310,000	$3,078,549	$20,000	$53,962	$3,370,772	$72,814	$72,814	$2,538,908	$72,814	$72,814
4. Total Cash Available	$310,000	$3,103,615	$2,147,787	$1,072,330	$3,521,281	$2,681,191	$1,781,993	$3,422,229	$2,595,871	$1,769,514
5. Expenses										
Personnel Salaries and Benefits										
Principal/Executive Salary	47,736	20,456	20,456	20,456	20,456	20,456	20,456	20,456	20,456	20,456
Teachers Salaries	-	231,426	231,426	231,426	231,426	231,426	231,426	231,426	231,426	231,426
Teacher Aides/Assistance Salaries	-	39,270	39,270	39,270	39,270	39,270	39,270	39,270	39,270	39,270
Other Education Professionals Salaries	-	108,269	108,269	108,269	108,269	108,269	108,269	108,269	108,269	108,269
Business/Operations Salaries	-	3,917	3,917	3,917	3,917	3,917	3,917	3,917	3,917	3,917
Clerical Salaries	20,000	13,000	13,000	13,000	13,000	13,000	13,000	13,000	13,000	13,000
Custodial Salaries	-	8,250	8,250	8,250	8,250	8,250	8,250	8,250	8,250	8,250
Other Staff Salaries	-	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600
Employee Benefits	13,944	79,830	86,559	93,287	93,287	93,287	93,287	93,287	93,287	93,287
Contract Staff	-	-	-	6,708	6,708	6,708	6,708	6,708	6,708	6,708
Staff Development Costs	10,750	12,750	12,750	12,750	7,167	7,167	7,167	7,167	7,167	7,167
Direct Student Costs										
Textbooks	-	-	67,500	-	-	-	-	-	-	-
Student Supplies and Materials	-	25,125	33,000	17,250	17,250	17,250	9,375	9,375	9,375	9,375
Library and Media Center Materials	-	6,750	9,000	4,500	4,500	4,500	2,250	2,250	2,250	2,250
Computers and Materials	-	8,333	48,633	8,333	-	-	-	-	-	-
Other Instructional Equipment	-	-	-	-	-	-	-	-	-	-
Classroom Furnishings and Supplies	-	72,000	72,000	-	-	-	-	-	-	-
Student Assessment Materials	-	-	-	1,750	1,750	1,750	1,750	1,750	1,750	1,750
Contracted Instructional/Student Services	-	-	-	-	8,333	8,333	8,333	8,333	8,333	8,333
Miscellaneous Student Costs	35,000	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083

Budget E.6. Monthly Cash Flow Projection - Year ONE

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
Office Expenses										
Office Supplies and Materials	-	11,813	15,750	7,875	7,875	7,875	3,938	3,938	3,938	3,938
Office Furnishings and Equipment	2,600	50,075	75,075	-	-	-	-	-	-	-
Office Equipment Rental and Maintenance	-	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917
Telephone/Telecommunications	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
Legal, Accounting and Payroll Services	35,000	1,542	1,542	1,542	1,542	1,542	1,542	2,042	2,042	2,042
Printing and Copying	-	750	750	750	750	750	750	750	750	750
Postage and Shipping	-	375	375	375	375	375	375	375	375	375
Other	2,000	167	167	167	167	167	167	167	167	167
Occupancy Expenses										
Rent	-	112,500	112,500	112,500	112,500	112,500	112,500	112,500	112,500	112,500
Mortgage Interest Payments	-	-	-	-	-	-	-	-	-	-
Maintenance and Repairs	-	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
Leasehold Improvements	50,000	3,333	3,333	3,333	-	-	-	-	-	-
Utilities	-	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333
Janitorial Supplies	-	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583
Equipment Rental and Maintenance	-	-	-	-	-	-	-	-	-	-
Contracted Building Services	-	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333
General Expenses										
Insurance	-	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
Interest Expense	4,250	170	170	170	170	170	-	-	-	-
Transportation	-	-	-	25,167	25,167	25,167	25,167	25,167	25,167	25,167
Food Service	-	-	-	35,049	35,049	35,049	35,049	35,049	35,049	35,049
Administration Fee	-	-	-	-	-	59,108	-	-	-	-
EMO management fee	63,654	109,100	109,100	109,100	109,100	109,100	109,100	109,100	109,100	109,100
Other General Expense	-	83	83	83	83	83	83	83	83	83
Unforeseen Expenses	-	14,777	14,777	14,777	14,777	14,777	14,777	14,777	14,777	14,777
6. Total Expenses	284,934	975,828	1,129,419	921,821	912,904	972,012	898,672	899,172	899,172	899,172
7. Fund Balance (end of month)	25,066	2,127,787	1,018,368	150,509	2,608,377	1,709,179	883,321	2,523,057	1,696,699	870,342

Budget E.6. Monthly Cash Flow Projection - Year ONE

Month 10 April	Month 11 May	Month 12 June	Total
870,342	2,039,486	1,213,128	25,066
1,882,366	-	-	9,411,831
-	-	-	1,350,000
153,654	40,519	40,519	652,609
28,537	28,537	-	256,831
-	-	-	-
1,000	1,000	-	9,000
-	-	-	(170,000)
2,759	2,759	-	24,828
$2,068,316	$72,814	$40,519	$11,535,098
$2,938,658	$2,112,300	$1,253,647	$11,560,164
20,456	20,456	20,456	245,472
231,426	231,426	231,426	2,777,112
39,270	39,270	39,270	471,240
108,269	108,269	108,269	1,299,232
3,917	3,917	3,917	47,000
13,000	13,000	13,000	156,000
8,250	8,250	8,250	99,000
3,600	3,600	3,600	43,200
93,287	93,287	93,287	1,099,263
6,708	6,708	-	60,372
7,167	7,167	7,167	102,750
-	-	-	67,500
9,375	9,375	9,375	175,500
2,250	2,250	2,250	45,000
-	-	-	65,300
-	-	-	-
-	-	-	144,000
1,750	1,750	-	15,750
8,333	8,333	8,333	75,000
3,083	3,083	3,083	37,000

Budget E.6. Monthly Cash Flow Projection - Year ONE

Month 10 April	Month 11 May	Month 12 June	Total
3,938	3,938	3,938	78,750
-	-	-	125,150
2,917	2,917	2,917	35,000
3,000	3,000	3,000	36,000
2,042	2,042	2,042	21,500
750	750	750	9,000
375	375	375	4,500
167	167	167	2,000
112,500	112,500	112,500	1,350,000
-	-	-	-
1,667	1,667	1,667	20,000
-	-	-	10,000
13,333	13,333	13,333	160,000
4,583	4,583	4,583	55,000
-	-	-	-
8,333	8,333	8,333	100,000
1,250	1,250	1,250	15,000
-	-	-	850
25,167	25,167	-	226,500
35,049	35,049	-	315,439
-	-	-	59,108
109,100	109,100	109,100	1,309,205
83	83	83	1,000
14,777	14,777	14,777	177,324
899,172	899,172	830,499	11,137,015
2,039,486	1,213,128	423,149	423,149

Budget E.7. Supplemental. Planning and 5-year fully accrual-basis operating budget with cash flow adjustments

Five-Year Forecast , v1.7 2/28/14

Children's Guild PCS

	SY14-15	SY15-16	SY16-17	SY17-18	SY18-19	SY19-20
REVENUE						
04 · State and Local Revenue						
400 · Per-Pupil Operating Revenue	-	9,411,831	9,600,067	9,792,069	9,987,910	10,187,668
410 · Per-Pupil Facility Revenue	-	1,350,000	1,350,000	1,350,000	1,350,000	1,350,000
420 · Other Local Revenue	-	15,260	15,260	15,260	15,260	15,260
Total 04 · State and Local Revenue	-	10,777,090	10,965,327	11,157,328	11,353,170	11,552,928
05 · Other Public Revenue						
500 · Public Grants	180,000	769,078	769,078	509,078	509,078	509,078
510 · Public Programs	-	241,571	246,402	251,330	256,357	261,484
Total 05 · Other Public Revenue	180,000	1,010,649	1,015,480	760,408	765,435	770,562
06 · Private Revenue						
600 · Private Grants	-	-	-	-	-	-
610 · Released From Restriction	-	-	-	-	-	-
620 · Private Contributions	-	-	-	-	-	-
630 · Activity Fees	-	9,000	9,180	9,364	9,551	9,742
640 · School Sales	-	24,828	16,338	16,348	16,359	16,369
650 · Additional Revenue	-	-	-	-	-	-
670 · Donated Revenue	-	-	-	-	-	-
Total 06 · Private Revenue	-	33,828	25,518	25,712	25,909	26,111
TOTAL REVENUE	**180,000**	**11,821,567**	**12,006,325**	**11,943,448**	**12,144,514**	**12,349,601**
ORDINARY EXPENSE						
07 · Staff-Related Expense						
700 · Curricular Salaries	47,736	3,493,824	3,563,700	3,634,974	3,707,674	3,781,827
710 · Supplemental Service Salaries	20,000	1,644,432	1,677,321	1,710,867	1,745,084	1,779,986
720 · Supplemental Program Salaries	-	-	-	-	-	-
730 · Management/Development Salaries	-	-	-	-	-	-
740 · Employee Benefits	7,146	542,086	552,928	563,986	575,266	586,771
750 · Payroll Taxes	6,798	557,177	536,426	546,541	556,859	567,383
760 · Professional Development	750	74,250	75,735	77,250	78,795	80,371
770 · Contracted Staff	-	60,372	61,579	62,811	64,067	65,349
780 · Other Staff Expense	10,000	32,500	33,150	33,813	34,489	35,179
Total 07 · Staff-Related Expense	92,430	8,404,641	8,500,839	8,630,243	8,762,234	8,896,866
08 · Occupancy Expense						
800 · Occupancy Rent Expense	-	1,350,000	1,350,000	1,350,000	1,350,000	1,350,000
810 · Occupancy Service Expense	-	335,000	341,700	348,534	355,505	362,615
Total 08 · Occupancy Expense	-	1,685,000	1,691,700	1,698,534	1,705,505	1,712,615
09 · Additional Expense						
900 · Direct Student Expense	35,000	953,689	934,723	953,417	972,485	991,935
910 · Office Expense	-	163,250	166,515	169,845	173,242	176,707
920 · Business Expense	100,654	1,406,812	1,434,478	1,431,307	1,455,918	1,481,022
930 · Business Fees	-	1,000	1,020	1,040	1,061	1,082
940 · Donated Products and Services	-	-	-	-	-	-
990 · Operating Contingency	-	177,324	180,065	179,152	182,166	185,244
Total 09 · Additional Expense	135,654	2,702,075	2,716,830	2,734,761	2,784,875	2,835,991
Total ORDINARY EXPENSE	**228,084**	**10,791,715**	**10,909,370**	**11,063,538**	**11,252,614**	**11,445,471**
NET ORDINARY INCOME	**(48,084)**	**1,029,852**	**1,096,955**	**879,910**	**891,900**	**904,130**
11 · Depreciation	433	102,910	114,655	125,318	78,967	91,435
12 · Interest	4,250	850	-	-	-	-
NET INCOME	**(52,767)**	**926,092**	**982,300**	**754,592**	**812,933**	**812,695**
CASH FLOW ADJUSTMENTS						
Plus Depreciation	**433**	**102,910**	**114,655**	**125,318**	**78,967**	**91,435**
(Incr) / Decr in Accounts Receivable						
(Incr) / Decr in Per-Pupil Receivable	-	-	-	-	-	-

Budget E.7. Supplemental. Planning and 5-year fully accrual-basis operating budget with cash flow adjustments

Five-Year Forecast , v1.7 2/28/14

Children's Guild PCS

	SY14-15	SY15-16	SY16-17	SY17-18	SY18-19	SY19-20
(Incr) / Decr in Other Public Receivable	(40,000)	(116,469)	3,333	40,000	-	-
(Incr) / Decr in Private Receivable	-	-	-	-	-	-
Total (Incr) / Decr in Accounts Receivable	(40,000)	(116,469)	3,333	40,000	-	-
(Incr) / Decr in Other Current Assets						
(Incr) / Decr in Prepaid, Deposits & Advanc	-	-	-	-	-	-
(Incr) / Decr in Intracompany Receiv / (Pay	-	-	-	-	-	-
Total (Incr) / Decr in Other Current Assets	-	-	-	-	-	-
(Incr) / Decr in Net Fixed Assets						
(Incr) / Decr in Operating Net Fixed Assets	(2,600)	(334,450)	(31,935)	(32,574)	(47,766)	(48,296)
(Incr) / Decr in Facility Net Fixed Assets	(50,000)	(10,000)	(5,000)	(5,000)	(5,000)	(5,000)
Total (Incr) / Decr in Net Fixed Assets	(52,600)	(344,450)	(36,935)	(37,574)	(52,766)	(53,296)
Incr / (Decr) in Current Liabilities						
Incr / (Decr) in Accounts Payable	-	-	-	-	-	-
Incr / (Decr) in Credit Accounts	-	-	-	-	-	-
Incr / (Decr) in Accrued Expenses	-	-	-	-	-	-
Incr / (Decr) in Payroll Liabilities	-	-	-	-	-	-
Incr / (Decr) in Unearned Revenue	-	-	-	-	-	-
Incr / (Decr) in Short-Term Debt	170,000	(170,000)	-	-	-	-
Total Incr / (Decr) in Current Liabilities	170,000	(170,000)	-	-	-	-
Incr / (Decr) in Long-Term Liabilities	-	-	-	-	-	-
Incr / (Decr) in Restricted Net Assets	-	-	-	-	-	-
TOTAL CASH FLOW ADJUSTMENTS	77,833	(528,009)	81,053	127,745	26,201	38,139
Beginning Cash Balance	-	25,066	423,149	1,486,502	2,368,839	3,207,973
NET CASH FLOW	**25,066**	**398,083**	**1,063,354**	**882,337**	**839,134**	**850,833**
END CASH BALANCE	25,066	423,149	1,486,502	2,368,839	3,207,973	4,058,807

Note. This verison of the budget maps directly into the required planning year and operating year budget worksheets, as well as the capital budget worksheets. As an accrual-basis budget it shows items such as capital expenditures as uses of cash (with associated depreciation expense and increases in asset accounts), and items such as loans or receipts of pre-payments of summer school PPF as sources of cash with corresponding increases in the liability accounts.

LOAN AGREEMENT

THIS LOAN AGREEMENT dated as of [****], 2014 (as amended, restated, supplemented or otherwise modified from time to time, this "Agreement"), is made between THE CHILDREN'S GUILD, INC., a Maryland non-stock corporation ("Lender") and THE CHILDREN'S GUILD, LTD., a District of Columbia non-stock corporation ("Borrower").

Background

Borrower desires to enter into financing arrangements with Lender to fund various charter school establishment and operational expenses, and to provide working capital, and Lender is willing to provide such financial accommodations to Borrower on the terms and subject to the conditions set forth in this Agreement.

IN CONSIDERATION of the mutual covenants and undertakings herein contained, Borrower and Lender hereby agree as follows:

Article 1
Definitions

Certain Definitions. In addition to other words and terms defined elsewhere in this Agreement, as used herein the following words and terms shall have the following meanings, respectively:

"Advances" shall mean advances under Section 2.1.

"Bankruptcy Code" means the bankruptcy code of the United States of America codified in Title 11 of the United States Code, as from time to time amended or supplemented.

"Default" shall mean an event, circumstance or condition which, with the giving of notice or passage of time or both, would constitute an Event of Default.

"Governmental Body" shall mean any nation or government, any state or other political subdivision thereof or any entity, authority, agency, division or department exercising the legislative, judicial, regulatory or administrative functions of or pertaining to a government.

"Indebtedness" of a Person at a particular date shall mean, without duplication: (a) all obligations for borrowed money; (b) all obligations evidenced by bonds, debentures, notes, or other similar instruments and all reimbursement or other obligations in respect of letters of credit, bankers acceptances, bank guarantees, surety bonds, or other financial products; (c) all obligations as a lessee under capitalized lease obligations; (d) all obligations or liabilities of others secured by a Lien on any asset of a Person or its subsidiaries, irrespective of whether such obligation or liability is assumed; (e) all obligations to pay the deferred purchase price of assets (other than trade payables incurred in the ordinary course of business and repayable in accordance with customary trade practices); and (f) any obligation guaranteeing or intended to guarantee (whether directly or indirectly guaranteed, endorsed, co-made, discounted, or sold with

recourse) any obligation of any other Person that constitutes Indebtedness under any of clauses (a) through (e) above.

"Lien" shall mean any mortgage, deed of trust, pledge, hypothecation, trust, assignment, security interest, lien (whether statutory or otherwise), charge, claim or encumbrance, or preference, priority or other security agreement or preferential arrangement held or asserted in respect of any asset of any kind or nature whatsoever including any conditional sale or other title retention agreement, any lease having substantially the same economic effect as any of the foregoing, and the filing of, or agreement to give, any financing statement under the Uniform Commercial Code or comparable law of any jurisdiction.

"Loan" shall mean the Advances, collectively.

"Management Agreement" shall mean the Management Agreement dated the date hereof, between Borrower and Lender.

"Maturity Date" shall mean the date of Lender's demand.

"Maximum Loan Amount" shall mean Six Hundred Thousand Dollars ($600,000).

"Obligations" shall mean and include the Loan and any and Advances, debts, liabilities, obligations, covenants and duties owing by Borrower to Lender, of any kind or nature, present or future (including any interest accruing thereon after maturity, or after the filing of any petition in bankruptcy, or the commencement of any insolvency, reorganization or like proceeding relating to Borrower, whether or not a claim for post-filing or post-petition interest is allowed in such proceeding) arising under this Agreement or the Note, whether or not for the payment of money, whether arising by reason of an extension of credit, loan, lease or guarantee, or in any other manner, whether principal, interest, fees, expenses, charges or otherwise, whether direct or indirect, absolute or contingent, joint or several, due or to become due, contractual or tortious, liquidated or unliquidated, now existing or hereafter arising, including under any amendments, extensions, renewals or increases and all costs and expenses of Lender incurred in the documentation, negotiation, modification, enforcement, collection or otherwise in connection with any of the foregoing, including attorneys' fees and expenses owing under this Agreement and the Note, and all obligations of Borrower to Lender to perform acts or refrain from taking any action.

"Payment Office" shall mean initially 6802 McClean Blvd., Baltimore MD, and thereafter, such other office of Lender, if any, which Lender may designate by notice to Borrower to be the Payment Office.

"Person" shall mean any individual, sole proprietorship, partnership, corporation, business trust, joint stock company, trust, unincorporated organization, association, limited liability company, limited liability partnership, institution, public benefit corporation, joint venture, entity or Governmental Body (whether federal, state, county, city, municipal or otherwise, including any instrumentality, division, agency, body or department thereof).

"Property" shall mean all real and personal assets and property of any kind or nature, tangible or intangible, and which now or in the future exist.

"Solvent" means, with respect to any Person on a particular date, that on such date (a) the fair value of the property of such Person is greater than the total amount of liabilities, including, without limitation, contingent liabilities, of such Person, (b) the present fair salable value of the assets of such Person is not less than the amount that will be required to pay the probable liability of such Person on its debts as they become absolute and matured, (c) such Person is able to pay its debts and other liabilities as they mature in the normal course of business, (d) such Person does not intend to, and does not believe that it will, incur debts or liabilities beyond such Person's ability to pay as such debts and liabilities mature, and (e) such Person is not engaged in business or a transaction, and is not about to engage in business or a transaction, for which such Person's property would constitute unreasonably small capital after giving due consideration to the prevailing practice in the industry in which such Person is engaged or about to be engaged, as the case may be. In computing the amount of contingent liabilities at any time, it is intended that such liabilities will be computed at the amount which, in light of all the facts and circumstances existing at such time, represents the amount that can reasonably be expected to become an actual or matured liability.

Article 2
Revolving Credit

2.1 Revolving Credit.

(a) Subject to the terms and conditions set forth in this Agreement, Lender agrees from time to time prior to the Maturity Date to make Advances to Borrower in an aggregate amount up to the Maximum Loan Amount.

(b) Concurrently with the execution hereof, Borrower shall execute and deliver to Lender a promissory note in the form attached hereto as Exhibit 2.1(b) in an original principal amount equal to the Maximum Loan Amount (the "Note"). Unless otherwise expressly set forth herein, all Advances made hereunder shall be evidenced by such Note, and repayment of the Advances and interest thereon shall be made in accordance with the provisions of this Agreement and the Note.

2.2 Procedure for Borrowing.

(a) Borrower may notify Lender prior to 11:00 a.m. on a business day of Borrower's request to obtain, on the next succeeding business day, an Advance. Each snch notice shall specify (i) the date of such Advance, which shall be a business day, and (ii) the amount of the Advance, which amount shall be in a minimum amount of $1,000 and integral multiples of $1,000 in excess thereof. Lender shall have the discretion to require each request for an Advance to be submitted in writing in the form and under such procedures as Lender may determine. Until the Maturity Date, so long as no Default or Event of Default shall have occurred and be continuing, Borrowers may borrow, prepay and reborrow under this Agreement, all in accordance with the terms and conditions hereof and the Note.

(b) Should any amount required to be paid as interest or principal hereunder, or as fees or other charges under this Agreement or the Note, become due, Borrower shall automatically (without any action by Borrower) be deemed to have made a request for an Advance as of the date such payment is due, in the amount required to pay in full such interest, fee, charge or other Obligation under this Agreement or the Note, and such request shall be irrevocable.

2.3 Repayment of Loans.

(a) All payments of principal, interest and other amounts payable hereunder or under the Note, shall be made to Lender at the Payment Office not later than 2:00 P.M. (local time) on the due date therefor in lawful money of the United States of America in federal funds or other funds immediately available to Lender.

(b) Borrower shall pay principal, interest, and all other amounts payable hereunder or under the Note, in accordance with the terms hereof and thereof, without any deduction or setoff of any kind whatsoever.

(c) Each payment by Borrower on account of the principal of and interest on the Loan shall be applied by Lender in such order and priority to fees, charges, interest, principal, or other Obligation as Lender deems appropriate.

(d) Repayment of the Loan shall be made on demand of Lender.

2.4 Statement of Account. Lender shall maintain, in accordance with its customary procedures, a loan account (the "Borrower Account") in the name of Borrower in which shall be recorded the date and amount of each Advance made by Lender and the date and amount of each payment made by Borrower in respect thereof; provided, however, the failure by Lender to record the date and amount of any Advance shall not reduce, discharge or affect any Obligations of Borrower or adversely affect the rights of Lender. The records of Lender with respect to the Borrower Account shall be conclusive evidence absent manifest error of the amounts of Advances and accrued interest, other charges relating to the Obligations and of payments applicable thereto.

2.5 Prepayments. Borrower may prepay Advances, in whole or in part, at any time and from time to time without premium or penalty. Borrower shall, prior to or contemporaneously with making any such prepayment, give Lender such notice of prepayment as is sufficient to enable the Lender to apply such prepayment properly to the repayment of the Loan.

2.6 Use of Proceeds. The Loans shall be used by Borrowers solely to fund charter school establishment and operating expenses and to provide for working capital and general corporate purposes unless expressly prohibited hereunder.

Article 3
Interest and Fees

3.1 Interest.

(a) General. Subject to subsection (b) below, each Advance shall bear interest on the outstanding principal amount thereof at a rate per annum equal to six percent (6%) (the "Interest Rate"). Interest on each Advance shall be payable at the applicable Interest Rate in arrears in accordance with the Borrower Account, on the last business day of each calendar month. Interest charges shall be computed on the actual principal amount of Advances outstanding during the month at a rate per annum equal to the Interest Rate.

(b) Default Rate. Upon the occurrence and during the continuance of an Event of Default, the Advances shall, at the option of Lender, bear interest at the Interest Rate plus four percent (4.0%) per annum (the "Default Rate").

3.2 Computation of Interest and Fees. Interest and fees hereunder shall be computed on the basis of a year of three hundred sixty (360) days and for the actual number of days elapsed. If any payment to be made hereunder becomes due and payable on a day other than a business day, the due date thereof shall be extended to the next succeeding business day and interest thereon shall be payable at the Interest Rate during such extension.

3.3 Maximum Charges. In no event whatsoever shall interest and other amounts owed hereunder exceed the highest rate permissible under law. In the event interest and other amounts as computed hereunder would otherwise exceed the highest rate permitted under law, such excess amount shall be first applied to any unpaid principal balance of Obligations, and any remaining excess amount shall be promptly refunded to Borrower.

Article 4
Representations and Warranties

Borrower represents and warrants to Lender as follows as of the date hereof and as of the date of each Advance:

4.1 Authority. Borrower has full power, authority and legal right to enter into this Agreement and to perform all its obligations hereunder and thereunder. This Agreement and the Note have been duly executed and delivered by Borrower and this Agreement and the Note constitute the legal, valid and binding obligation of Borrower, enforceable against Borrower in accordance with their terms, except as such enforceability may be limited by any applicable bankruptcy, insolvency, moratorium or similar laws affecting creditors' rights generally or by general equitable principles. The execution, delivery and performance of this Agreement and of the Note (a) have been duly and validly authorized by all necessary action on the part of Borrower, (b) are not in violation, breach or contravention of the terms of (x) Borrower's organizational or governance documents, or (y) any material agreement or contract to which Borrower is a party or by which Borrower any of its Property is bound, (b) do not and will not violate, breach or be in contravention of any federal, state or local law, rule or regulation, or any judgment, order or decree of any Governmental Body applicable to Borrower, (c) will not require the consent or approval of, or notice to, any Governmental Body or any other Person, and (d) will not result in the creation of any Lien upon any Property of a Borrower.

4.2 Formation and Qualification. Borrower is duly organized and in good standing under the laws of the District of Columbia, and Borrower is qualified to do business and is in good standing in all states in which qualification and good standing are necessary for Borrower to conduct its businesses and own its Property. Borrower has no subsidiaries.

4.3 No Litigation or Compliance with Laws and Permits. Borrower is not subject or a party to any pending or, to its knowledge, threatened litigation, arbitration, actions or proceedings. Borrower is in compliance with all statutes, laws, rules, regulations, ordinances, and orders of any Governmental Body applicable to it, its business or its Property. Borrower has not received any written notice that it is in violation of any such statute, law, rule, regulation or otherwise. Borrower is in compliance with and has procured and is now in possession of, all licenses, permits, franchises, approvals and consents required by all applicable statutes, laws, rules, regulations, ordinances, and orders of any Governmental Body for the operation of its business in each applicable jurisdiction.

4.4 No Default. No Default or Event of Default has occurred and is continuing.

4.5 No Burdensome Restrictions. Borrower is not a party to any contract or agreement the performance of which would be reasonably expected to have an adverse effect that is material on Borrower. Borrower owns good and valid title to all of its Property, free and clear of all Liens. Borrower has not agreed or consented to cause or permit in the future (upon the happening of a contingency or otherwise) any of its Property, whether now owned or hereafter acquired, to be subject to a Lien.

4.6 No Labor Disputes. No Borrower is involved in any labor dispute, and there are no pending strikes or walkouts or union organization of any of Borrower's employees or, to best of Borrower's knowledge, threatened.

4.7 Disclosure. No representation or warranty made by any Borrower in this Agreement, the Note or in any financial statement, report, certificate or any other document furnished by Borrower to Lender in connection with the Loan contains any untrue statement of a material fact or omits to state any material fact necessary to make the statements herein or therein not misleading.

4.8 Survival of Representations and Warranties. All representations and warranties of Borrower contained in this Agreement and the Note shall be true at the time of each Borrower's execution of this Agreement and the Note, and shall survive the execution, delivery and acceptance thereof by the parties thereto and the closing of the transactions described therein or related thereto.

Article 5
Affirmative Covenants

Borrower shall, until payment in full of the Obligations and termination of this Agreement, comply with the following covenants:

5.1 Conduct of Business and Maintenance of Existence and Assets. Borrower shall (a) conduct continuously and operate actively its business according to good business practices and maintain all of its Properties useful or necessary in its business in good working order and condition (reasonable wear and tear excepted), and (b) timely prepare and file all such reports and pay all such franchise and other taxes and license and permit fees and do all such other acts and things as may be lawfully required to maintain its rights, licenses, permits, leases, powers and franchises under the statutes, laws, rules, regulations, ordinances, and orders of each applicable Governmental Body.

5.2 Violations and Litigation. Borrower shall promptly notify Lender in writing of any violation by any Borrower of applicable law, of any notice received from any Governmental Body alleging or suggesting violation or potential violation of applicable law, and of any claim, litigation, suit or administrative proceeding affecting Borrower or any of its Property.

5.3 Insurance. At Borrower's own cost and expense, Borrower shall maintain all hazards property and casualty insurance on its Property, liability insurance, workers' compensation or similar insurance, and such other insurance as appropriate in the Charter School industry, in each case in amounts and with carriers reasonably acceptable to Lender or as required by applicable laws. Upon Lender's request, Borrower shall deliver to Lender copies of all policies and evidence of the maintenance of such policies, and appropriate lender loss payable endorsements in form and substance satisfactory to Lender, naming Lender as an additional insured and lender's loss payee as its interests may appear with respect to all applicable insurance coverage. If Borrower fails to obtain insurance provided above, or to keep the same in force, Lender may, upon notice to Borrower, may obtain such insurance and pay the premium therefor on behalf of Borrower, and charge Borrower Account therefor as an Advance and such expenses so paid shall be part of the Obligations.

5.4 Payment of Taxes and Other Liabilities. Borrower shall pay, satisfy and discharge, when due, all taxes, assessments and other amounts lawfully levied or assessed upon Borrower or any of its Property, and all other obligations and liabilities of whatever nature.

5.5 Further Assurances. Borrower shall execute and deliver to Lender from time to time, upon demand, such supplemental agreements, statements, instruments, assignments and transfers, or instructions or documents as Lender may reasonably request, in order that the full intent of this Agreement may be carried into effect.

5.6 Inspection Rights. Borrower shall permit representatives and independent contractors of Lender to visit and inspect any of its properties, to examine its corporate, financial and operating records, and make copies thereof or abstracts therefrom, and to discuss its affairs, finances and accounts with its directors, managers, officers, and independent public accountants, all at such reasonable times during normal business hours, upon reasonable advance notice to Borrower.

5.7 Material Occurrences. Borrower shall promptly notify Lender in writing upon the occurrence of (a) any Event of Default or Default; and (b) any other development in the business or affairs of Borrower which could reasonably be expected to have an adverse effect

that is material on the financial condition, assets or prospects of Borrower; in each case describing the nature thereof.

5.8 Annual Financial Statements. Borrower shall deliver to Lender on or before December 15th of each year, commencing with the fiscal year ending June 30, 2015 audited financial statements of Borrower, including, a statement of financial position and related statements of activities, net assets and cash flows from the beginning of such fiscal year to the end of such fiscal year, all prepared in accordance with United States generally accepted accounting principles applied on a basis consistent with prior practices and in reasonable detail and reported upon without qualification by Borrower's regularly employed independent certified public accounting firm.

5.9 Quarterly Financial Statements. Furnish to Lender within thirty (30) days after the end of each fiscal quarter, commencing with the quarter ending after the first draw under this instrument, an unaudited management prepared statement of financial position and statement of activities, in form reasonably satisfactory to Lender, all prepared in accordance with United States generally accepted accounting principles, applied on a basis consistent with prior practices including a comparison to the corresponding period in the previous fiscal year, subject to the absence of footnotes and normal and recurring year-end adjustments.

5.10 Additional Information. Borrower shall deliver to Lender such other additional information as Lender shall request or which Borrower reasonably believes would be information which a reasonable Lender would like to possess or be aware of, all in form and substance satisfactory to Lender in its reasonable discretion.

Article 6
Negative Covenants

Borrower shall, unless otherwise consented to in writing by Lender, until payment in full of the Obligations and termination of this Agreement, comply with the following covenants:

6.1. Merger, Consolidation, Acquisition and Sale of Assets. Borrower shall not enter into any merger, consolidation or other reorganization with or into any other Person or acquire all or a substantial portion of the Property of any Person. Borrower shall not sell, lease, license, transfer or otherwise dispose of any of its Property, except dispositions of obsolete and non-working equipment in the ordinary course of business.

6.2. Creation of Liens. Borrower shall not create or permit or suffer to exist any Lien upon or against any of its Property, whether now owned or hereafter acquired.

6.3. Guarantees. Borrower shall not be or become liable upon or for the obligations or liabilities of any Person by assumption, endorsement or guaranty thereof or otherwise (other than to Lender) except for the endorsement of checks in the ordinary course of business.

6.4. Investments. Borrower shall not purchase or acquire obligations or equity interests of, or any other interest in, any Person.

6.5. Loans and Advances. Borrower shall not make or have outstanding loans, advances, or extensions of credit to any Person except loans and advances to employees for expenses in the ordinary course of business.

6.6. Indebtedness. Borrower shall not create, incur, assume or permit or suffer to exist any Indebtedness, except Indebtedness to Lender.

6.7. Nature of Business and Subsidiaries. Borrower shall not change the nature of the business in which it is presently engaged in any material respect or form any subsidiary or enter into any partnership, joint venture or similar agreement.

6.8. Fiscal Year and Accounting Changes. Borrower shall not (a) change its fiscal year from a year ending on June 30, or (b) make any change (i) in accounting treatment and reporting practices except as required by United States generally accepted accounting principles.

6.9. Amendment of Organizational Documents. Borrower shall not amend, modify or waive any material provision of its organizational documents except as directed or consented to by Lender.

6.10. No Inconsistent Agreements. Borrower shall not enter into any contracts or agreements or enter into any amendment or other modification to any currently existing contracts or agreements, which explicitly by its terms restricts or prohibits the ability of Borrower to pay the principal of or interest on the Loan or prohibits the ability of Borrower to fully satisfy all of the Obligations.

Article 7
Events of Default

The occurrence of any one or more of the following events shall constitute an "Event of Default":

7.1 Payment of Obligations. (a) Failure by Borrower to pay any principal or interest on the Obligations when due, whether on a scheduled due date, at maturity or by reason of acceleration pursuant to the terms of this Agreement, or (b) failure by Borrower to pay any other liabilities or make any other payment, fee, expense or charge provided for herein or the Note when due, after giving effect to applicable grace periods;

7.2 Representations and Warranties. Any representation or warranty made or deemed made by Borrower in this Agreement or the Note or in any certificate, document or financial or other statement furnished at any time in connection herewith or therewith shall prove to have been false or misleading in any material respect on the date when made or deemed made;

7.3 Covenants. Failure by Borrower to (a) perform, keep or observe any of the covenants contained in Article 5 of this Agreement and such failure continues for ten (10) days following the earlier of Borrower's knowledge thereof or delivery of written notice from the Lender or (b) perform, keep or observe any other term, provision, condition, covenant contained in this Agreement or the Note;

7.4 Liens. Issuance of a notice of Lien, levy, assessment, injunction or attachment against any Property of Borrower;

7.5 Bankruptcy. Borrower shall (a) apply for, consent to or suffer the appointment of, or the taking of possession by, a receiver, custodian, trustee, liquidator or similar fiduciary of itself or of all or a substantial part of its Property, (b) make a general assignment for the benefit of creditors, (c) commence a voluntary case under the Bankruptcy Code or any other state or federal bankruptcy laws (as now or hereafter in effect), (d) be adjudicated a bankrupt or insolvent, (e) file a petition seeking to take advantage of any other law providing for the relief of debtors, (f) acquiesce to, or fail to have dismissed, within sixty (60) days, any petition filed against it in any involuntary case under the Bankruptcy Code or any other state or federal bankruptcy laws (as now or hereafter in effect), or (g) take any action for the purpose of effecting any of the foregoing;

7.6 Solvency. Borrower shall fail to be Solvent;

7.7 Cross Default to Other Indebtedness. A default, event of default or breach by Borrower with respect to any document, instrument or agreement relating to any other Indebtedness to any third party in the principal amount in excess of $25,000, which default (to such third party) is not cured or waived within any applicable notice and/or grace period;

7.8 Termination of Management Agreement. The Management Agreement shall be terminated, expire or shall otherwise fail to be in full force and effect; and

7.9 Agreement Ceases to be Binding. Any material provision of this Agreement or the Note shall, for any reason, cease to be valid and binding on Borrower, or Borrower shall so claim in writing to Lender.

Article 8
Rights and Remedies Upon Default

Upon the occurrence of an Event of Default, all Obligations shall be immediately due and payable and this Agreement and the obligation of Lender to make Advances shall be immediately terminated. Upon the occurrence of an Event of Default, Lender shall have the right in its sole discretion to exercise any and all rights and remedies provided for herein, under the Note and at law or equity generally, to collect the Obligations and to enforce this Agreement and the Note. Following the occurrence of an Event of Default, Borrower shall pay all costs of collection of any of the Obligations or the enforcement of any of Lender's rights hereunder, including reasonable attorneys' fees, incurred by Lender, whether or not suit is filed hereon or on the Note. The failure of Lender to exercise its option to accelerate this Agreement, or to exercise any other right or remedy granted to it hereunder or under the Note, in any one or more instances, or the acceptance by Lender of partial payments or partial performance, shall not constitute a waiver of any Event of Default, and all such options and remedies shall remain continuously in force. The enumeration of the foregoing rights and remedies is not intended to be exhaustive and the exercise of any rights or remedy shall not preclude the exercise of any other right or remedies provided for herein or otherwise provided by law, all of which shall be cumulative and not alternative.

Article 9
Waivers and Judicial Proceedings

9.1 Waiver of Notice. Borrower hereby waives notice of non-payment, demand, presentment, protest and notice thereof with respect to any and all instruments, notice of acceptance hereof, notice of loans or advances made, credit extended, or any other action taken in reliance hereon, and all other demands and notices of any description, except such as are expressly provided for herein.

9.2 Delay. No delay or omission on Lender's part in exercising any right, remedy or option shall operate as a waiver of such or any other right, remedy or option or of any Default or Event of Default.

9.3 JURY WAIVER. EACH PARTY TO THIS AGREEMENT HEREBY EXPRESSLY WAIVES ANY RIGHT TO TRIAL BY JURY OF ANY CLAIM, DEMAND, ACTION OR CAUSE OF ACTION (A) ARISING UNDER THIS AGREEMENT OR ANY OTHER INSTRUMENT, DOCUMENT OR AGREEMENT EXECUTED OR DELIVERED IN CONNECTION HEREWITH, OR (B) IN ANY WAY CONNECTED WITH OR RELATED OR INCIDENTAL TO THE DEALINGS OF THE PARTIES HERETO OR ANY OF THEM WITH RESPECT TO THIS AGREEMENT OR ANY OTHER INSTRUMENT, DOCUMENT OR AGREEMENT EXECUTED OR DELIVERED IN CONNECTION HEREWITH, OR THE TRANSACTIONS RELATED HERETO OR THERETO IN EACH CASE WHETHER NOW EXISTING OR HEREAFTER ARISING, AND WHETHER SOUNDING IN CONTRACT OR TORT OR OTHERWISE AND EACH PARTY HEREBY CONSENTS THAT ANY SUCH CLAIM, DEMAND, ACTION OR CAUSE OF ACTION SHALL BE DECIDED BY COURT TRIAL WITHOUT A JURY, AND THAT ANY PARTY TO THIS AGREEMENT MAY FILE AN ORIGINAL COUNTERPART OR A COPY OF THIS SECTION WITH ANY COURT AS WRITTEN EVIDENCE OF THE CONSENTS OF THE PARTIES HERETO TO THE WAIVER OF THEIR RIGHT TO TRIAL BY JURY.

Article 10
Miscellaneous

10.1 Term. This Agreement shall become effective on the date hereof and shall continue in full force and effect until the Maturity Date unless sooner terminated as herein provided (including if Lender has demanded payment thereof and terminated its commitment to make Advances). The termination of the Agreement shall not impair or affect any of Lender's rights, or discharge, release or reduce any of the Obligations, and the provisions hereof shall continue to be fully operative until all Obligations have been fully and indefeasibly paid in full in cash. All representations, warranties, covenants, waivers and agreements contained herein shall survive termination hereof until all Obligations are indefeasibly paid and performed in full.

10.2 Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Maryland applied to contracts to be performed wholly within the State of Maryland, without regard to principles of conflicts or choice of laws. Any judicial proceeding brought by or against Borrower with respect to any of the Obligations, this Agreement, the Note or any related agreement may be brought in any court of competent

jurisdiction in the State of Maryland, and, by execution and delivery of this Agreement, each party hereto accepts for itself and, as the case may be, in connection with its properties, generally and unconditionally, the non-exclusive jurisdiction of the aforesaid courts, and irrevocably agrees to be bound by any judgment rendered thereby in connection with this Agreement. Each party hereto waives any objection to jurisdiction and venue of any action instituted hereunder and shall not assert any defense based on lack of jurisdiction or venue or based upon forum non conveniens.

10.3 Entire Understanding. This Agreement and the Note contain the entire understanding between Borrower and Lender and supersedes all prior agreements and understandings, if any, relating to the subject matter hereof. Neither this Agreement nor any portion or provisions hereof may be changed, modified, amended, waived, supplemented, discharged, cancelled or terminated orally or by any course of dealing, or in any manner other than by an agreement in writing, signed by the party to be charged. Borrower acknowledges that it has been advised by counsel in connection with the execution of this Agreement and the Note and is not relying upon oral representations or statements inconsistent with the terms and provisions of this Agreement.

10.4 Successors and Assigns; Participations. This Agreement shall be binding upon and inure to the benefit of Borrower, Lender, all future holders of the Obligations and their respective successors and assigns, except that Borrower may not assign or transfer any of Borrower's rights or obligations under this Agreement without the prior written consent of Lender.

10.5 Indemnity. Borrower shall indemnify Lender and Lender's officers, directors, affiliates, attorneys, employees and agents from and against any and all liabilities, obligations, losses, damages, penalties, actions, judgments, suits, costs, expenses and disbursements of any kind or nature whatsoever (including fees and disbursements of counsel) which may be imposed on, incurred by, or asserted against Lender in any claim, litigation, proceeding or investigation instituted or conducted by any Governmental Body or any other Person with respect to any aspect of, or any transaction contemplated by, or referred to in, or any matter related to, this Agreement or the Note, whether or not Lender is a party thereto, except to the extent that any of the foregoing arises out of the gross negligence or willful misconduct of Lender (as determined by a court of competent jurisdiction in a final and non-appealable judgment).

10.6 Notice. Any notice or request hereunder may be given to Borrower or to Lender at their respective addresses set forth on the signature page(s) hereto or at such other address as may hereafter be specified in a notice designated as a notice of change of address under this Section. Any notice shall be effective: (a) in the case of hand-delivery, when delivered; (b) if given by mail, three (3) days after deposit with the United States Postal Service, with first-class postage prepaid, return receipt requested; (c) if given by telephone, when a party is contacted by telephone, if delivery is confirmed no later than the next business day by hand delivery, facsimile or e-mail transmission, or overnight courier delivery; (d) if given by facsimile, when sent, if the party sending such notice receives confirmation of the delivery thereof from its own facsimile machine; (e) if given by e-mail, when actually received; and (f) if given by any other means (including overnight courier), when actually received.

10.7 Severability. If any part of this Agreement is contrary to, prohibited by, or deemed invalid under applicable laws or regulations, such provision shall be inapplicable and deemed omitted to the extent so contrary, prohibited or invalid, but the remainder hereof shall not be invalidated thereby and shall be given effect so far as possible.

10.8 Expenses. All reasonable and actual costs and out-of-pocket expenses, including attorney's fees and disbursements incurred by Lender (a) in connection with the entering into, negotiation, modification, amendment, administration and termination of this Agreement and the Note, and (b) in all efforts made to enforce payment of any Obligation, may be charged to the Borrower Account and shall be part of the Obligations.

10.9 Injunctive Relief. Borrower recognizes that, in the event Borrower fails to perform, observe or discharge any of Borrower's obligations or liabilities under this Agreement, or threatens to fail to perform, observe or discharge such obligations or liabilities, any remedy at law may prove to be inadequate relief to Lender; therefore, Lender, if Lender so requests, may be entitled to temporary and permanent injunctive or other equitable relief in any such case without the necessity of proving that actual damages are not an adequate remedy, and without obligation to post bond or other security. Borrower agrees to not take a position contrary to this Section in any such proceeding.

10.10 Time of the Essence. Time is of the essence in the performance of this Agreement and the Note.

10.11 Captions. The captions at various places in this Agreement are intended for convenience only and do not constitute and shall not be interpreted as part of this Agreement.

10.12 Counterparts; Facsimile Signatures. This Agreement may be executed in any number of and by different parties hereto on separate counterparts, all of which, when so executed, shall be deemed an original, but all such counterparts shall constitute one and the same agreement. Any signature delivered by a party by facsimile or electronic transmission shall be deemed to be an original signature hereto.

10.13 Construction. The parties acknowledge that each party and its counsel have reviewed this Agreement and that the normal rule of construction to the effect that any ambiguities are to be resolved against the drafting party shall not be employed in the interpretation of this Agreement or any amendments, schedules or exhibits thereto. The word "including" shall be deemed to mean "including, without limitation".

[REMAINDER OF PAGE INTENTIONALLY BLANK]

Each of the parties has signed this Agreement as of the day and year first above written.

BORROWER:

THE CHILDREN'S GUILD, LTD.

By: _____

Name: _____

Title: _____

ADDRESS FOR NOTICES:

_____

_____

_____

_____

STATE OF _____ :
: ss
CITY/COUNTY OF _____ :

On this, the ____ day of _____, 2014, before me, a Notary Public, the undersigned officer, personally appeared the person whose name is set forth above, who acknowledged himself/herself to be the officer/representative of The Children's Guild, Ltd., and that he/she, as such officer/representative, being authorized to do so, executed the foregoing instrument for the purposes therein contained by signing the name of the company by himself/herself as such officer/representative.

IN WITNESS WHEREOF, I hereunto set my hand and official seal.

_____
Notary Public

[SIGNATURES CONTINUE ON NEXT PAGE]

LENDER:

THE CHILDREN'S GUILD, INC.

By: _____

Name: Andrew L. Ross

Title: President and CEO

ADDRESS FOR NOTICES:

_____

_____

_____

_____

STATE OF _____ :
: ss
CITY/COUNTY OF _____ :

On this, the ____ day of _____, 2014, before me, a Notary Public, the undersigned officer, personally appeared the person whose name is set forth above, who acknowledged himself/herself to be the officer/representative of The Children's Guild, Inc., and that he/she, as such officer/representative, being authorized to do so, executed the foregoing instrument for the purposes therein contained by signing the name of the company by himself/herself as such officer/representative.

IN WITNESS WHEREOF, I hereunto set my hand and official seal.

_____
Notary Public

EXHIBIT 2.1(b)

Form of Note

$600,000 [****], 2014
[Baltimore, MD/Washington, D.C.]

FOR VALUE RECEIVED, THE CHILDREN'S GUILD, LTD., a District of Columbia non-stock corporation ("Borrower"), promises to pay to the order of THE CHILDREN'S GUILD, INC., a Maryland non-stock corporation, its successors and/or assigns ("Lender"), ON DEMAND, at the Payment Office or such other place designated by Lender from time to time, the principal sum of SIX HUNDRED THOUSAND DOLLARS ($600,000) or, if less, the aggregate unpaid principal amount reflected on Lender's records as the Advances made by Lender pursuant to that certain Loan Agreement dated as of the date hereof between Borrower and Lender (such agreement, as amended, supplemented, restated or otherwise modified from time to time, the "Loan Agreement").

Borrower further agrees to pay interest on the unpaid principal amount hereof from time to time outstanding from the date advanced until repaid at the rate per annum set forth in the Loan Agreement, including at the Default Rate, if applicable. The highest rate of interest provided for in this Note shall continue to apply to the debt evidenced by this Note until repaid notwithstanding the entry of judgment on this Note.

Payments of principal, interest and other sums to be made pursuant to this Note shall be made without set-off or counterclaim in lawful money of the United States of America in same day or immediately available funds to the account designated by Lender pursuant to the Loan Agreement.

This Note is the "Note" referred to in, and is entitled to the benefits of, the Loan Agreement. Unless otherwise defined in this Note, terms used herein are used with the same meaning as provided in the Loan Agreement.

In the event any payment due hereunder shall become overdue for a period in excess of ten (10) days after its due date, Lender may assess a "late charge" of the greater of ten percent (10%) of the overdue amount, or $250.00, and may add such amount to the Borrower Account and the Obligations.

The occurrence or existence of an Event of Default under the Loan Agreement shall constitute an Event of Default under this Note. Should an Event of Default occur, then, subject to Lender's right to waive acceleration, the entire unpaid principal balance of this Note, together with all accrued interest and all other sums due by Borrower hereunder or under any other Loan Document shall, without notice to Borrower, become due and payable immediately, and payment of the same may be enforced and recovered in whole or in part at any time by one or more of the remedies provided to Lender in this Note or the Loan Agreement, and in such case Lender may

also recover all costs of suit and other expenses in connection therewith, together with reasonable attorneys' fees for collection.

BORROWER HEREBY AUTHORIZES AND EMPOWERS ANY ATTORNEY OR ATTORNEYS OR THE PROTHONOTARY OR CLERK OF ANY COURT OF COMPETENT JURISDICTION RECORD IN THE STATE OF MARYLAND OR THE DISTRICT OF COLUMBIA, UPON THE OCCURRENCE OF AN EVENT OF DEFAULT, TO APPEAR FOR BORROWER IN ANY SUCH COURT, WITH OR WITHOUT DECLARATION FILED, TO WAIVE THE ISSUING AND SERVICE OF PROCESS AND TO CONFESS OR ENTER JUDGMENT AGAINST BORROWER IN FAVOR OF LENDER FOR ALL SUMS THEN DUE BY BORROWER TO LENDER UNDER THIS NOTE, WITH COSTS OF SUIT AND RELEASE OF PROCEDURAL ERRORS AND WITH REASONABLE ATTORNEY'S FEES OF TEN PERCENT (10%) OF THE AMOUNT THEN DUE (PROVIDED THAT SUCH AMOUNT SHALL BE REDUCED TO ACTUAL AND REASONABLE FEES INCURRED); AND FOR DOING SO THIS NOTE OR A COPY VERIFIED BY AFFIDAVIT SHALL BE SUFFICIENT WARRANT. SUCH AUTHORITY AND POWER SHALL NOT BE EXHAUSTED BY ANY EXERCISE THEREOF, AND JUDGMENT MAY BE CONFESSED AS AFORESAID FROM TIME TO TIME AS OFTEN AS THERE IS OCCASION THEREFOR.

Borrower hereby waives to the fullest extent provided by law presentment for payment, demand, notice of nonpayment, notice of dishonor and protest of this Note. This Note shall be governed by, construed and enforced in accordance with, the laws of the State of Maryland without reference to its laws or principles of conflicts or choice of laws. Reference is made to the Loan Agreement for provisions regarding jurisdiction and venue.

[REMAINDER OF PAGE INTENTIONALLY BLANK]

IN WITNESS WHEREOF, Borrower, intending to be legally bound, has duly executed this Note the day and year first above written.

BORROWER:

THE CHILDREN'S GUILD, LTD.

By: _____

Name: _____

Title: _____

STATE OF _____ :
: ss
CITY/COUNTY OF _____ :

On this, the ____ day of _____, 2014, before me, a Notary Public, the undersigned officer, personally appeared the person whose name is set forth above, who acknowledged himself/herself to be the officer/representative of The Children's Guild, Ltd., and that he/she, as such officer/representative, being authorized to do so, executed the foregoing instrument for the purposes therein contained by signing the name of the company by himself/herself as such officer/representative.

IN WITNESS WHEREOF, I hereunto set my hand and official seal.

_____
Notary Public

Appendix, Section F
Resumes, Board Member Agreements, and Statements of Interest and Qualifications

Curriculum Vitae

Paris Le'Mond Adon, Ed.D.

[redacted]

Summary of Relevant Experience

I am a school administrator who is knowledgeable about current trends in pedagogy, special education research, health, literacy, teacher development and special education law. Furthermore, my professional activities include, teaching special needs children, leading teachers and leading special education professionals.

Education

Argosy University, 2013
Doctor of Education, Education Leadership
Dissertation: Montessori as an Academic Intervention for Students with Emotional Disabilities

Trinity University, 2005
Masters Degree – Administration, Education Leadership

Cleveland State University, 2001
Bachelors Degree – Special Education / Intervention Specialist
Student Teacher, Parkside Intermediate School, 2001

Teaching and Leadership Experience

District of Columbia Public Schools, 2006 – Present
Program Manager, Non Public Unit
Program Manager, Private and Religious Office

- Supervise and manage Student Progress Monitors to ensure that students are progressing in the Non-Public schools and prepared to reintegrate to a lesser restrictive environment.
- Supervise and manage the private and religious office, which includes two case managers, a coordinator and an administrative assistant with child find obligations and equitable services for students enrolled in private schools.
- Create Private and Religious Office budget and policy for fiscal year 2013/14.

Options Public Charter School, 2005 to 2006
Assistant Principal

- Directed and coordinated special education programs for local educational authority.
- Conducted classroom observations for curriculum implementation as it related to student's IEPs.
- Conducted pre and post conferences with teachers to discuss lesson implementation
- Manage $1,000,000.00 budget for special education staff and services

District of Columbia Public Schools, 2003 – 2005
Special Education Teacher

- Special Education Mild to Moderate – Intellectually Deficient

The Children's Guild Inc, 2002-2003
Special Education Teacher

- Special Education Emotional Disturbance, Autism, and Learning disability

Prince Georges County Public Schools
Special Education Teacher, 2001 - 2002

- Special Education Mild to Moderate – Learning disability

Certifications and Memberships

- Administration Services Credential – K - 12, Washington DC (Active)

- Principal / Assistant Principal, Delaware (Non Active)
- Non-Categorical Special Education – K – 12, Washington DC (Active)
- Teacher of Exceptional Children – 1 – 12, Delaware (Non Active)
- Cross Categorical Special Education – K - 12, North Carolina (Non Active)
- National Association of Special Education Teachers
- Council for Exceptional Children (Non Active)
- Cleveland State Alumni Association
- Board Member Avail Youth Athletics (Active)

Publications

- Adon, P. (2013). *Montessori as an Academic Intervention for Student with Emotional Disabilities.* Argosy University

Pending Projects

- The Adon Educational Model (AEM) – Changing The Way We Educate Kids in America
- Paris Plays The Playground (Children's Literature)

Professional References

- Mr. Joshua Wayne – 202-907-8414, Josh.Wayne@dc.gov, (Current Supervisor)
- Mr. Andre Hentz – 301-928-8972, andre.hentz@gmail.com
- Mr. Devin Harley – 757-358-0899, harleydp1@gmail.com
- Ms. Melanie Caldwell – 301-817-0500, melani.caldwell@pgcps.org

Conflict of Interest Form

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

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please 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 or your spouse 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 educational service provider (ESP) or any other company contracting with the proposed charter school?		
3	Did or will you or your spouse lease or sell property to the proposed charter school?		
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		
5	Have you or your spouse 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	Title
Dr. Paris Ken	mentor
Applicant Organization	Date Submitted
Children's Guild	9/24/14

Founding Member Personal Interest Statement

Paris Adon, Ed.D.

My interest in establishing a charter school in the District of Columbia are engendered from a deep yearning for quality educational options in the District of Columbia. As a native Washingtonian, I take it personal to assist in improving the educational options for students in Washington D.C. As a child, my mother, a District of Columbia Public School graduate (Spingarn Senior High School), was repelled with the educational options within the District thus she moved her family (my brother and I) out to Prince Georges County, MD, to find a better education for her children. My brother and I both attended Prince George's County Public Schools where we received a quality education from Suitland High School in Suitland, MD. Since that move I have always had a desire, an ambition, a spirit and a personal intrinsic motivation to improve the quality of educational options in Washington D.C.

Furthermore, I have worked within the Washington D.C. city limits for over a decade. In addition to my work, I have studied in the District of Columbia earning my Masters degree from Trinity University and Doctorate degree from Argosy University – Washington DC campus. Moreover, I conducted research on students with disabilities and I am intrigued at the thought of a quality school in the District of Columbia that will offer an array of robust special education services and additional services that encourage student development both academically and emotionally.

Paris Adon, Ed.D.
Founding Board Member
The Children's Guild, Ltd., DC Public Charter School

Allan D. Arbogast, Ed.D.

[redacted]

Profile

An experienced and successful district leader in large suburban and urban settings;
Instructional leader with proven results in academic growth and closing the achievement gap;
Reform leader in teacher evaluation, compensation, central office organization, and equitable student funding;
Innovator in instructional models, alternative programs and turnaround schools;
Consensus builder in community and business partnerships;
Systems thinker with excellent problem solving skills.

Professional Experience

Children's Guild

Vice President-Chief Operating Officer: February 2014

Prince George's County Public Schools

Chief Academic Officer: February 2010 to February 2014

Acting Deputy Superintendent for Academics: July 2012-July 2013

Anne Arundel County Public Schools

Senior Manager for Academic Accountability: 2006 to 2010

Principal: 1992-2006;

Assistant Principal: 1987-1992;

Teacher: 1977-1987

Major Accomplishments

Organizational Development Assessed and synthesized district initiatives and created processes and structures for the district, clusters and schools, which resulted in:

- The design and implementation of the academic program for Prince George's County Public Schools including the management of schools, curriculum and instruction, special education, school improvement, Title I, and Testing.
- The successful creation and implementation of the district's Race to the Top application resulting in increased advanced placement participation and performance.
- The development of milestones for the District Strategic Plan including establishing goals and setting targets around college and career readiness. These goals were then monitored through a Performance Management System of accountability from all departments with support from the Dell Foundation.
- The successful creation of six turnaround schools through the implementation of the Title I (1003g) School Improvement Grant. The six low performing schools experienced strong academic growth.
- The reorganization of the management of schools through Instructional Directors to provide direct support to principals leading to increased support and directed evaluations.
- The creation and implementation of the Student Based Budgeting Initiative in Prince George's County. This initiative created a funding formula in which the money was allotted on student need.

- The reorganization of Career and Technical Education to Career Academies. This transitioned career fields into a more rigorous program of study and resulted in increased participation in career tracks.
- The creation of the Department of College and Career Readiness that coordinated the implementation of a college going culture.
- The revision of alternative governance plans for Schools in Improvement with a focus on data analysis, instructional implementation, structural realignments and the development of progress monitoring tools.
- The alignment between the Divisions of Academics, Human Capital and Instructional Technology to create the Data Warehouse, web-based data reporting systems and the development of an electronic dashboards.
- The development of a Central Office redesign to make offices "school facing" as a result of the initiative of the Public Education Leadership Project at Harvard's School of Business and Harvard's School of Education.
- The creation of an Enrichment/Intervention block in schools tailored to student needs.
- The implementation of the Strategic Data Partners engaged with college readiness in collaboration with Harvard University.

Instructional Leadership Developed instructional processes and structures that incorporated researched-based techniques to address student needs as evidenced by:

- The coordination the implementation of the **Common Core State Standards** (CCSS) in the district, including representing the state in the CCSS assessment implementation with support from the Aspen Institute and the Institute for Learning.
- The representation for the State of Maryland on the Cross State Collaborative Advisory team for the implementation of the Common Core State Standards.
- Steady increases in local and state assessment and College Board performance.
- The creation of rubrics for cognitive demand based on Webb's Depth of Knowledge Framework in the district.
- The development of an initiative around collaborative planning for all schools, including the use of DataWise © from Harvard University.
- The development of the Secondary School Reform in the district which created academies in every high school.
- The creation of The Academy of Health Sciences, which is the state's first Middle College in collaboration with the Prince George's Community College.
- The implementation of a Unit Design initiative featuring performance instruction. essential questions and assessment.
- Leadership with the Office of Civil Rights Academic Achievement Steering Committee to implement a plan to address the minority achievement gap and cultural proficiency.
- The successful award-winning Inclusive Education through the integration of a special education cluster site into a mainstreamed school.
- The conceptualization and implementation of an Response to Intervention tracking tool.

Principal/Teacher Capacity Developed systems and relationships that increased teacher and principal capacity through a process of inquiry and support as evidenced by:

- The selection of over 100 highly effective principals over four years.

- The creation of an Executive Evaluation process.
- Leadership of the Teacher Effectiveness Pilot for the district in collaboration with the Maryland State Department of Education and the Bill and Melinda Gates Foundation.
- The development of principals and teacher leaders in instructional planning, school management and scholarly activities including doctoral dissertations and internships as part of the Principal Pipeline in collaboration with the National Institute for School Leaders, New Leaders for New Schools, and the Wallace Foundation. This included formal presentations to principals and assistant principals as well as individual collaborations.
- The development of Professional Learning Communities through a continuum of teacher professional development including study groups, action research and distributed leadership teams within the schools around problems of practice
- The development of teacher leaders through Teach for America and School Leader Network.
- The development and training in the use of data protocols, student achievement platforms and the interpretation of data.

Collaboration Created opportunities for collaboration with outside agencies and stakeholders to increase opportunities for students as evidenced by:

- The collaboration with NASA Goddard and The National Commission of Teachers for America's Future on a STEM initiatives.
- The partnership with the Community Foundation in Prince George's County to develop connections with philanthropists and businesses.
- The expansion of university and college partnerships with the University of Maryland, College Park, University College, Bowie State University, Howard University and Prince George's Community College.
- The expansion of business partnerships with Goddard Space Center, The Maryland Business Roundtable, Junior Achievement, Capital One and local and national businesses.
- The engagement with community organizations for Promise Neighborhood grants in Suitland and Langley Park, MD and Envision Prince George's.
- The engagement with local government in the Transforming Neighborhood Initiative.
- The creation of the Ridgeway Invitational, in collaboration with Maryland Special Olympics and the Navy's Run, Jump and Throw Program to create an annual track and field event pairing disabled and non-disabled peers.
- The development of a Youth Leadership Conference for students.

Awards

Washington Post Distinguished Leader, 2004, for recognized performance as an elementary school principal.

School of the Year by *Exceptional Parenting Magazine,* 2000, for successfully implementing a special education cluster site in a mainstreamed environment at Ridgeway Elementary School.

Speaking Engagements

Maryland Public Television: Wallace Foundation Panel November 2012
NCTAF Panel: November 2012
Implementing the Common Core: K-12 Summit, November 2012

Socratic Forum with Geoffrey Canada and the Community Foundation: October 2012
ASCD Video: Structuring Central Office: September 2012
STEM Initiative: Congresswoman Edwards' Panel on STEM, September 2012
College Board, District Diagnostic Panel, October 2011.

Education

Ed.D. Education Leadership and Policy. University of Maryland, College Park. 2004
Dissertation: *Supporting Professional Learning in an Era of Accountability: The Elementary Principal Perspective.*
Contributor: *Design Principles for Learner-Centered Schools* (2004).
M.Ed. University of Maryland, College Park, 1981.
B.A. University of Maryland Baltimore County, 1977.
Adjunct Professor: University of Maryland, 2008 to present, Proposal Writing Seminar, Dissertation Advisor.
Adjunct Professor: McDaniel College, 2007. *Assessment for Learning.*

Certification

Maryland Certificate: Advanced Professional Certification
- Superintendent
- Elementary-Middle Supervisor
- Elementary-Middle Principal
- Elementary Education 1-6 & Middle School
- Political Science 7-12

Community Service

Governor appointed member the Effective Education Council, 2012
Leadership Anne Arundel, Class of 2007
Grassroots Education Nepal, Board member, 2010 to present.

The Children's Guild Ltd. – DC Campus

Board of Directors Member Agreement

The board of directors is legally and ethically responsible for oversight of The Children's Guild, Ltd., Public Charter School – DC Campus.

Responsibilities of the Board

- Determining how the organization carries out its mission through long and short range planning and review.
- Adopting an annual budget and providing fiscal oversight.
- Recruiting, orienting and developing members of the board.
- Hiring, firing and evaluating the performance of the educational management organization.
- Evaluating its performance and the overall performance of the charter school in achieving its mission.
- Establishing policies for the effective management of the charter school.

Responsibilities of a Director

- Understand and promote the charter school's mission.
- Be familiar with the programs and operations of the charter school.
- Be a working member of at least one board committee.
- Participate in resource development and fundraising.
- Make an annual gift to the charter school commensurate with one's ability.
- Advocacy (when requested, write letters and/or make phone calls to support bills that are in the best interest of the charter school).
- Community education.
- Review meeting materials before meetings.
- Identify any potential conflicts of interest.

Time Demands

- Attend and actively participate in at least 75% of two hour board and committee meetings (approximately 4 board meetings per year and 4 committee meetings per year). Meeting date and time established at convenience of committee members.

Financial and Resource Development Expectations

- Assist the school in raising funds for capital and operating expenses not covered by tuition.
- Be present to demonstrate support at least 2 charter school events.
- Identify and assist in cultivation of potential board members.
- Attend a minimum of one of the two fundraising events:
  - Golf Classic
  - Cabaret for Kids

Allan D. Arbogast

Founding Board Member Signature

Allan D. Arbogast

Print Name

Conflict of Interest Form

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

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please 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 or your spouse 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 educational service provider (ESP) or any other company contracting with the proposed charter school?		✓
3	Did or will you or your spouse lease or sell property to the proposed charter school?		✓
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5	Have you or your spouse 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	Title
[signature]	Vice President for Educational Services
Applicant Organization: Childrens Guild	Date Submitted: 2/21/14

Explanation to Questions 6 and 12

Duane Arbogast

Question 6: I have marked yes because I am a founding group member and work for The Children's Guild, Inc. which will serve as the Educational Management Organization (EMO) for The Children's Guild District of Columbia Public Charter School.

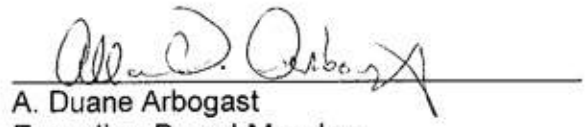
Founding Member Personal Interest Statement

A. Duane Arbogast, Ed.D.

My interest in developing this charter stems from my experience of working in public education for 36 years, but more importantly, in the urban reform work of the last four years. As the Chief Academic Officer for Prince George's County, I was faced with turning around the academic achievement of a large urban district with chronic under performance. However, the academic performance was more than just "working harder" or "focusing more on standards". The very nature of generational poverty, institutional racism, dysfunctional processes, low expectations, poor social capital, weak economic opportunity and a lack of access and aspiration all combined to create bleak prospects for students.

Our reform efforts were multi-faceted and included a reorganization of central office, changes in student funding algorithms, the development of a leadership pipeline, turnaround strategies for our lowest performing schools, an effort to increase rigor through partnerships, and offering new and creative programming. As we developed new programs, we realized that the very nature of the institutions of public education inhibited the development of new programming. This was most evident in the turnaround work. Turnaround demanded a significant restructuring of the hiring practices, teacher placement and development, leadership development and significant shifts in school schedule, curriculum and culture. It is into this space that the opportunity for charters holds promise. By purposefully creating a school outside of the public school institution, this charter can better address the needs of the students without the burden of institutional constraints. In particular, this charter can create a culture that deliberately mitigates the ravages of poverty and low expectations.

My role in this charter is to employ the "lessons learned" in my work in turnaround schools to ensure the academic fidelity to rigor and high expectations within a supportive culture. I bring a long history of academic performance and instructional expertise to the table. My lens of navigating institutional barriers to achieve outcomes will benefit the charter. I look forward to creating this environment for the students of huge District.



A. Duane Arbogast
Founding Board Member
The Children's Guild, Ltd., DC Public Charter School

STEPHEN M. BALDWIN, CPA

[redacted]

Senior Financial Professional, possessing strong leadership, computer, written and verbal communication skills. Previous experience leading finance, accounting, human resources, and information technology departments.

EDUCATION

MBA, Wilmington College, 1984. **BS**, Accounting, magna cum laude, Towson University 1976. **Certified Public Accountant.**

PROFESSIONAL EXPERIENCE

THE CHILDREN'S GUILD 2002 To Present

Executive Vice President and Chief Financial Officer

- Responsible for all financial activities of 25 million-dollar state funded not-for-profit organization serving economically disadvantaged and behaviorally disabled children.
- Manage Human Resources effort.
- Responsible for organization's information technology department.
- Work closely with diverse community based Board of Trustees.
- Manage budget preparation, financial reporting, on-going expense monitoring and cash flow effort.
- Responsible for Operations: maintenance & development of the organizations campuses

Vice President of Finance and Chief Financial Officer (2002 – 2009)

- Manage all financial activities.
- Head Human Resources Department.
- Responsible for organization's information technology effort.
- Work closely with diverse community based Board of Trustees.
- Manage budget preparation, financial reporting, on-going expense monitoring and cash flow effort.

PRINCE TELECOM HOLDINGS, INC. 2000 to 2001

Chief Financial Officer

- Managed all financial activities for $100 million-dollar telecommunications service company.
- Maintained strong relationships with financial institutions.
- Oversaw Information Technology and Human Resources Departments.
- Directed significant information system upgrade.
- Proficient in the use of MS Office Suite Software (including Excel, Word, Power Point, Outlook, etc.)

WILMAC CORPORATION 1985 to 2000

Vice President, Finance (1994 to 2000)

- Directed all accounting and financial operations for $80 million-dollar health care provider.
- Financial representative to the Board of Directors.
- Secured $120 million in financing including $20.5 million in lines of credit.
- Managed communications with limited partners and negotiated subsequent buyout.

Corporate Controller (1985 to 1994)

- Directed day to day operations of Accounting, Information Technology, Support Staff, Credit, and Internal Auditing Departments.
- Prepared monthly financial statements for 12 health care entities.
- Planned and oversaw conversion of information system to fully integrated distributive information network.
- Responsible for annual audit.

HERR FOODS, INCORPORATED 1979 to 1985

Controller (1983 to 1985)

- Directed all accounting activities for $60 million-dollar snack food manufacturer and distributor.
- Maintained cost allocation system.
- Achieved real-time reporting by implementing fully automated state-of-the-art system.
- Responsible for annual audit.

Accounting Manager (1979 to 1983)

- Set up divisional accounting and cost allocation system.
- Allowed Company to double profitability by identifying problem operations through divisional accounting system.

PERDUE, INCORPORATED 1976 to 1979

Chief Internal Auditor (1978 to 1979)

- Improved bottom line by establishing and strengthening internal controls for rapidly growing poultry producer with 5,000 employees.
- Catalyst for $2 million turnaround, reversing $500,000 annual loss to $1.5 million annual profit.

Assistant Divisional Controller (1977 to 1978)

- Managed daily operations of accounting staff for 5-plant processing division.

General Ledger Accountant (1976 to 1977)

- Performed monthly closings for 6 cost centers and reviewed reports with management.
- Prepared annual budgets.

The Children's Guild Ltd. – DC Campus

Board of Directors Member Agreement

The board of directors is legally and ethically responsible for oversight of The Children's Guild, Ltd., Public Charter School – DC Campus.

Responsibilities of the Board

- Determining how the organization carries out its mission through long and short range planning and review.
- Adopting an annual budget and providing fiscal oversight.
- Recruiting, orienting and developing members of the board.
- Hiring, firing and evaluating the performance of the educational management organization.
- Evaluating its performance and the overall performance of the charter school in achieving its mission.
- Establishing policies for the effective management of the charter school.

Responsibilities of a Director

- Understand and promote the charter school's mission.
- Be familiar with the programs and operations of the charter school.
- Be a working member of at least one board committee.
- Participate in resource development and fundraising.
- Make an annual gift to the charter school commensurate with one's ability.
- Advocacy (when requested, write letters and/or make phone calls to support bills that are in the best interest of the charter school).
- Community education.
- Review meeting materials before meetings.
- Identify any potential conflicts of interest.

Time Demands

- Attend and actively participate in at least 75% of two hour board and committee meetings (approximately 4 board meetings per year and 4 committee meetings per year). Meeting date and time established at convenience of committee members.

Financial and Resource Development Expectations

- Assist the school in raising funds for capital and operating expenses not covered by tuition.
- Be present to demonstrate support at least 2 charter school events.
- Identify and assist in cultivation of potential board members.
- Attend a minimum of one of the two fundraising events:
  - Golf Classic
  - Cabaret for Kids

Stephen M. Baldwin

Founding Board Member Signature

Stephen M. Baldwin

Print Name

Conflict of Interest Form

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

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please 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 or your spouse 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 educational service provider (ESP) or any other company contracting with the proposed charter school?		✓
3	Did or will you or your spouse lease or sell property to the proposed charter school?		✓
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5	Have you or your spouse 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	Title
Stephen M. Bell	EVP + CFO
Applicant Organization: The Children's Guild	Date Submitted: 2/27/14

Explanation to Questions 6 and 12

Steve Baldwin

Question 6: I have marked yes because I am a founding group member and work for The Children's Guild, Inc. which will serve as the Educational Management Organization (EMO) for The Children's Guild District of Columbia Public Charter School.

Question 12: I have established four other charter schools in the state of Maryland. I have applied to establish a charter school in Washington, DC but the charter school application was not approved.

Founding Member Personal Interest Statement

Stephen M. Baldwin

My interest in establishing a charter school in the District of Columbia is rooted in personal tragedy. My daughter who was an outstanding gymnast and a 4.0 scholar throughout her life died at the age of 20 due to a blood clot from an athletic injury that reached her heart. She had many opportunities and great support from her family to be all she could be. I'd like to play a role in providing the supports and the opportunity for children who are less advantaged to excel as a tribute to her life and memory. In addition, The Children's Guild has created a new way to manage schools and child serving organizations to assure that they can consistently reinvent their systems and approaches to meet the changing needs of the children they serve. It is called Transformation Education. I am interested in trying to disseminate this idea throughout the field of education via creating successful examples of how it works with different populations, and in different parts of the country.

My education, business experience, and serving as a Chief Financial Officer at The Children's Guild for the past 12 years has provided me with strong analytical and financial skills. These skills are needed to assure the financial viability of the school. These skills, in addition to my experience in helping to fund and staff the existing charter schools our organization operates in Maryland will serve The Children's Guild, Ltd., DC Public Charter School as well. I say this because my role in the school will be to help secure the school building and to negotiate the lease for the building. I will also be responsible for managing the fiscal reporting, preparing the school for its audits and making sure that the Board of Directors receives up-to-date financial reports to use in their decision making. I also possess strong Information Technology and Human Resources skills and experience. Therefore, my major contribution to the school is to assure the back office support to the school so that the principal can maintain his/her focus on creating an environment that fosters social-emotional growth and academic excellence.



Stephen M. Baldwin
Founding Board Member
The Children's Guild, Ltd., DC Public Charter School

Gladys M. Graham
[redacted]

Leadership Qualifications Profile

- Seasoned professional bringing over 14 years of experience in the private, non-profit and urban education sectors
- Successful program director and manager with excellent facilitation and presentation skills
- Ability to juggle conflicting priorities, yet commit to concise decision making followed by strong execution
- Broad experience base includes strategic planning, budget development, project implementation, change management, and teacher/leadership recruitment, selection, training and professional development
- Ability to inspire and motivate people to take action and work toward excellence in all endeavors

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Experience

Responsibilities and Achievements

The Children's Guild
6802 Mc Clean Blvd.
Baltimore, MD 21234
Project Based Learning Officer, 2011- present: Responsibilities include assuring alignment between project based learning, common core standards, and with all components of The Children's Guild Transformation Education school model. In addition, the Project Based Learning office is involved in designing staff development and training for the nonpublic and charter schools as well as for its programs and contracts.

Expeditionary Learning
New York, NY, 1999 – present
Field Director, 2003-2011: Responsibilities include all phases of regional operations of budgeting, recruitment, selection, training, managing and evaluation of Mid-Atlantic School Designers.

- Development, implement and monitor regional systemic procedures and processes to significantly improve delivery of professional development
- Research, develop, secure and maintain partnership agreements with funding partners, including the Straus Foundation, Blaustein Foundation, Thauheimer Foundation and the Baltimore Community Foundation, Regional Public School Districts and State Departments of Education
- Develop community and university partnerships and public relations
- Secured 60% increase in new school revenue from 2005-2006 in accordance with national organizational business plan
- Monitor school level implementation against Expeditionary Learning Schools Core Practice Benchmarks

School Designer, 1999 - 2003: Responsibilities are multi-faceted and changes through the school's phases of implementation.

- Collaborate and consult with school leadership to develop Expeditionary Learning Schools Implementation plan
- Design and facilitate district and school-based professional development
- Develop and/or strengthen a process for ongoing school review of progress toward implementation
- Observe classroom instruction and provide descriptive, non-evaluative feedback against quality indicators

- Disseminate information on current research and educational trends to schools
- Communicate and co-map curriculum aligned with district expectations, standards and assessment tools

Cincinnati Public Schools
Cincinnati, Ohio, 1993-2000
Professional Development Facilitator, 1999 – 2000: Responsibilities included holding high standards for math and science by modeling best practices and coaching of public school instructors.

- Provide extensive professional development opportunities to K-8th grade math and science teachers
- Provided research and test data analysis for instructors and administrators to inform school decisions and instruction where no system previously existed
- Participated and co-wrote district science curriculum and selected appropriate district science support resources

Elementary and Middle School Math and Science Teacher, 1993 – 1999: Responsibilities included instruction in general elementary math, algebra I, and grade level science instruction. In addition to classroom instruction, became active student advocate and mentor, and curriculum team leader.

- Successfully authored two grade level team grants, providing curricular and fieldwork resources
- Served as chair of School Improvement Team and Grade Level Leader
- Piloted and publicly shared assessment for and of learning structured embedded in math portfolio system

National Center for Research Resources, National Institute of Health – Division of Cardiology
Cincinnati, Ohio, 1994-1995
Program Developer, Implementation Coordinator: Responsibilities included project design, implementation and oversight of cardio health initiative. Project development included responding to a request for proposals and year long curriculum design aligned with district standards

- Designed and implemented year long integrated cardio health curriculum, including resource binders piloted in three public school classrooms
- Developed and implemented a data driven, on-going assessment process and end of year interview accountability system for participating instructors

Education, Training and Accomplishments

- Credit hours toward Masters of Science in Education Administration and Supervision of Schools, University of Cincinnati, Cincinnati, Ohio
- Bachelors of Science in Elementary Education – June 1993
  University of Cincinnati, Cincinnati, Ohio
- Bachelors of Interdisciplinary Studies – June 1989
  Western Program – Miami University, Oxford, Ohio
- Certified Coach for Educational Equity – July 2003
  BayCES University, Oakland, CA
- Certified SchoolNet, EduQuest trainer – March 1996
  Cincinnati Public Schools, Cincinnati, Ohio
- Scholastic, Inc. publication – Winter 1996
- Frances A. Kemp Scholarship Recipient – 1992
- Josephine F. and Justin A. Rollman Scholarship Recipient - 1992

The Children's Guild Ltd. – DC Campus

Board of Directors Member Agreement

The board of directors is legally and ethically responsible for oversight of The Children's Guild, Ltd., Public Charter School – DC Campus.

Responsibilities of the Board

- Determining how the organization carries out its mission through long and short range planning and review.
- Adopting an annual budget and providing fiscal oversight.
- Recruiting, orienting and developing members of the board.
- Hiring, firing and evaluating the performance of the educational management organization.
- Evaluating its performance and the overall performance of the charter school in achieving its mission.
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Responsibilities of a Director

- Understand and promote the charter school's mission.
- Be familiar with the programs and operations of the charter school.
- Be a working member of at least one board committee.
- Participate in resource development and fundraising.
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- Be present to demonstrate support at least 2 charter school events.
- Identify and assist in cultivation of potential board members.
- Attend a minimum of one of the two fundraising events:
  - Golf Classic
  - Cabaret for Kids

Founding Board Member Signature

Gladys Graham

Print Name

Conflict of Interest Form

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

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please 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 or your spouse 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 educational service provider (ESP) or any other company contracting with the proposed charter school?		✓
3	Did or will you or your spouse lease or sell property to the proposed charter school?		✓
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5	Have you or your spouse 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	Title
[signature]	Chief Academic & Evaluation Officer
Applicant Organization: The Children's Guild	Date Submitted: 2-27-14

Explanation to Questions 6 and 12

Gladys Graham

Question 6: I have marked yes because I am a founding group member and work for The Children's Guild, Inc. which will serve as the Educational Management Organization (EMO) for The Children's Guild District of Columbia Public Charter School.

Question 12: I have established one other charter schools in the state of Maryland.

Founding Member Personal Interest Statement

Gladys Graham

My interest in being one of the founders of The Children's Guild, Ltd., DC Public Charter School stems from over 20 years of experience working in the field of education, serving children. I have had the opportunity to be an agent of change and a life time learner throughout my work experience. As a leader with the disposition to challenge the status quo, my life's work has been transformational. From my experience as a teacher, to coaching teachers toward implementing engaging and inspirational instructional practices, to leading a regional staff and cluster of schools toward creating a learning environment where students and adults take responsibility for their own learning, I believe I can be a successful founding member of a charter school. My experiences have afforded me the opportunity to hone my knowledge about effective instructional, curricular and assessment practices and skills in facilitating implementation that focuses on improving student performance.

An old proverb states, "A vision without a plan is just a dream. A plan without a vision is just drudgery. But a vision with a plan can change the world." (Marzono, 2005) Through my relationship with The Children's Guild (TCG), first as the Regional Director for Expeditionary Learning partnering with the Monarch Academy Public Charter School, Glen Burnie Campus, as the Chief Academic and Evaluation Officer of Charter Schools at The Children's Guild and most recently as the Chief Project Based Learning Officer, I have been actively involved in the founding, opening and operation of the both the Glen Burnie and Baltimore City Campuses. This relationship has provided an opportunity to reflect on and internalize the vision of our charter schools; the ability to articulate that vision and a set of coordinated actions that help realize the vision in collaboration with school leadership charged to steward the implementation of the school's mission, is the work I engage in daily.

In my role, I am committed to the successful operation of and development of a purposeful community at The Children's Guild, Ltd., DC Public Charter School.

Gladys Graham
Founding Board Member
The Children's Guild, Ltd., DC Public Charter School

Frank J. Kros, MSW, JD

OBJECTIVE

To improve the quality of out-of-home care for children in the United States by providing relevant, meaningful and practical training on child development, behavior and resilience.

SUMMARY OF QUALIFICATIONS

- Passionate, energetic and inspirational executive with more than 20 years of experience in some of the nation's most outstanding child-serving and child-advocacy organizations. Demonstrated skills in managing all aspects of complex, multi-service, nonprofit agencies for children and families. Especially skilled at conceptualizing, creating and implementing innovative approaches to service delivery, staff development and agency branding.

- Exceptional child advocate with seven years experience in child and juvenile law. Politically savvy, contractually astute and possessing excellent advocacy and negotiation skills. Substantial experience in assessing legal risk and opportunity, skilled at proffering sound legal advice and vested with highly-persuasive oral and written communication skills.

- Expertise in the evaluation and redesign of program infrastructures, staffing patterns and resource allocation to enhance efficiency without sacrificing quality. Skilled at assessing, selecting, motivating and arranging diverse talent to maximize desired outcomes while sustaining a culture of life-long learning, continual exploration of new ideas and commitment to teamwork.

- Uniquely gifted public speaker, trainer and change agent. Nationally-recognized speaking skills, extraordinarily effective teaching ability and excellent motivational skills. Through leadership in The Upside Down Organization, I have been hired in 44 states and 4 foreign countries to deliver presentations on Transformation Education and brain-based learning.

- Visionary leader with significant experience in strategic planning, quality improvement and organizational alignment. Strong commitment to improving services to children on local, state and national level. Co-author of the book *Creating the Upside Down Organization: Transforming Staff to Save Troubled Children* (2005) and *Creating the Upside Down*

Organization: Transforming Group Care (2009) that propose fundamental changes in the organization and management of child-serving agencies.

PROFESSIONAL EXPERIENCE

The Children's Guild, Inc., Baltimore, MD. 2000-present;
President of The Upside Down Organization, Executive Vice President, Director of The National At Risk Education Network, Vice President of Programs, Consultant

San Pasqual Academy, Escondido, CA.
2001-2002; Director

- Prepared for and opened one-of-a-kind residential center-high school for Foster Youth while serving as a Children's Guild consultant.

Luce, Forward, Hamilton & Scripps, San Diego, CA.
1993-2000; Attorney (Family Law)

- Licensed by the State Bar of California 1993
- Judicial Intern, United States Court of Appeal, Seventh Circuit.

Children's Square, USA, Council Bluffs, IA.
1985-1991; Vice President, Director of Residential Services and Therapeutic Foster Care, Residential Supervisor, Youth Life Educator

Douglas County Juvenile Court, Omaha, NE.
1984-1985; Child Abuse Service Officer

Father Flanagan's Boys Home, Boys Town, NE.
1982-1984; Family Teacher

EDUCATION

Juris Doctor (*magna cum laude*), Notre Dame Law School; South Bend, IN

- National Champion, National Trial Competition (1993)
- George A. Speigelberg Award, Best Oral Argument, National Trial Competition by American College of Trial Lawyers
- University of Notre Dame Edward F. Barrett Award for Trial Advocacy
- University of Notre Dame Dean David T. Link Award for Social Justice

Master of Social Work, University of Nebraska-Omaha; Omaha, NE

Bachelor of Arts (Psychology), Creighton University; Omaha, NE

The Children's Guild Ltd. – DC Campus

Board of Directors Member Agreement

The board of directors is legally and ethically responsible for oversight of The Children's Guild, Ltd., Public Charter School – DC Campus.

Responsibilities of the Board

- Determining how the organization carries out its mission through long and short range planning and review.
- Adopting an annual budget and providing fiscal oversight.
- Recruiting, orienting and developing members of the board.
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Financial and Resource Development Expectations

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- Be present to demonstrate support at least 2 charter school events.
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- Attend a minimum of one of the two fundraising events:
  - Golf Classic
  - Cabaret for Kids

Founding Board Member Signature

FRANK KROS

Print Name

Conflict of Interest Form

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

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please 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 or your spouse 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 educational service provider (ESP) or any other company contracting with the proposed charter school?		✓
3	Did or will you or your spouse lease or sell property to the proposed charter school?		✓
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5	Have you or your spouse 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	Title
	EVP
Applicant Organization THE CHILDREN'S GUILD	Date Submitted 2/21/14

Explanation to Questions 6 and 12

Frank Kros

Question 6: I have marked yes because I am a founding group member and work for The Children's Guild, Inc. which will serve as the Educational Management Organization (EMO) for The Children's Guild District of Columbia Public Charter School.

Founding Member Personal Interest Statement

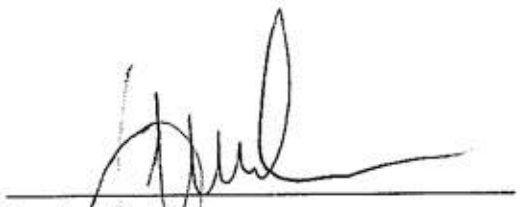
Frank J. Kros, MSW, JD

I first came to Washington, D.C. in 1990. I was an adult by then, but being raised in the Midwest, had an image of our nation's capitol as the "Land of Oz". To some extent, my actual experience in the district 24 years ago confirmed my image of Washington as the "Emerald City". I was awed by the U.S. Capitol, the Mall, the Lincoln Monument and, of course, the White House. Then I crossed the Anacostia River.

To this day I remember the deep confusion, disillusionment and anger I felt at seeing "the real D.C." Here in the capitol of the world's greatest nation were large swaths of poverty, unemployment, homelessness, truancy, and hopelessness. It was stunning!

My interest in The Children's Guild, Ltd., DC Public Charter School is to make a contribution to correcting the social injustice faced by children in many parts of the district. If the American dream is not achievable in Washington, D.C., where can it be achieved?

While many interventions are needed, access to high-quality education is a critical factor—a necessity—if children are to have a genuine opportunity to first have a dream and then to achieve that dream. Educational inequity by real estate is real. By providing an educational option through The Children's Guild, Ltd., DC Public Charter School, I believe we offer parents and students a genuine, high-quality choice. As an officer of The Children's Guild since 2000, I have witnessed the growth of thousands of students in our nonpublic and charter schools through Transformation Education. In my work as President of The Upside Down Organization, I have also witnessed Transformation Education impact students and families in California, New Mexico and even Singapore. I am excited about providing a Transformation Education school in the district because I know it will provide students and families a genuine choice in obtaining the quality of education necessary to achieve their dreams.



Frank J. Kros
Founding Board Member
The Children's Guild, Ltd., DC Public Charter School

ANDREW L. ROSS Ph.D., LCSW-C

BACKGROUND SUMMARY Seasoned executive experienced in group care, special education, child welfare, family services, group and mental health settings. Extensive involvement with not-for-profit boards, community based services, governmental contracting, educational programming, residential services, public relations, fundraising, advocacy and organizational development.

WORK EXPERIENCE

THE CHILDREN'S GUILD, INC., Baltimore, MD — **1994-Present**
President & CEO

FAMILY SERVICE OF PHILADELPHIA, Philadelphia, PA — **1993-1994**
Executive Director

Dartmouth Hospital, Dayton, OH — **1992-1993**
Director of Residential Treatment

CHILDREN'S SQUARE U.S.A., Council Bluffs, IA — **1981-1992**
President and CEO

BELLEFAIRE - JCB, Cleveland, OH — **1970-1981**
Director of Residential Treatment (1975-1981)
Director of Day Treatment Program (1970-1975)

ST. PAUL HOME FOR CHILDREN, Greenville, PA — **1966-1970**
Social Worker

EDUCATION

Ph.D., Case Western Reserve University, School of Applied Social Sciences-1981
Cleveland, OH
Concentration: Management and Organizational Development

MSSA., Case Western Reserve University, School of Applied Social Sciences-1969
Cleveland, OH
Concentration: Group Work

B.A., Psychology-1966
Thiel College, Greenville, PA

ACTIVITIES: COMMUNITY AND PROFESSIONAL

Board of Directors

National Commission Accrediting Special Education Services (Current)
Towsontowne Rotary Club – Past Chair, International Committee (Current)
Trustee Brown Memorial Presbyterian Church (Current)
Towsontowne Rotary Club – President (Past)
Council Bluffs Chamber of Commerce (Past)
Political Action For Candidate Election – NASW Maryland Chapter (Past)
National Association of Homes and Services for Children (Past)
Coalition of Family and Children's Services (Past)
Human Services Council (President) (Past)
Child Abuse Prevention (Iowa Chapter) (Past)
Iowa Council of Residential Centers (Treasurer) (Past)
Rotary Foundation (President) (Past)

Advisory Board

Editorial Board, Caring Journal (Past)
University of Iowa Child Health Specialty Clinic, Southwest (Chair) (Past)
Family Services Domestic Violence Board (Past)
Omaha/Council Bluffs Metropolitan Planning Board (Past)
Loess Hills Area Education Agency (Past)
Domestic Violence Coalition (Chair) (Past)
Governor's Council for Children Youth & Families (Rates Commission) (Past)

Publications and Research

Co-authored Guide (primary author) *Reinventing Group Care: A guide for transformational living* (2009)
Established Institute for Transformation Education (2006)
Co-authored book (primary author) - *The Upside Down Organization: Transforming Staff to Save Troubled Children* (2005).
Production Management of children's book – *If I Were President* (2004)
Created and Designed book for elementary teachers - *Jazzing Up Instruction* (2001)
Published fifteen journal articles on group care
Authored and conducted national study on staff selection - 1982.
Authored and conducted national study on child care turnover – 1980.

Honors

Innovator of the Year 2011
Nominated for selection as Ashoka Fellow
Selected as one of ten most mannered men in America (1989)
Selected to participate in Leadership Philadelphia sponsored by Greater Philadelphia Chamber of Commerce (1993)
Numerous workshops and addresses at professional conferences and meetings.
Recipient of National Mental Health Grant to pursue Doctoral Studies (1978)

The Children's Guild Ltd. – DC Campus

Board of Directors Member Agreement

The board of directors is legally and ethically responsible for oversight of The Children's Guild, Ltd., Public Charter School – DC Campus.

Responsibilities of the Board

- Determining how the organization carries out its mission through long and short range planning and review.
- Adopting an annual budget and providing fiscal oversight.
- Recruiting, orienting and developing members of the board.
- Hiring, firing and evaluating the performance of the educational management organization.
- Evaluating its performance and the overall performance of the charter school in achieving its mission.
- Establishing policies for the effective management of the charter school.

Responsibilities of a Director

- Understand and promote the charter school's mission.
- Be familiar with the programs and operations of the charter school.
- Be a working member of at least one board committee.
- Participate in resource development and fundraising.
- Make an annual gift to the charter school commensurate with one's ability.
- Advocacy (when requested, write letters and/or make phone calls to support bills that are in the best interest of the charter school).
- Community education.
- Review meeting materials before meetings.
- Identify any potential conflicts of interest.

Time Demands

- Attend and actively participate in at least 75% of two hour board and committee meetings (approximately 4 board meetings per year and 4 committee meetings per year). Meeting date and time established at convenience of committee members.

Financial and Resource Development Expectations

- Assist the school in raising funds for capital and operating expenses not covered by tuition.
- Be present to demonstrate support at least 2 charter school events.
- Identify and assist in cultivation of potential board members.
- Attend a minimum of one of the two fundraising events:
  - Golf Classic
  - Cabaret for Kids

Andrew S. Ross — Founding Board Member Signature

2/28/14 — Print Name

Conflict of Interest Form

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

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please 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 or your spouse 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 educational service provider (ESP) or any other company contracting with the proposed charter school?		X
3	Did or will you or your spouse lease or sell property to the proposed charter school?		X
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		X
5	Have you or your spouse 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	Title
Andrew L. Ross	President & CEO
Applicant Organization	**Date Submitted**
The Children's Guild	3/1/14

Explanation to Questions 6 and 12

Andrew Ross

Question 6: I have marked yes because I am a founding group member and work for The Children's Guild, Inc. which will serve as the Educational Management Organization (EMO) for The Children's Guild District of Columbia Public Charter School.

Question 12: I have established four other charter schools in the state of Maryland. I have applied to establish a charter school in Washington, DC but the charter school application was not approved.

Founding Member Personal Interest Statement

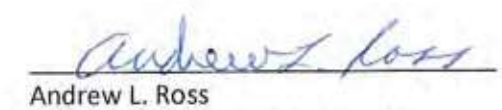
Andrew L. Ross, Ph.D., LCSW-C

My interest in being one of the founders of The Children's Guild, Ltd., DC Public Charter School stems from my training in social work and my full time involvement with neglected, delinquent, and emotionally disturbed children for over 45 years. One of the primary goals of the social work profession is to help people become self determining and to promote social justice. School systems across the country have produced many schools that cannot teach. The result is decaying neighborhoods, children who lack opportunity to participate in the American Dream, and who are likely to be doomed to be economically disadvantaged throughout their adulthood. Therefore, I view the opportunity to establish a charter school in DC as another opportunity to help promote social justice and provide economic opportunity to the children of the District.

Social justice and economic opportunity is 50% of what motivates me. The other 50% emanates from my work with children who are learning disabled and come from dysfunctional family situations. My experience is that these children do experience the love of learning when presented with lessons in the way they can learn best. Given the success that The Children's Guild has had in educating these students over the years I'm very much interested in deploying many of the techniques used in our special education schools in this public school to motivate and accelerate learning. Therefore, the freedom provided by the DC Public Charter Board to innovate and be accountable for academic results, is a major motivator for my interest in establishing a charter school.

I believe I can be a successful founder of a charter school because I have excellent management and leadership skills resulting from being a CEO of several organizations over the past thirty years. In addition I have an innovative spirit, a great deal of energy and passion for this work, and I am willing to dedicate the long hours necessary to assure the success of the school. I also bring to the table the experience of launching two charter schools and preparing for the launch of two others. Last, but not least, I am associated with an organization that has a very strong management team to assist me in marketing and launching The Children's Guild, Ltd., DC Public Charter School successfully.

My role in the establishment and operation of the charter school will be to serve as its Chief Executive Officer. I see my role as being focused on assuring that the school's board of directors and the principal receive everything they need to successfully educate the students. Also by serving as CEO I am able to assure that the educational and management philosophy, as well as, the instructional approach of the school is deployed with fidelity.



Andrew L. Ross
Founding Board Member of The Children's Guild, Ltd., DC Public Charter School

Kelly L. Spanoghe, Ed.S.

[redacted]

EDUCATION:

Education Specialist – Ed.S.
George Washington University, Washington, D.C.
Transition Special Educator Program
Masters Degree – MA
George Washington University, Washington, D.C.
Seriously Emotionally Disturbed Adolescent Program
Bachelor of Science –BS, Elementary/Special Education
University of Maryland College Park, Maryland

CERTIFICATION:

Maryland State Department of Education, Advanced Professional Certificate
Special Education/Elementary Education, Administrator 1

WORK EXPERIENCE:

4/09-Present **The Children's Guild: Vice President of Educational Services**
Responsibilities include oversight of all the nonpublic special education programs, presentations for The Upside Down Organization, student support of Monarch Charter Schools, after school programs and group home tutoring programs.

8/96 – 4/09 **The Children's Guild, Anne Arundel County: Director of Education**
Responsibilities include oversight of a nonpublic special education school for emotionally disturbed and autistic students.

9/91-6/96 **Glendale Elementary Intensity V SED – Anne Arundel County**
Assistant Principal
Responsibilities included: oversight of the daily operations of a public level V special education program and collaboration with the principal of the elementary school.

8/90 – 6/91 **Robert Goddard Middle School – Prince George's County**
Transition Teacher
Responsibilities included: develop and implement a program for at-risk elementary and middle school students.

2/84 – 6/90 **North Forestville Elementary Level V SED – Prince George's County**
Special Education Teacher – emotionally disturbed special education students

AWARDS / RECOGNITIONS:

2008 Maryland Positive Behavioral Intervention and Supports Exemplar School Award
2007 The Chesapeake Cup – Anne Arundel County Public Library System
2007 Maryland Positive Behavioral Intervention and Supports Exemplar School Award
2006 Maryland Positive Behavioral Intervention and Supports Exemplar School Award
2005 Maryland Positive Behavioral Intervention and Supports Exemplar School Award
2004 Maryland Positive Behavioral Intervention and Supports Exemplar School Award
2003 Maryland Positive Behavioral Intervention and Supports Exemplar School Award
2003 National Leadership Award
2002 Maryland Character Education School of the Year

The Children's Guild Ltd. – DC Campus

Board of Directors Member Agreement

The board of directors is legally and ethically responsible for oversight of The Children's Guild, Ltd., Public Charter School – DC Campus.

Responsibilities of the Board

- Determining how the organization carries out its mission through long and short range planning and review.
- Adopting an annual budget and providing fiscal oversight.
- Recruiting, orienting and developing members of the board.
- Hiring, firing and evaluating the performance of the educational management organization.
- Evaluating its performance and the overall performance of the charter school in achieving its mission.
- Establishing policies for the effective management of the charter school.

Responsibilities of a Director

- Understand and promote the charter school's mission.
- Be familiar with the programs and operations of the charter school.
- Be a working member of at least one board committee.
- Participate in resource development and fundraising.
- Make an annual gift to the charter school commensurate with one's ability.
- Advocacy (when requested, write letters and/or make phone calls to support bills that are in the best interest of the charter school).
- Community education.
- Review meeting materials before meetings.
- Identify any potential conflicts of interest.

Time Demands

- Attend and actively participate in at least 75% of two hour board and committee meetings (approximately 4 board meetings per year and 4 committee meetings per year). Meeting date and time established at convenience of committee members.

Financial and Resource Development Expectations

- Assist the school in raising funds for capital and operating expenses not covered by tuition.
- Be present to demonstrate support at least 2 charter school events.
- Identify and assist in cultivation of potential board members.
- Attend a minimum of one of the two fundraising events:
  - Golf Classic
  - Cabaret for Kids

Kelly Spanoghe
Founding Board Member Signature

Kelly Spanoghe
Print Name

Conflict of Interest Form

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

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please 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 or your spouse 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 educational service provider (ESP) or any other company contracting with the proposed charter school?		✓
3	Did or will you or your spouse lease or sell property to the proposed charter school?		✓
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5	Have you or your spouse 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	Title
Kelly Spanaghe	Vice President of Educ Serv.
Applicant Organization	Date Submitted
The Children's Guild	2/21/14

Explanation to Questions 6 and 12

Kelly Spanoghe

Question 6: I have marked yes because I am a founding group member and work for The Children's Guild, Inc. which will serve as the Educational Management Organization (EMO) for The Children's Guild District of Columbia Public Charter School.

Founding Member's Personal Statement

Kelly Spanoghe, MA Ed.S.

I have always had a great love of school and have known I wanted to be a teacher from the time I experienced Kindergarten. I loved lining up my dolls as if they were students in the class, reading them a story and teaching them how to make their letters. That love of school has never left me and it pains me deeply to see children who are frustrated by school and rarely experience the fun, challenge, sense of achievement and gratification that comes from learning.

I have always been a very competitive person. I like to compete by challenging myself to be as good as I can be. What could be a greater personal challenge than focusing one's career on bringing the fun, challenge, sense of achievement and gratification of school to children who find school difficult due to challenges in their life that result in their not being emotionally available to learn, have learning disabilities, autism, and or developmental disabilities. So I dedicated my career to special education to assist me in wrestling with the conundrums of motivating a school phobic to come to school, an emotionally disturbed child to cooperate or make learning accessible to a student with autism.

Therefore, I view the opportunity to create a school with a culture that welcomes all learners; is designed to deliver instruction in a way children best learn; and to train teachers to do this is a logical extension of what I have been doing as a special education teacher, principal and administrator for the past 30 years. My interest in The Children's Guild DC Public Charter School is to use my talent, know how, experience and passion to provide educational opportunity for the children of Washington, DC. I also have a great interest in helping to develop the capacity of other educators in the District to better serve students with special needs and to create a school that can assist them in observing how this can be done.

My focus at the school will be to help deploy the schools model put forth in the charter application, and to oversee the diagnostic and evaluation component of the school. I will also play a key role in providing staff development for the school's faculty and helping to expand other charter schools' capacity to serve students with special education needs in the District.

Kelly Spanoghe
Founding Board Member
The Children's Guild, Ltd., DC Public Charter School

RESUME

Claire L. Turberville
[redacted]

Experience:

June 1996 to Present
Employed with The Children's Guild, Inc. as Vice President of Special Projects

Summary
Corporate Officer responsible for risk management, facilities and property operations, capital projects, environmental design, and agency hospitality for the corporate office, 3 campuses serving severely emotionally disturbed children, youth and families in Maryland and three therapeutic group homes in Baltimore and one charter school. During the course of employment I have also had over site of admissions, campus operations and human resources for The Children's Guild.

October 1991 to 1996

Employed with The National Aquarium in Baltimore as Manager of Volunteer Services.

Summary
Responsible for the coordination and management of the Aquarium's Volunteer Program.
Duties include:

- Supervision of over 25 volunteer and paid staff managers.
- Supervision of over 570 volunteer staff members.
- Responsibility for the overall design, coordination, ongoing recruitment.

August 1983 - September 1991

Employed with Parent and Child, Savannah, Georgia.

Summary

Parent and Child Development Services was a multi-faceted child-care agency providing a variety of residential and community based programs. During 8 years of employment with Parent and Child I was program director for four adolescent residential programs and at the end of service held the position of Director of Staff Development.

April 1982 - March 1983
Program Coordinator - Brewer Porch Children's Center Shelter Care Unit, associated with the University of Alabama, Tuscaloosa, Alabama.
1979-1982- Shelby County Attention Facility Child Care worker and part time instructor at Montevallo University and the University of Alabama in Birmingham, Alabama
August 1976-1979 – Instructor, Jacksonville State University, College of Criminal Justice, Jacksonville, Alabama

EDUCATION:

Livingston University
BS Degree June 1974

Master of Criminal Justice
University of Alabama December 1975

The Children's Guild Ltd. – DC Campus

Board of Directors Member Agreement

The board of directors is legally and ethically responsible for oversight of The Children's Guild, Ltd., Public Charter School – DC Campus.

Responsibilities of the Board

- Determining how the organization carries out its mission through long and short range planning and review.
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Responsibilities of a Director

- Understand and promote the charter school's mission.
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- Participate in resource development and fundraising.
- Make an annual gift to the charter school commensurate with one's ability.
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- Review meeting materials before meetings.
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- Identify and assist in cultivation of potential board members.
- Attend a minimum of one of the two fundraising events:
  - Golf Classic
  - Cabaret for Kids

Founding Board Member Signature

Claire L. Turberville

Print Name

Conflict of Interest Form

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

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please 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 or your spouse 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 educational service provider (ESP) or any other company contracting with the proposed charter school?		✓
3	Did or will you or your spouse lease or sell property to the proposed charter school?		✓
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5	Have you or your spouse 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	Title
[signature]	VP Special Projects
Applicant Organization	Date Submitted
The Children's Guild Limited	2/21/14

Explanation to Questions 6 and 12

Claire Turberville

Question 6: I have marked yes because I am a founding group member and work for The Children's Guild, Inc. which will serve as the Educational Management Organization (EMO) for The Children's Guild District of Columbia Public Charter School.

Question 12: I have established four other charter schools in the state of Maryland. I have applied to establish a charter school in Washington, DC but the charter school application was not approved.

Founding Member Personal Interest Statement

Claire Turberville, Masters in Criminal Justice

I am interested in being part of a school reform effort that changes the delivery of education from one developed during the industrial revolution to one that addresses the needs of non-traditional learners. The Transformation Education philosophy is rooted in the belief that culture is the most powerful force in changing student behavior by working with the adults to change their mindset about how children learn. The Children's Guild, Ltd., DC Public Charter School will provide an opportunity for the children of the district to have additional quality school choice options.

I bring over thirty years of expertise in risk management, emergency response, building operations and school support services such as food services, and transportation to the charter school community. I was instrumental in researching and writing the plan of operation portion for several of our other charter schools, including health, safety and federal/MSDE requirements. If granted the charter, it will be my role as Vice President of Special Projects to secure a building, have oversight and coordination of all renovation, and seek occupancy permits and building permits for opening. I will be supporting school leadership on all pre opening tasks.

Once the school has opened, I will work collaboratively with school leadership to maintain and sustain the environment; participate in the development of sound emergency response procedures and support equipment and building maintenance. It will also be part of my responsibility to work with contracted vendors for equipments and supplies. I will serve as liaison with DCPS for the food services contract. Over the course of the management agreement, I will provide oversight and coordination with all building, service and operations expectations.

Claire Turberville
Founding Board Member
The Children's Guild, Ltd., DC Public Charter School

Appendix, Section G
Conflict of Interest

Conflict of Interest Form

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

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please 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 or your spouse 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 educational service provider (ESP) or any other company contracting with the proposed charter school?		
3	Did or will you or your spouse lease or sell property to the proposed charter school?		
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		
5	Have you or your spouse 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	Title
Dr. Faris Ali	member
Applicant Organization	Date Submitted
Children's Guild	3/24/14

Conflict of Interest Form

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

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please 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 or your spouse 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 educational service provider (ESP) or any other company contracting with the proposed charter school?		✓
3	Did or will you or your spouse lease or sell property to the proposed charter school?		✓
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5	Have you or your spouse 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	Title
Allen D. Quist	Vice President for Educational Services
Applicant Organization	Date Submitted
Childrens Guild	2/21/14

Explanation to Questions 6 and 12

Duane Arbogast

Question 6: I have marked yes because I am a founding group member and work for The Children's Guild, Inc. which will serve as the Educational Management Organization (EMO) for The Children's Guild District of Columbia Public Charter School.

Conflict of Interest Form

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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?	✓	
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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	Title
Stephen M. Bell	EVP + CFO
Applicant Organization	**Date Submitted**
The Children's Guild	2/27/14

Explanation to Questions 6 and 12

Steve Baldwin

Question 6: I have marked yes because I am a founding group member and work for The Children's Guild, Inc. which will serve as the Educational Management Organization (EMO) for The Children's Guild District of Columbia Public Charter School.

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Conflict of Interest Form

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2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		✓
3	Did or will you or your spouse lease or sell property to the proposed charter school?		✓
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5	Have you or your spouse 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	Title
Cindy Graham	Chief Academic & Evaluation Offi
Applicant Organization: The Children's Guild	Date Submitted: 2-27-14

Explanation to Questions 6 and 12

Gladys Graham

Question 6: I have marked yes because I am a founding group member and work for The Children's Guild, Inc. which will serve as the Educational Management Organization (EMO) for The Children's Guild District of Columbia Public Charter School.

Question 12: I have established one other charter schools in the state of Maryland.

Conflict of Interest Form

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

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please 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 or your spouse 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 educational service provider (ESP) or any other company contracting with the proposed charter school?		✓
3	Did or will you or your spouse lease or sell property to the proposed charter school?		✓
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5	Have you or your spouse 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	Title
	EVP
Applicant Organization The Children's Guild	Date Submitted 2/21/14

Explanation to Questions 6 and 12

Frank Kros

Question 6: I have marked yes because I am a founding group member and work for The Children's Guild, Inc. which will serve as the Educational Management Organization (EMO) for The Children's Guild District of Columbia Public Charter School.

Conflict of Interest Form

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

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please 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 or your spouse 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 educational service provider (ESP) or any other company contracting with the proposed charter school?		X
3	Did or will you or your spouse lease or sell property to the proposed charter school?		X
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		X
5	Have you or your spouse 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	Title
Andrew L. Ross	President & CEO
Applicant Organization	**Date Submitted**
The Children's Guild	3/1/14

Explanation to Questions 6 and 12

Andrew Ross

Question 6: I have marked yes because I am a founding group member and work for The Children's Guild, Inc. which will serve as the Educational Management Organization (EMO) for The Children's Guild District of Columbia Public Charter School.

Question 12: I have established four other charter schools in the state of Maryland. I have applied to establish a charter school in Washington, DC but the charter school application was not approved.

Conflict of Interest Form

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

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please 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 or your spouse 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 educational service provider (ESP) or any other company contracting with the proposed charter school?		✓
3	Did or will you or your spouse lease or sell property to the proposed charter school?		✓
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5	Have you or your spouse 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	Title
Kelly Spamoghe	Vice President of Educ. Serv.
Applicant Organization	**Date Submitted**
The Children's Guild	2/21/14

Explanation to Questions 6 and 12

Kelly Spanoghe

Question 6: I have marked yes because I am a founding group member and work for The Children's Guild, Inc. which will serve as the Educational Management Organization (EMO) for The Children's Guild District of Columbia Public Charter School.

Conflict of Interest Form

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

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please 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 or your spouse 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 educational service provider (ESP) or any other company contracting with the proposed charter school?		✓
3	Did or will you or your spouse lease or sell property to the proposed charter school?		✓
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5	Have you or your spouse 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	Title
[signature]	VP Special Projects
Applicant Organization	Date Submitted
The Children's Guild Limited	2/21/14

Explanation to Questions 6 and 12

Claire Turberville

Question 6: I have marked yes because I am a founding group member and work for The Children's Guild, Inc. which will serve as the Educational Management Organization (EMO) for The Children's Guild District of Columbia Public Charter School.

Question 12: I have established four other charter schools in the state of Maryland. I have applied to establish a charter school in Washington, DC but the charter school application was not approved.

Appendix, Section H
Demographic Analysis

Demographic Analysis Form

Name of Proposed School The Children's Guild District of Columbia Public Charter School

Proposed Location 5600 E. Capitol, NE, Washington, DC 20019

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

Projected Age Range and Number of Students Expected to Enroll by Year:

	PK3	PK4	K	1	2	3	4	5	6	7	8	9	10	11	12	Adult	TOTAL
Year 1	X	X	25	25	25	25	50	75	75	75	75						450
Year 2	X	X	25				25	25									75
Year 3			25				25	25									75
Year 4			25				25	25									75
Year 5			25				25	25									75
Year 6			25				25	25									75
Year 7			25				25	25									75
Year 8			25				25	25									75
Capacity			25				25	25									75

Anticipated Student Demographics

	Ethnicity		**Race**				**Students with Disabilities**				**English Language Learners**	**Economically Disadvantaged**
	Hispanic	**Not Hispanic**	**B**	**W**	**A**	**Other**	**1**	**2**	**3**	**4**		
Year 1	14	436	436	14	0	0	98	86	32	54	27	369
Year 2	14	436	436	14	0	0	98	86	32	54	27	369
Year 3	14	436	436	14	0	0	98	86	32	54	27	369
Year 4	14	436	436	14	0	0	98	86	32	54	27	369
Year 5	14	436	436	14	0	0	98	86	32	54	27	369

H. Demographic Analysis

As indicated in both sections A and B of this application, students in Ward 7 perform below the reading level in both reading and math as compared to assessments of their peers nationally.

There are about 15 public schools and 8 charter schools in Ward 7. Of the 8 charter schools Children's Guild DC Campus is the only K-8 school. The K-8 student range will be attractive to parents as they can send siblings to the school until they are ready to attend high school. Given the 60 year reputation of The Children's Guild for providing quality services to disadvantaged children, its expertise in serving economically disadvantaged students, its half day professional development sessions every week, its reputation for operating schools with a positive school climate, teacher salaries equivalent to the DC Public Schools and The Children's Guild's ability to recruit teachers nationally, as well as locally, assures the recruitment of highly qualified teachers. In addition given that the school will be in a newly renovated school building with an enriched and enhanced physical environment that is a Children's Guild trademark both students and teachers will be drawn to the school's physical environment.

There are several key strategies related to student recruitment. First of all The Children's Guild will recruit all over the District for students with special needs. We want to become known as a destination school available to students throughout DC. We will emphasize that our school is designed for both learners with individualized needs and to provide a rigorous academic program through our Project Based Learning approach. The enriched environment of the school will speak volumes to parents about both our values, expectations for teachers and students and our school climate. In the three charters we have established we have created waiting list that more than doubles our enrollment capability. We expect to get most of our regular education population target of 40% from students in Wards 7 and 8 and to draw from schools across the District for our target population of 60% special education population. We will heavily market our special education capabilities to schools outside of Ward 7 while we will market both our special education and academic rigor to Ward 7. In summary, we are speaking of emphasis on regular education in Wards 7 and 8, and emphasis on special education in Wards 1 through 6. However, we will not exclude talking about our regular or special education in any of the Wards.

Our justification of locating in Ward 7 is because we realize there is a real need for quality education in Ward 7 and we have a tentative arrangement with the Maya Angelou School and the See Forever Foundation to lease the portion of their school that has been vacated due to the closing of their middle school.

The model of a school based on TEACCH structures, Transformation Education and Project Based Learning will be successful because it is truly designed for both students who need an individualized approach to learning, that learns best through experience and that has rigorous academic standards. Also given that many of the children come from a poverty background it is important to have an organization that is creating a school with a holistic approach to the student. Also The Children's Guild is partnering with MATRIX, an organization in Detroit, that

has a very successful research based program designed to train social work staff on how to break down the silos in government, education, health care and in not-for-profit organizations to assure families from poverty environments get their needs met. This training will also be provided to social workers at CGDC. The enriched environment of the school will speak volumes to parents about our values, expectations for teachers and students and our school climate. In the three charters we have established we have created waiting list that are equal or higher than our enrollment capability.

Appendix, Section I
Required Documents

Articles of Incorporation
Bylaws
Conflict of Interest – See Sections F and G
Board of Directors Job Description
Code of Ethics
Discipline Policy
Management Agreement
Organizational Chart

GOVERNMENT OF THE DISTRICT OF COLUMBIA

DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION

CERTIFICATE

THIS IS TO CERTIFY that the attached is a true and correct copy of the documents for this entity as shown by the records of this office.

CHILDREN'S GUILD,THE, LTD.

IN TESTIMONY WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 2/28/2014 3:44 PM

Business and Professional Licensing Administration

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: yD9xV1Pe

Initial File #: N00004881712

GOVERNMENT OF THE DISTRICT OF COLUMBIA

DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION

CERTIFICATE

THIS IS TO CERTIFY that all applicable Trade Name requirements of the Omnibus Regulatory Reform Act of 1998 have been complied with and accordingly, this ***CERTIFICATE OF TRADE NAME REGISTRATION*** is hereby issued to:

CHILDREN'S GUILD,THE, LTD.

Trade Name: CHILDREN'S GUILD D.C. CAMPUS, THE

IN TESTIMONY WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 2/28/2014 3:38 PM

Business and Professional Licensing Administration

Patricia E. Grays

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: sf2d2yhh

Initial File #: N00004881712

GOVERNMENT OF THE DISTRICT OF COLUMBIA

DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION

CERTIFICATE

THIS IS TO CERTIFY that all applicable Trade Name requirements of the Omnibus Regulatory Reform Act of 1998 have been complied with and accordingly, this ***CERTIFICATE OF TRADE NAME REGISTRATION*** is hereby issued to:

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IN TESTIMONY WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 2/28/2014 3:38 PM

Business and Professional Licensing Administration

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: sf2d2yhh

Reset Form | Print Form



COPY

DEPARTMENT OF CONSUMER & REGULATORY AFFAIRS
District of Columbia Government
Corporations Division

TN-1 Trade Name Registration Form. Version 2, July 2010.

Use this form to register your trade name. If entity (exception - sole-proprietor) will own the trade name, said entity must be in good standing before filing this form.

ENTITY TYPE | FILING FEE

All entities: Initial Trade Name Registration | Refer to Corporate Fee Schedule posted online.

Pursuant to the provisions of the Code of Laws for the District of Columbia and the OMNIBUS REGULATORY REFORM ACT OF 1996, the undersigned company, partnership or individual hereby applies for a Certificate of Trade Name and for that purpose submits the following statement:

1. Name of individual or Entity, using the trade name:
The Children's Guild, Ltd.

2. Business phone number /Email:
410-444-3800

3. Proposed Trade Name:(Prohibited words - The true and real name of persons conducting the business, the words "corporation," "incorporated," "partnership", "limited", or any variation. Sexually explicit words or terms are also forbidden)
The Children's Guild D.C. Campus

4. Type of Entity:
- ☐ Sole Proprietor
- ☒ Corporation
- ☐ Limited Liability Company
- ☐ Limited Liability Partnership
- ☐ Limited Partnership
- ☐ General Partnership
- ☐ Other: Please, specify

5. FEIN number:
Pending

6. Full legal name of person submitting this form:
Stephen M. Baldwin

7. Complete Business Address:
6802 McClean Blvd., Baltimore MD 21234

Questions 8 & 9 intended only for corporations, partnerships and limited liability companies. Question 9 intended only for sole-proprietors, located outside the District of Columbia.

8. Name and street address of authorized official (business owner for sole-proprietors):

TITLE	NAME	ADDRESS
Secretary/Treasurer	Stephen M. Baldwin	6802 McClean Blvd., Baltimore MD 21234

9. Name and address of registered agent in the District of Columbia:
Corporation Service Company, 1090 Vermont Avenue, N.W., Washington, D.C. 20005

10. Select individual executing this form:
- ☐ Business Owner (for sole-proprietors)
- ☒ Authorized Person (for other entity types)

11. Signature:
Stephen M. Baldwin

If you sign this application, you agree that you understand that anyone who makes a false statement anywhere on it can be punished by criminal penalties of a fine up to $1000, imprisonment up to 180 days, or both, under DCOC § 22-2405.

For Office Use Only	Trade Name Registration Number Corporate File Number	DCRA Corp. Div.

Mail all forms and required payment to:
Department of Consumer and Regulatory Affairs
Corporations Division
PO Box 92300
Washington, DC 20090
Phone: (202) 442-4400

FEB 28 2014

FILE COPY

Please check dcra.dc.gov to view organizations required to register, to search business names, to get step-by-step guidelines to register an organization, to search registered organizations, and to download forms and documents. Just click on "Corporate Registrations."

Initial File #: N00004881712

GOVERNMENT OF THE DISTRICT OF COLUMBIA

DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION

CERTIFICATE

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia Business Organizations Code have been complied with and accordingly, this ***CERTIFICATE OF INCORPORATION*** is hereby issued to:

CHILDREN'S GUILD,THE, LTD.

Effective Date: 2/28/2014

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 2/28/2014 3:18 PM

Business and Professional Licensing Administration

Patricia E. Grays

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: WJUiO6Ka

COPY

ARTICLES OF INCORPORATION
of
THE CHILDREN'S GUILD, LTD.

To the Department of Consumer
and Regulatory Affairs
District of Columbia

The undersigned acting as incorporator for the purpose of organizing a corporation pursuant to the provisions of the District of Columbia Nonprofit Corporation Act of 2010, as the same may be amended or supplemented (hereinafter referred to as the "Act"), does hereby adopt the following Articles of Incorporation:

FIRST: The name of the corporation (hereinafter referred to as the "Corporation") is The Children's Guild, Ltd.

SECOND: The duration of the Corporation shall be perpetual.

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

1. To operate a public charter school in the District of Columbia; and

2. To have and to exercise any other powers conferred upon corporations organized pursuant to the provisions of the Act; provided, however, that

a. The Corporation is organized and shall be operated exclusively as a nonprofit charitable organization for charitable, educational, and scientific, purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 and the Regulations thereunder, as they now exist or as they may hereafter be amended (hereinafter collectively referred to as the "Code"), including, for such purposes, the making of distributions to organizations exempt from federal income tax under Section 501(c)(3) of the Code; and

b. During any period that the Corporation is deemed to be a private foundation as described in Section 509(a) of the Code, the Corporation:

(i) shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code;

(ii) shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code;

(iii) shall not retain any excess business holdings as defined in Section 4943(c) of the Code;

(iv) shall not make any investments in such manner as

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DCRA Corp. Div.

FEB 28 2014

FILE COPY

to subject it to tax under Section 4944 of the Code; and

(v) shall not make any taxable expenditures as defined in Section 4945(d) of the Code.

c. Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on: (i) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code; or (ii) by a corporation contributions to which are deductible under Section 170(c)(2) of the Code.

FOURTH: The address, including street and number, of the initial registered agent of the Corporation in the District of Columbia is such address is 1090 Vermont Avenue N.W., Washington, D.C. 20005 and the name of the Corporation's initial registered agent at such address is Corporation Service Company.

FIFTH: The business and affairs of the Corporation shall be managed under the direction of its Board of Directors. The number of directors constituting the initial Board of Directors of the Corporation is eight (8). The name of each of the persons who are to serve as the initial directors of the Corporation until their successors be elected and qualify are as follows:

Andrew L. Ross
Stephen M. Baldwin
A. Duane Arbogast
Frank Kros
Kelly Spanoghe
Gladys Graham
Claire Turberville
Paris Adon

Directors shall be elected by the existing Directors for such terms as the Bylaws may provide. The number of Directors may be increased or decreased in the manner provided in the Bylaws but shall never be less than three or more than fifteen.

SIXTH: The Corporation shall have no members within the meaning of the Act.

SEVENTH: Other lawful provisions for the conduct and regulation of the business and affairs of the Corporation, for its voluntary dissolution, or for limiting, defining or regulating the powers of the Corporation or its directors are as follows:

1. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its directors, officers, employees, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes in Section 501(c)(3) of the Code. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting 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, or in opposition to, any candidate for public office.

2. Upon the dissolution of the Corporation, and after paying or making provision for the payment of all of the liabilities of the Corporation, all assets of the Corporation shall be transferred, as is provided in the Bylaws, to the State Education Office of the District of Columbia, to be controlled by the Office of Education Facilities and Partnerships and used solely for educational purposes.

3. The personal liability of the officers and directors of the Corporation is hereby eliminated to the fullest extent permitted by law and by the provisions of the Act.

4. To the fullest extent permitted by the Act, the Corporation shall indemnify and hold harmless each officer and director of the Corporation against any and all liabilities, costs and expenses (including attorneys' fees and expenses) reasonably incurred by him or her or on his or her behalf in connection with any proceeding to which he or she may be a party by reason of his or her being or having been an officer or director of the Corporation. Such indemnity shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any Bylaw, agreement, or otherwise. Such indemnity shall inure to the benefit of the heirs, executors, or administrators of each officer and director. The Corporation may purchase liability insurance for the indemnity specified above to the fullest extent as determined from time to time by the Board of Directors of the Corporation. If so purchased, as required by the Act, such liability insurance shall provide a minimum limit of coverage of not less than $200,000 per individual claim and $500,000 per total claims that arise from the same occurrence, or such other amount as provided by the Act.

EIGHTH: These Articles of Incorporation may be amended from time to time in any and as many respects as may be desired; provided: (i) that the Articles of Incorporation as amended may contain only such provisions as might be lawfully contained in original Articles of Incorporation; (ii) that any amendments to these Articles of Incorporation be adopted at a duly called meeting of the Board of Directors of the Corporation by no less than a majority of the directors in office; (iii) and that any such amendments are made in the manner and pursuant to the procedures prescribed by the Act.

NINTH: The name and the address, including street and number, of the incorporator is as follows:

NAME	ADDRESS
Andrew L. Ross	6802 McClean Boulevard,

Baltimore, Maryland 21234

* * * * *

Signed and affirmed under penalty for making false statements:

Andrew L. Ross

Andrew L. Ross, Incorporator

2/28/14

Date

GOVERNMENT OF THE DISTRICT OF COLUMBIA

DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION

CERTIFICATE

THIS IS TO CERTIFY that the attached is a true and correct copy of the documents for this entity as shown by the records of this office.

CHILDREN'S GUILD,THE, LTD.

IN TESTIMONY WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 2/28/2014 3:29 PM

Business and Professional Licensing Administration

Patricia E. Grays

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: Sih9G9mR

Initial File #: N00004881712

GOVERNMENT OF THE DISTRICT OF COLUMBIA

DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION

CERTIFICATE

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia Business Organizations Code have been complied with and accordingly, this ***CERTIFICATE OF INCORPORATION*** is hereby issued to:

CHILDREN'S GUILD,THE, LTD.

Effective Date: 2/28/2014

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 2/28/2014 3:18 PM

Business and Professional Licensing Administration

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: WJUiO6Ka

ARTICLES OF INCORPORATION
of
THE CHILDREN'S GUILD, LTD.

To the Department of Consumer
and Regulatory Affairs
District of Columbia

The undersigned acting as incorporator for the purpose of organizing a corporation pursuant to the provisions of the District of Columbia Nonprofit Corporation Act of 2010, as the same may be amended or supplemented (hereinafter referred to as the "Act"), does hereby adopt the following Articles of Incorporation:

FIRST: The name of the corporation (hereinafter referred to as the "Corporation") is The Children's Guild, Ltd.

SECOND: The duration of the Corporation shall be perpetual.

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

1. To operate a public charter school in the District of Columbia; and

2. To have and to exercise any other powers conferred upon corporations organized pursuant to the provisions of the Act; provided, however, that

a. The Corporation is organized and shall be operated exclusively as a nonprofit charitable organization for charitable, educational, and scientific, purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 and the Regulations thereunder, as they now exist or as they may hereafter be amended (hereinafter collectively referred to as the "Code"), including, for such purposes, the making of distributions to organizations exempt from federal income tax under Section 501(c)(3) of the Code; and

b. During any period that the Corporation is deemed to be a private foundation as described in Section 509(a) of the Code, the Corporation:

(i) shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code;

(ii) shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code;

(iii) shall not retain any excess business holdings as defined in Section 4943(c) of the Code;

(iv) shall not make any investments in such manner as

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FEB 28 2014
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to subject it to tax under Section 4944 of the Code; and

(v) shall not make any taxable expenditures as defined in Section 4945(d) of the Code.

c. Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on: (i) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code; or (ii) by a corporation contributions to which are deductible under Section 170(c)(2) of the Code.

FOURTH: The address, including street and number, of the initial registered agent of the Corporation in the District of Columbia is such address is 1090 Vermont Avenue N.W., Washington, D.C. 20005 and the name of the Corporation's initial registered agent at such address is Corporation Service Company.

FIFTH: The business and affairs of the Corporation shall be managed under the direction of its Board of Directors. The number of directors constituting the initial Board of Directors of the Corporation is eight (8). The name of each of the persons who are to serve as the initial directors of the Corporation until their successors be elected and qualify are as follows:

Andrew L. Ross
Stephen M. Baldwin
A. Duane Arbogast
Frank Kros
Kelly Spanoghe
Gladys Graham
Claire Turberville
Paris Adon

Directors shall be elected by the existing Directors for such terms as the Bylaws may provide. The number of Directors may be increased or decreased in the manner provided in the Bylaws but shall never be less than three or more than fifteen.

SIXTH: The Corporation shall have no members within the meaning of the Act.

SEVENTH: Other lawful provisions for the conduct and regulation of the business and affairs of the Corporation, for its voluntary dissolution, or for limiting, defining or regulating the powers of the Corporation or its directors are as follows:

1. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its directors, officers, employees, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes in Section 501(c)(3) of the Code. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting 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, or in opposition to, any candidate for public office.

2. Upon the dissolution of the Corporation, and after paying or making provision for the payment of all of the liabilities of the Corporation, all assets of the Corporation shall be transferred, as is provided in the Bylaws, to the State Education Office of the District of Columbia, to be controlled by the Office of Education Facilities and Partnerships and used solely for educational purposes.

3. The personal liability of the officers and directors of the Corporation is hereby eliminated to the fullest extent permitted by law and by the provisions of the Act.

4. To the fullest extent permitted by the Act, the Corporation shall indemnify and hold harmless each officer and director of the Corporation against any and all liabilities, costs and expenses (including attorneys' fees and expenses) reasonably incurred by him or her or on his or her behalf in connection with any proceeding to which he or she may be a party by reason of his or her being or having been an officer or director of the Corporation. Such indemnity shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any Bylaw, agreement, or otherwise. Such indemnity shall inure to the benefit of the heirs, executors, or administrators of each officer and director. The Corporation may purchase liability insurance for the indemnity specified above to the fullest extent as determined from time to time by the Board of Directors of the Corporation. If so purchased, as required by the Act, such liability insurance shall provide a minimum limit of coverage of not less than $200,000 per individual claim and $500,000 per total claims that arise from the same occurrence, or such other amount as provided by the Act.

EIGHTH: These Articles of Incorporation may be amended from time to time in any and as many respects as may be desired; provided: (i) that the Articles of Incorporation as amended may contain only such provisions as might be lawfully contained in original Articles of Incorporation; (ii) that any amendments to these Articles of Incorporation be adopted at a duly called meeting of the Board of Directors of the Corporation by no less than a majority of the directors in office; (iii) and that any such amendments are made in the manner and pursuant to the procedures prescribed by the Act.

NINTH: The name and the address, including street and number, of the incorporator is as follows:

NAME	ADDRESS
Andrew L. Ross	6802 McClean Boulevard,

Baltimore, Maryland 21234

* * * * *

Signed and affirmed under penalty for making false statements:

Andrew L. Ross

Andrew L. Ross, Incorporator

2/28/14

Date

7721366

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION

CERTIFICATE

THIS IS TO CERTIFY that the attached is a true and correct copy of the documents for this entity as shown by the records of this office.

CHILDREN'S GUILD,THE, LTD.

IN TESTIMONY WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 2/28/2014 3:44 PM

Business and Professional Licensing Administration

Patricia E. Grays

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: yD9xV1Pe

Initial File #: N00004881712

GOVERNMENT OF THE DISTRICT OF COLUMBIA

DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION

CERTIFICATE

THIS IS TO CERTIFY that all applicable Trade Name requirements of the Omnibus Regulatory Reform Act of 1998 have been complied with and accordingly, this ***CERTIFICATE OF TRADE NAME REGISTRATION*** is hereby issued to:

CHILDREN'S GUILD,THE, LTD.

Trade Name: CHILDREN'S GUILD PUBLIC CHARTER SCHOOL D.C. CAMPUS, THE

IN TESTIMONY WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 2/28/2014 3:43 PM

Business and Professional Licensing Administration

Patricia E. Grays

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: LynFAVZh

Initial File #: N00004881712

GOVERNMENT OF THE DISTRICT OF COLUMBIA

DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION

CERTIFICATE

THIS IS TO CERTIFY that all applicable Trade Name requirements of the Omnibus Regulatory Reform Act of 1998 have been complied with and accordingly, this ***CERTIFICATE OF TRADE NAME REGISTRATION*** is hereby issued to:

CHILDREN'S GUILD, THE, LTD.

Trade Name: CHILDREN'S GUILD PUBLIC CHARTER SCHOOL D.C. CAMPUS, THE

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Business and Professional Licensing Administration

Patricia E. Grays

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: LynFAVZh

Reset Form | Print Form

DEPARTMENT OF CONSUMER & REGULATORY AFFAIRS
District of Columbia Government
Corporations Division

COPY

TN-1 Trade Name Registration Form. Version 2, July 2010.

Use this form to register your trade name. If entity (exception - sole-proprietor) will own the trade name, said entity must be in good standing before filing this form.

ENTITY TYPE:	FILING FEE:
All entities, initial Trade Name Registration	$ 150.00 Refer to Corporate Fee Schedule for expedited filing.

Pursuant to the provisions of the Code of Laws for the District of Columbia and the OMNIBUS REGULATORY REFORM ACT OF 1996, the undersigned company, partnership or individual hereby applies for a Certificate of Trade Name and for that purpose submits the following statement:

1. Name of Individual or Entity, using the trade name:	2. Business phone number /Em ail:
The Children's Guild, Ltd.	410-444-3800

3. Proposed Trade Name:(Prohibited words - The true and real name of persons conducting the business, the words "corporation," "incorporated," "partnership", "limited", or any variation. Socially explicit words or terms are also forbidden)

The Children's Guild Public Charter School D.C. Campus

4. Type of Entity:

- ☐ Sole Proprietor
- ☒ Corporation
- ☐ Limited Liability Company
- ☐ Limited Liability Partnership
- ☐ Limited Partnership
- ☐ General Partnership
- ☐ Other: Please, specify

5. FEIN number:	6. Full legal name of person submitting this form:
Pending	Stephen M. Baldwin

7. Complete Business Address:

6602 McClean Blvd., Baltimore MD 21234

Questions 8 & 9 intended only for corporations, partnerships and limited liability companies. Question 9 intended only for sole-proprietors, located outside the District of Columbia.

8. Name and street address of authorized official (business owner for sole-proprietors):

TITLE	NAME	ADDRESS
Secretary/Treasurer	Stephen M. Baldwin	6602 McClean Blvd., Baltimore MD 21234

9. Name and address of registered agent in the District of Columbia:

Corporation Service Company, 1090 Vermont Avenue, N.W., Washington, D.C. 20005

10. Select individual executing this form:	11. Signature:
☐ Business Owner (for sole-proprietors) ☒ Authorized Person (for other entity types)	Stephen M. Baldwin

If you sign this application, you agree that you understand that anyone who makes a false statement anywhere on it can be punished by criminal penalties of a fine up to $1000, imprisonment up to 180 days, or both, under DCOC § 22-2405.

For Office Use Only	Trade Name Registration Number Corporate File Number	DCRA Corp. Div.

Mail all forms and required payment to:
Department of Consumer and Regulatory Affairs
Corporations Division
PO Box 92300
Washington, DC 20090
Phone: (202) 442-4400

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Please check dcra.dc.gov to view organizations required to register, to search business names, to get step-by-step guidelines to register an organization, to search registered organizations, and to download forms and documents. Just click on "Corporate Registrations."

BYLAWS

OF

THE CHILDREN'S GUILD, LTD.

(A District of Columbia Nonprofit Corporation)

ARTICLE I. NAME

The name of the corporation shall be The Children's Guild, Ltd. (the "Corporation").

ARTICLE II. DIRECTORS

Section 1. General Powers.

The business and affairs of the Corporation shall be managed under the direction of its Board of Directors (the "Board of Directors" or the "Board") consisting initially of those individuals named in the Articles of Incorporation. In addition to the powers expressly conferred upon them by these Bylaws, the Board of Directors may exercise all the powers of the Corporation. From time to time, the Board of Directors may delegate to officers of the Corporation such powers and duties as it may see fit in addition to those specifically provided in these Bylaws. The Board of Directors is generally responsible for approving the hiring of the principal, having input into the principal's performance review, fundraising, charter advocacy, and community outreach.

Section 2. Composition, Election and Tenure.

The Board shall elect the individuals to serve as directors of the Corporation. At all times, a majority of the directors of the Corporation shall be residents of the District of Columbia.

Directors shall be divided into three classes so that the terms of directors are staggered and approximately one-third of the directors' terms shall expire each year. Each director shall serve for a term of (3) years, provided that terms of initial directors may be abbreviated in order to implement staggered terms. Each director shall serve until a successor shall be appointed and qualify. Directors may be re-elected and serve up to three (3) consecutive terms.

In addition to the foregoing, two directors (the two "Parent Directors") shall be elected by the Board from among a list of candidates compiled and presented to the Board by the Parent Teacher Association (the "PTA"). Each candidate appearing on the list compiled and presented to the Board by the PTA shall be a parent or legal guardian of one or more students currently-enrolled in the public charter school operated

by the Corporation (the "School"). A Parent Director's term will automatically terminate when his or her child is no longer enrolled.

At all times at least two voting directors (the "Guild Directors") shall be directors of the Board of Directors of The Children's Guild, Ltd., provided, however, that the Guild Directors shall not make up a majority of the directors of the Board.

The individual holding the offices of President of the Guild and President of the Corporation shall serve as an ex-officio non-voting member of the Board of Directors. This individual shall be in addition to the Guild Directors.

The Board of Directors shall keep minutes of its meetings and a full account of its transactions as described in Section 8 of this Article of the Corporation's Bylaws. The number of directors may be increased or decreased, but shall never be less than three (3) or greater than fifteen (15). Except where specified otherwise, all references in the Articles of Incorporation and these Bylaws to "directors" shall be deemed to refer collectively to (i) the directors appointed by the Board (ii) the Parent Directors, and (iii) the Guild Directors.

Section 3. Regular Meetings.

The Board of Directors shall hold quarterly meetings, on a date and at a time and place to be determined by the Chairperson or the directors. Other regular meetings shall be held monthly on such dates and at such times as may be designated from time to time by the Chairperson or by the directors.

Section 4. Special Meetings.

Special meetings of the Board of Directors may be called by the Chairperson or by any two directors.

Section 5. Place of Meetings.

The Board of Directors may hold its regular and special meetings at such place within or without the District of Columbia as it may from time to time determine. In the absence of such determination, regular and special meetings of the Board of Directors shall be held at the principal business office of the Corporation.

Section 6. Notice.

Notice of the place, date and time of every regular and special meeting shall be given to each director:

(a) By notice in writing, mailed postage prepaid, not later than the third day before the day set for the meeting and addressed to the director's last known post office address according to the records of the Corporation;

(b) By electronic or telephonic communication or by notice in writing delivered personally or left at the director's residence or usual place of business not later than the second day before the day set for the meeting.

No notice of the time, place or purpose of any meeting need be given to any director who, in writing executed and filed with the records of the meeting either before or after the holding thereof, waives such notice or who attends the meeting.

Section 7. Quorum.

A majority of the Board of Directors shall constitute a quorum for the transaction of business at every meeting. If, at any meeting, there is less than a quorum present, a majority of those present may choose to adjourn the meeting and reschedule the meeting for a different date within 30 days of the original meeting, and no further notice for such reconvened meeting shall be necessary other than by announcement at the adjourned meeting. At any such reconvened meeting at which a quorum shall be present, any business may be transacted which might have been transacted at the meeting as originally called. Except as otherwise provided in the Articles of Incorporation or these Bylaws, the action of a majority of the directors present at a meeting at which a quorum is present shall be the action of the Board of Directors.

Section 8. Minutes.

As soon as practicable after any meeting of the Board of Directors, the Secretary or such other individual as designated by the Board shall prepare and retain written minutes of such meeting. The minutes shall reflect each item that the Board considered; the action taken by the Board on each item; and a list of each vote that was recorded.

Section 9. Vacancies.

The Board shall fill any vacancy occurring among the directors. A vacancy in the position of a Parent Director shall be filled by the Board from among a list of candidates compiled and presented by the PTA. The list shall consist of parents with children currently enrolled at the public charter school operated by the Corporation. A director appointed to fill a vacancy among the directors shall serve for the unexpired term of the predecessor in office.

Section 10. Resignation and Removal.

A director may resign at any time by notifying the Chairperson or Secretary of the Corporation in writing, specifying the effective date of the resignation. If no effective date is specified, the resignation shall take effect at the time tendered. Subject to Article I, Section 2 of these Bylaws, at any meeting of the directors called for the purpose, the directors may, with or without cause, propose to remove any director, by vote of a majority of the other directors. If the Board approves the director's removal, the Board may appoint another in place of the person so removed to serve for the remainder

of the term. A resignation in the position of a Parent Director shall be filled by the Board from among a list of candidates compiled and presented by the PTA. The list shall consist of parents with children currently enrolled at the public charter school operated by the Corporation.

Section 11. Compensation.

Directors shall receive no compensation for their services as such but may, by resolution of the Board of Directors, be allowed reimbursement for their expenses actually and reasonably incurred on behalf of the Corporation.

Section 12. Action without Meeting.

Any action required or permitted to be taken at any meeting of the Board of Directors may be taken without a meeting, if a unanimous consent which sets forth the action is given in writing or by electronic transmission by each director and such is filed in paper or electronic form with the minutes of proceedings of the Board of Directors.

Section 13. Telephone Conference.

Members of the Board of Directors or any committee thereof may participate in a meeting of the Board or such committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meetings can hear each other at the same time. Participation by such means shall constitute presence in person at the meeting.

ARTICLE III. OFFICERS

Section 1. In General.

The officers of the Corporation shall consist of a Chairperson of the Board of Directors (the "Chairperson"); so many Vice-Chairpersons of the Board of Directors ("Vice-Chairpersons") as the Board shall elect, and, if more than one are elected, with one being designated as First Vice-Chairperson; President; one or more Vice-Presidents; Secretary; Treasurer; and such Assistant Secretaries and Assistant Treasurers as the Board shall elect. Any two offices, except those of (1) Chairperson and Vice-Chairperson; (2) President and Vice-President; or (3) President and Treasurer, may be held by the same person, but no officer shall execute, acknowledge, or verify any instrument in more than one capacity when such instrument is required to be executed, acknowledged, or verified by any two or more officers.

With the exception of the President and CEO, all officers of the Corporation shall be appointed by the Board and shall serve for a term of two (2) years and until their successors shall be appointed and qualify. The individual holding the office of the President and CEO of the Educational Management Organization from time to time shall serve as the President and CEO of the Corporation; and such individual shall serve as the President and CEO of the Corporation for so long as he/she shall also hold

the office of President and CEO of the Educational Management Organization. The Chairperson and each Vice-Chairperson shall be chosen from among the directors. Other officers may be, but are not required to be chosen from the directors. The Board of Directors may from time to time appoint such other agents and employees with such powers and duties as the Board may deem proper.

Section 2. Chairperson.

The Chairperson shall preside at all meetings of the Corporation and at all meetings of the Board of Directors and shall be an ex-officio member of all committees of the Board of Directors, except as the Board of Directors shall otherwise designate. The Chairperson shall not be an employee of the Corporation.

Section 3. Vice-Chairperson(s).

In the absence of the Chairperson or in the event of his or her inability or refusal to act, the Vice-Chairperson (or, in the event there be more than one Vice-Chairperson, the Vice-Chairpersons in the order of their election or designated seniority) shall perform the duties of the Chairperson, and when so acting, shall have and may exercise all the powers of the Chairperson. Any Vice-Chairperson shall perform such other duties as from time to time may be assigned by the Chairperson or by the Board of Directors. Each Vice-Chairperson shall be a member of the Board of Directors and shall not be an employee of the Corporation.

Section 4. President.

The President and CEO of the Educational Management Organization hired by the Board of Directors shall be the President and CEO of the Corporation and an ex-officio non-voting member of the Board of Directors. The President and CEO shall have general management and direction of the activities of the Corporation and all powers ordinarily exercised by the President and CEO of a corporation; shall have authority to employ an administrator or other persons at salaries fixed by resolution of the Board of Directors to assist in the general management and direction of the activities of the Corporation; and shall have authority to sign and execute, in the name of the Corporation, all deeds, mortgages, bonds, contracts, or other instruments to be executed on the Corporation's behalf. The President and CEO of the Corporation shall not vote on matters pertaining to contracts or other transactions involving the Educational Management Organization of which he/she is employed.

Section 5. Vice-President(s).

In the absence of the President and CEO or in the event of his or her inability or refusal to act, the Vice-President (or, in the event there be more than one Vice-President, the Vice-Presidents in the order of their election or designated seniority) shall perform the duties of the President and, when so acting, shall have and may exercise

all the powers of the President. Any Vice-President shall perform such other duties as from time to time may be assigned by the Chairperson or by the Board of Directors.

Section 6. Secretary.

The Secretary shall keep minutes of the meetings of the Board of Directors, see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law, be custodian of the corporate records and of the seal of the Corporation, and in general perform all duties incident to the office of secretary and such other duties as from time to time may be assigned by the Chairperson or by the Board of Directors.

Section 7. Treasurer.

If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of the duties of the office in such sum and with such surety or sureties as the Board of Directors shall determine, the cost of which shall be borne by the Corporation. The Treasurer shall have charge and custody of all funds and securities of the Corporation, receive and give receipts for monies due to the Corporation, and deposit all such monies in the name of the Corporation in such banks or other depositaries as shall from time to time be selected by the Board of Directors. In general, the Treasurer shall perform all the duties incident to the office of treasurer and such other duties as from time to time may be assigned by the Chairperson or by the Board of Directors.

Section 8. Assistant Officers.

Each Assistant Secretary and Assistant Treasurer (if any) shall hold office for such period and shall have such authority and perform such duties as the Board of Directors may prescribe.

Section 9. Compensation.

Officers who are employees of the Corporation may receive reasonable compensation for their services as employees, as determined by resolution of the Board of Directors. Officers who are not employees of the Corporation shall not receive compensation for their services as such. Notwithstanding the above, all officers may, by resolution of the Board of Directors, be allowed reimbursement for their expenses actually and reasonably incurred on behalf of the Corporation.

Section 10. Resignation and Removal.

An officer may resign at any time by notifying the Chairperson or the Secretary in writing, specifying the effective date of the resignation. If no effective date is specified, the resignation shall take effect at the time tendered. The Board shall have the power to remove any officer with or without cause. The Board may authorize any officer to remove subordinate officers.

Section 11. Vacancies.

The Board shall have the power to fill a vacancy occurring in any officership.

ARTICLE IV. COMMITTEES

Section 1. Executive Committee.

The Corporation shall have an Executive Committee, which committee, shall to the extent provided in said resolution, have and exercise the authority of the Board of Directors in the management of the Corporation between meetings of the Board, and shall be considered a committee of the Board of Directors ("Committee of the Board"). The Executive Committee shall also exercise general oversight over the other committees. The Board of Directors, by resolution adopted by a majority of the Directors in office at the time such action is taken, may also create other Committees of the Board which shall exercise such powers of the Board of Directors as delegated in said resolution, provided that neither the Executive Committee nor any other Committee of the Board may be delegated the power to: (1) authorize distributions; (2) fill vacancies on the Board of Directors or any Committee of the Board; (3) adopt, amend, or repeal bylaws, or (4) approve or propose to the Board any action that is required to be taken by members under the District of Columbia Nonprofit Corporation Act (the "Act"). The delegation of authority to the Executive Committee or a Committee of the Board shall not operate to relieve the Board of Directors, or individual Director, of any responsibility imposed upon them by law. The Executive Committee and any Committee of the Board, if formed, must consist exclusively of one (1) or more Directors approved by a majority of the Board of Directors in office when the Director is appointed to such committee. Provisions on the call of meetings, notice of meetings, action without meeting, and waiver of notice of meetings applicable to meetings of the Board of Directors are also applicable to meetings of Committees of the Board. The Executive Committee will be responsible for general governance matters, including nominating and recruiting members of the Board of Directors, evaluating current members of the Board of Directors and evaluating the Board itself.

Section 2. Other Advisory Committees.

Other committees not having and exercising the authority of the Board of Directors in the management of the Corporation ("Advisory Committees") may be designated in these Bylaws or by a resolution adopted by a majority of the Directors present at a meeting at which a quorum is present. Except as otherwise provided in such resolutions, the President shall appoint the members of such committees, and members of such committees need not be Directors.

Section 3. Finance and Facilities Committee.

The Finance Committee shall be a standing Advisory Committee of the Board of Directors. The committee shall exercise general oversight of the financial operations of the Corporation; review the annual audited financials and other financial documents of the Corporation; and report to the Board of Directors with regard to its findings. The committee shall exercise oversight with regard to the proper maintenance, repair, and replacement of the Corporation's grounds, facilities, buildings, and equipment.

Section 4. Planning and Assessment Committee.

The Planning and Assessment Committee shall be a standing Advisory Committee of the Board of Directors. The committee shall provide guidance and supervision to help ensure that the School is achieving its targeted objectives. The committee will assess academic performance and recommend academic policy changes to the Board of Directors, as needed. The committee will assess the consistency and quality of the School's instructional approach. The committee will monitor the Corporation and the School to ensure that they are compliant with the policies and regulations for operating a public charter school and for meeting the needs of students designated to receive special education. The committee will evaluate any grievances and also evaluate the management company's performance. The committee shall also exercise oversight of all issues related to the School's personnel, including but not limited to staffing needs, performance evaluations, and discipline.

Section 4. Term of Office.

Each member of every committee shall continue in office at the pleasure of the Board of Directors.

Section 5. Committee Chair.

One member of each committee shall be appointed Committee Chair by the Chairperson.

Section 6. Quorum.

Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum, and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 7. Rules.

Each committee may adopt rules for its own governance not inconsistent with the Articles of Incorporation, with these Bylaws, with rules adopted by the Board of Directors, or with any applicable law of the District of Columbia.

ARTICLE V. NOTICE OF NON-DISCRIMINATORY POLICY AS TO STUDENTS

The Corporation will operate a public charter school in the District of Columbia. The Corporation shall admit students of any race, color, and national and ethnic origin to all of the rights, privileges, programs, and activities generally accorded or made available to students at the school. It will not discriminate on the basis of race, color, or national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

ARTICLE VI. MANDATORY DISSOLUTION

In compliance with the DC School Reform Act § 38-1802.13a, the Corporation shall dissolve if the charter for the school has been revoked, has not been renewed, or has been voluntarily relinquished; and any assets to be distributed pursuant to a plan of distribution under § 29-301.48(3) shall be transferred to the State Education Office of the District of Columbia, to be controlled by the Office of Education Facilities and Partnerships and used solely for educational purposes.

ARTICLE VII. CONTRACTS, CHECKS, DEPOSITS AND GIFTS

Section 1. Contracts.

The Board of Directors may authorize any officer(s) or agent(s) of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or specific.

Section 2. Checks, Drafts, Etc.

All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer(s) or agent(s) of the Corporation, and in such manner, as shall from time to time be determined by resolution of the Board of Directors.

Section 3. Deposits.

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks or other depositaries as the Board of Directors may select.

Section 4. Gifts.

The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE VIII. SUNDRY PROVISIONS

Section 1. Fiscal Year.

The fiscal year of the Corporation shall be the year ending on June 30th unless some other fiscal year be specified by resolution of the Board of Directors.

Section 2. Indemnification.

To the fullest extent permitted by the Act, the Corporation shall indemnify and hold harmless each officer and director of the Corporation against any and all liabilities, costs and expenses (including attorneys' fees and expenses) reasonably incurred by him or her or on his or her behalf in connection with any proceeding to which he or she may be a party by reason of his or her being or having been an officer or director of the Corporation. Such indemnity shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any Bylaw, agreement, or otherwise. Such indemnity shall inure to the benefit of the heirs, executors, or administrators of each officer and director. The Corporation may purchase liability insurance for the indemnity specified above to the fullest extent as determined from time to time by the Board of Directors of the Corporation. If so purchased, as required by the Act, such liability insurance shall provide a minimum limit of coverage of not less than $200,000 per individual claim and $500,000 per total claims that arise from the same occurrence, or such other amount as provided by the Act.

Section 3. Books and Records.

The Corporation shall keep correct and complete books and records of account and shall also keep as permanent records: (i) minutes of all meetings of the Board of Directors; (ii) records of all actions taken without a meeting by the Board of Directors or the Board; (iii) records of all actions taken by a Board Committee on behalf of the Corporation. The Corporation also shall keep at its principal office (i) the Corporation's Articles of Incorporation, (ii) these Bylaws, (iii) minutes and other permanent records described above for the last three years; (iv) all official communication in the form of a record to the Board generally within the past three years, including financial statements furnished to the Board in the last three years; (v) a list of the names and business addresses of the Corporation's current Directors and Officers; and (vi) the most recent biennial report filed by the Corporation with the District of Columbia.

[The rest of this page is intentionally blank.]

Section 4. Amendments to Bylaws.

These Bylaws may be altered, amended or repealed, and new Bylaws may be adopted by the Board of Directors at any regular meeting or at any special meeting called for that purpose.

Adopted by the Corporation on _____, 2014.

Board Member Agreement
Conflict of Interest

See Appendix, Section F

The Children's Guild Ltd. – DC Campus

Member - Board of Directors
Job Description

The board of directors is legally and ethically responsible for oversight of The Children's Guild, Ltd., Public Charter School – DC Campus.

Responsibilities of the Board

- Determining how the organization carries out its mission through long and short range planning and review.
- Adopting an annual budget and providing fiscal oversight.
- Recruiting, orienting and developing members of the board.
- Hiring, firing and evaluating the performance of the educational management organization.
- Evaluating its performance and the overall performance of the charter school in achieving its mission.
- Establishing policies for the effective management of the charter school.

Responsibilities of a Director

- Understand and promote the charter school's mission.
- Be familiar with the programs and operations of the charter school.
- Be a working member of at least one board committee.
- Participate in resource development and fundraising.
- Make an annual gift to the charter school commensurate with one's ability.
- Advocacy (when requested, write letters and/or make phone calls to support bills that are in the best interest of the charter school).
- Community education.
- Review meeting materials before meetings.
- Identify any potential conflicts of interest.

Time Demands

- Attend and actively participate in at least 75% of two hour board and committee meetings (approximately 4 board meetings per year and 4 committee meetings per year). Meeting date and time established at convenience of committee members.

Financial and Resource Development Expectations

- Assist the school in raising funds for capital and operating expenses not covered by tuition.
- Be present to demonstrate support at least 2 charter school events.
- Identify and assist in cultivation of potential board members.
- Attend a minimum of one of the two fundraising events:
  - Golf Classic
  - Cabaret for Kids

Code of Ethics for School Board Members

A school board member shall abide by the following Code of Ethics.

a. I will uphold and enforce all laws, rules and regulations of the DC Charter School Board of Education, and court orders pertaining to schools. Desired changes shall be brought about only through legal and ethical procedures.
b. I will make decisions in terms of the educational welfare of children and will seek to develop and maintain public schools that meet the individual needs of all children regardless of their ability, race, creed, sex, or social standing.
c. I will confine my board action to policy making, planning, and appraisal, and I will help to frame policies and plans only after the board has consulted those who will be affected by them.
d. I will carry out my responsibility, not to administer the schools, but, together with my fellow board members, to see that they are well run.
e. I will recognize that authority rests with the board of directors and will make no personal promises nor take any private action that may compromise the board.
f. I will refuse to surrender my independent judgment to special interest or partisan political groups or to use the schools for personal gain or for the gain of friends.
g. I will hold confidential all matters pertaining to the school which, if disclosed, would needlessly injure individuals or the school. In all other matters, I will provide accurate information and, in concert with my fellow board members, interpret to the staff the aspirations of the community for its school.
h. I will support and protect school personnel in proper performance of their duties.
i. I will refer all complaints to the school operator and will act on the complaints at public meetings only after failure of an administrative solution.

The Children's Guild
Policy & Procedure Manual

Title: Discipline	Policy Number: 04-02-04
Page(s): 6	Initiated By: Kelly Spanoghe, Dir, Education Barbara Steinle, Dir, Clinical Svcs
	Approved By: Executive Management
	Effective Date: 8/26/99
Supersedes: 04-02-01, 04-02-02	Reviewed By: Kelly Spanoghe, V.P., Educational Services
	Review Dates: 10/99, 8/00, 11/01, 8/02, 9/02, 12/03, 7/06, 10/06, 8/07, 8/08, 11/09, 2/10, 8/11

Policy:

The teaching of discipline shall be directed toward helping students take responsibility for themselves, become capable decision-makers, become self-directed learners and promote the social and moral development of the child. Individualized approaches to the teaching of self-discipline will be tailored to the specific developmental level of the child.

Definitions:

Team--The team includes a special education teacher, classroom teaching assistant, tutor, school counselor, related services providers, nurse, fidelity and instructional coaches, and the youth life educators where appropriate.

Direct Care Personnel--Any staff member who provides a direct service to the student (i.e., teacher, teacher assistant, school counselor, related service provider, and tutor, youth life educator, etc.).

Rationales and Procedures:

1. Why Does The Children's Guild Teach Self-Discipline Rather Than Obedience, and Why Obedience Doesn't Work

Rationale:

Discipline comes from the Latin word meaning, "to teach". We are trying to teach children to reach the goal of self-discipline; that is, to take responsibility for the action they choose, not to act on impulse alone, and to assess probable consequences of several courses of action before making a decision. Obedience is defined as the ability to carry out or yield to command, authority, or instruction. Traditional models of education are based on curriculums of control. The educator establishes the rules and the student must obey the rules of the classroom, so that the teacher can move through the lesson plan in an orderly fashion. These models are designed more to instruct than to teach. This system takes the pleasure, ownership, and competency out of the learning process for students. In essence the rule

centered educational environment states, "Do what I tell you, or here's exactly what I'll do to you." (Kohn 1996)

The traditional view of behavior in regard to education states that a system of rewards and punishments is necessary to gain control of children. This view is based on two assumptions. The first assumption is that children cannot learn without being controlled by an adult and second, "if the teacher isn't in control of the classroom, the most likely result is chaos" (Kohn 1996). Unfortunately, these assumptions foster the idea that adults have to be enforcers or class cops. This approach limits the social and moral development of a child because it assumes that children cannot learn to take responsibly for themselves unless they are punished or rewarded. Even if an educator has a group of students "under control" the likelihood is that when the adult is not with them, the group of students will not behave because they have not developed the skills to do so in other contexts. "If the goal is to create self-discipline in children then having students define the meaning of rules is the best way to help students become thoughtful decision makers." (Kohn, 1996)

Procedure:

A. Staff are always physically and visually present in the learning environment to provide supervision and guidance to students in their development of socially appropriate patterns of behavior, self-expression, and coping mechanisms. Staff will develop a repertoire of behavioral interventions that promote those skills in their students. Such interventions will include: modeling, positive enforcement, choices, consequences, incentives (if developmentally appropriate), and therapeutic discussions as dictated by the student's developmental level.

B. Staff responses to inappropriate behavior will include the implementation of natural and logical consequences as dictated by the situation. Alternative behavior choices and their impact will be explored and processed with the student, thereby enabling him/her to make productive decisions.

C. Staff will develop intrinsic motivation in their students through the use of positive social recognition (praise, positive enforcement, academic achievement).

D. Staff responses to students' behavior will be individualized to meet the developmental needs of the student and within the context of each unique situation.

E. In resolving problematic behaviors in the classroom, staff will review situations by considering the context within which the behavior(s) occurred. This includes such contextual components as:

   1. The words, actions and reactions of staff in the environment and how these may have contributed to the problem.
   2. Explore underlying, unresolved relationship issues and generate strategies for resolution.
   3. Identify unmet needs of the student(s) and how these contributed to the problem.
   4. Identify skills needing further development and handicapping conditions on manifested behaviors.

F. When a student engages in unsafe behavior, and as a last resort, physical intervention(s) will be

utilized to ensure the safety of the student, others and property.

1. How Do We Develop a Climate That Fosters Student Achievement?

In 1997, the Individuals with Disabilities Education Act (IDEA) was amended to include a recommendation for implementing Positive Behavioral Interventions and Supports (PBIS) as a form of intervention for behavioral issues that impact learning. PBIS is a systems approach to discipline that examines the four subsystems; school-wide, individual student, classroom, and nonclassroom that comprise the totality of a school. The interaction of these four systems creates a climate for learning. "The goals of school-wide systems are to define, teach, and support appropriate behavior that establishes a culture of competence within schools. When a competent culture is established, the students are more likely to support appropriate behavior and discourage inappropriate behavior by their peers." (Sugai, 1999).

PBIS is a systematic way of implementing school-wide systems of teaching, acknowledging and rewarding appropriate behavior to all students in the school. The procedures to implement a positive behavior support program include:

1. Behavioral expectations are defined in a small number of clearly defined behavioral expectations
2. Behavioral expectations are taught and practiced throughout the school day
3. Appropriate behaviors are acknowledged through various forms: tokens, rewards, praise, recognition
4. Behavioral errors are corrected proactively by providing information on what behavior was unacceptable and how to prevent future situations.

2. How Do We Promote the Social and Moral Development of the Child?

Rationale:
Just as there are physical stages of development for children, there are also stages of social and moral development (Kolberg, 1981). These stages demonstrate how a child should go from selfishness to selflessness. To effectively move the child through these stages in the educational setting, three factors should be considered. First, the development of self-discipline within the student must be in sync with the child's predominant level of moral development. This requires the staff member to not only assess and intervene with the child at the child's current level of moral development, but the staff member must then implement individualized strategies to move the child to higher levels of moral development. The IEP is the mechanism by which a long-termed individualized plan is created to move the student through these levels of moral development. The second factor is that interventions must also be in sync with the child's emotional and cognitive abilities. Lastly, classroom communities must be established. For it is through connection and communication with others that a child has the opportunity to work cooperatively, while developing pro-social behaviors.

Procedures:
In order to determine each student's level of moral development and the best procedure(s) for facilitating continued growth, teams will complete a functional behavior assessment on each student to include:

A. A functional behavioral assessment and behavior intervention plan will be developed

specific to the targeted behavior impacting student engagement in the learning process

B. Monthly thematic units to assist in facilitating the development of character education and moral development traits through implementation of daily lessons, social skills training and group therapy.

3. How Can Most Student "Misbehavior" Be Eliminated Through Good Instruction?

Rationale:
One of the most successful interventions in reducing acting out behavior is effective teaching. Therefore, if children are acting out, or "misbehaving", the educator must first look at the quality, technique, and coherence of their instruction. In this view, acting out is not a symptom of illness, but of poor instruction. This approach demands the educator to ask the question, "What do children need?" as opposed to "How do I get them to do what I want?" (Kohn, 1996). Our policy requires educators to transform the traditional teacher centered, lecture driven, and rote deskwork to multi-dimensional, hands-on, active, and cooperative methods of teaching that engage verbal, tactile, visual, and auditory senses. The curriculum is integrated and relates ideas and knowledge across subject areas. By challenging students in an engaged, creative, and meaningful process of learning, the educator channels the student's energies from acting out to involved learner.

Procedure:

A. Classroom teams will develop and implement daily lesson plans that include a creative, hands-on instructional delivery system.

B. Development of effective lessons will include:

1. Determining and accessing prior knowledge of the students to begin concept development.
2. Incorporating instructional modifications based on the needs of the students.
3. Developing lesson plans inclusive of an anticipatory set, direct instruction, guided practice, independent practice.
4. Student engagement in creative, hands-on activities.
5. Implementing differentiated learning strategies to address varied student levels of performance within the classroom setting.
6. Assessment of concept attainment.

4. How Do Students Learn Self-Responsibility?

Rationale:
Students learn self-responsibility by being active participants in the problem-solving process. This involves acknowledging responsibility for their own behavior and accepting natural and logical consequences. Students are expected to maintain appropriate behavior, demonstrate effecting coping and decision-making skills not only in the classroom, but at home and in the community as well. Opportunities for learning and developing necessary skills and strategies for problem solving are presented in a structured classroom environment. Through this process, students are able to make

informed decisions and appropriate choices. Discipline is regarded as a learning experience that promotes individual growth emotionally, academically and behaviorally.

Procedure:

A. The team will facilitate the development of a classroom environment by assisting students in developing behavior expectations and goals.

B. The team will engage students in discussion and exploration of the decision-making process, and provide opportunities for implementation.

C. PBIS matrix to guide the team in fostering commitment and responsibility.

D. Teams will conduct Team Primacy meetings to address development of communication and social skills, enhance problem-solving skills, examine the impact of behavior for self and others and apply natural and logical consequences for inappropriate behavior.

5. How Do We Make The Mindset Switch From The Product/Market Perspective To The Journey Perspective?

Rationale:
Educators must examine their own assumptions and transform their own beliefs regarding discipline and how it is used in teaching. Many of today's educational systems are designed with the market mentality. During the Industrial revolution, the market perspective dominated American views and policies. This perspective focused on the end product and the marketplace. If you produced more of the product, the faster you were rewarded. If you failed to produce or did not produce at the rate and quality expected, the market was unwavering and unsympathetic in its deliberation of punishment and economic sanctioning. It was during the Industrial Revolution that many of our school systems were developed. Learning was seen as a product. Children were given concrete standards and were rewarded for achieving those standards. Consequently, they were punished if they did not meet the standards, i.e., not allowed to participate in sports, clubs, trips, or even in educational areas in which the child excelled. In contrast, the journey mindset focuses on why and how the process works to achieve the end product. The journey mindset does not ignore the end product, but includes both the product and the process. If educators believe that learning is a process, then it is imperative for students to make decisions regarding this process and understand how it applies to them. To achieve this goal an educator must create a classroom where conflict is valued, and seen as an opportunity for learning, because conflict provides teachable moments. For example, "The constructive classroom, is one in which the process matters at least as much as the product. The wrestling with dilemmas, the clash of ideas, and the need to take others' needs into account-these are more meaningful than any list of rules or guidelines that may ultimately result." (Kohn 1996) This new understanding of discipline alters educators' attitudes from control to discovery, moving them from the market mindset to the journey mindset.

Procedure:

A. Strategies may include:

1. Student role-playing alternative behavior

2. Student making restitution for destructive or hurtful action(s)
3. Class meeting to explore ways of preventing similar problems in the future
4. Student Government Association

B. Classroom teams will teach alternative, appropriate social skills weekly. Students will role-play steps to facilitate incorporating these skills into their behavioral repertoire.

C. Peer mediation and conflict resolution methods will be taught and implemented regularly with the students.

6. Student Expectations:

Student expectations for behavior are determined by the developmental level of individual students and consist of the following:

- Initiate and complete all assigned classwork in a timely manner, to be determined by the special education teacher, as an active, cooperative participant.
- Follow all directions and demonstrate active listening skills.
- Be respectful of others by displaying effective social skills. Students will not disrupt others, should ask for assistance when needed, and ignore others' inappropriate behavior.
- Students should always maintain safety towards themselves and others.
- Students will acknowledge responsibility for their own behavior, engage in the problem-solving process as needed and accept natural and logical consequences for misbehavior.
- Students will demonstrate expected behaviors as identified on the Positive Behavior Supports and Intervention matrix. Specific behaviors will be identified, taught and reinforced for each location on the matrix (hallway, bathroom, cafeteria, bus).

References

- Kohlberg, L. (1981). The Meaning and Measurement of Moral Development. Clark University, Heinz Werner Institute.
- Kohn, A. (1996). Beyond Discipline. Alexandria, VA.: ASCD.
- Maher, P. (1996). Let Me Learn.
- Nelsen, J. (1996). Positive Discipline. NY: Ballantine Books.
- Nelsen, J., Lott, L. and Glenn, S. (1993). Positive Discipline in the Classroom. Rockland, CA: Prima Publishing.

MANAGEMENT AGREEMENT

THIS MANAGEMENT AGREEMENT (the "Agreement") is made effective as of _____, by and between **THE CHILDREN'S GUILD, LTD.** (d/b/a "The Children's Guild Public Charter School D.C. Campus, hereinafter referred to as "D.C. Campus") and **THE CHILDREN'S GUILD, INC.** (the "Guild").

WITNESSETH:

WHEREAS, the D.C. Campus, formed under the D. C. Nonprofit Corporation Act and applying for a tax exemption as a Section 501(c)(3) public charity, plans to operate a public charter school in Washington, D.C.;

WHEREAS, the Guild, a Section 501(c)(3) public charity, has operated schools and provided special education for over 50 years, including other charter schools in Baltimore City and Anne Arundel County;

WHEREAS, the D.C. Campus has determined that entering into a management agreement will provide administrative efficiency that will allow the D.C. Campus to better carry out its functions and purposes; and

WHEREAS, the D.C. Campus desires to engage the Guild for the management of certain functions specified herein, under the terms and conditions set forth in this Agreement.

NOW, THEREFORE, the parties agree as follows:

STATEMENT OF AGREEMENT

SECTION 1. SCOPE OF SERVICES

(a) **Scope.** The Guild shall provide management and administrative services (collectively, the "Services") to the D.C. Campus, as more fully articulated in Section 2 below.

(b) **Authority.** In performing the Services for the D.C. Campus pursuant to this Agreement, the Guild shall have full power, authority, and responsibility to undertake the management of the D.C. Campus as set forth in this Agreement and pursuant to the direction of the D.C. Campus's Board of Directors (the "D.C. Campus Board"). The D.C. Campus Board may request and receive recommendations from the Guild and duly consider all such recommendations prior to adopting policies affecting the D.C. Campus.

(c) **Limitations.** The Guild shall have the authority to make ordinary and necessary management decisions relating to the Services pursuant to this Agreement. The Guild shall make such reports to the D.C. Campus Board as shall be reasonably requested by the D.C. Campus Board.

SECTION 2. SPECIFIC OBLIGATIONS OF THE GUILD

(a) **General.** The D.C. Campus's administrators, teachers, academic staff, clerical staff, and facilities staff (collectively, the "D.C. Campus Staff") shall be comprised of employees of The Children's Guild, Ltd. The principal, however, shall be an employee of the Guild. The Guild shall manage the day-to-day operations of the D.C. Campus, including performing the obligations set forth in this Section 3.

(b) **Specific Administrative and Management Services.** The Guild shall perform the Services as shall be agreed to by the Guild and the D.C. Campus, from time to time. The Services include the following, and such other services as may be agreed to by the parties from time to time:

(i) Accounting and bookkeeping including processing payroll.

(ii) Management of accounts receivable, including collections.

(iii) Management of accounts payable, including the payment of bills.

(iv) Human resource recruitment and management.

(v) Facility management and operation.

(vi) Planning Public relations and marketing.

(vii) Management of computer and information technology support.

(viii) Management of purchasing and business operations.

(ix) Management and planning of staff in-service training and consultation.

(x) Management of any special education services.

(c) **Supervision and Assessment of Principal.** As previously indicated, all D.C. Campus Staff (except the principal) will be employees of The Children's Guild, Ltd. The Guild will periodically assess the performance of the principal of the D.C. Campus. Such assessment shall be performed annually, or more or less frequently as requested by the D.C. Campus Board.

SECTION 3. COMPENSATION

(a) **Fees.** For the Services provided during the Initial Term and any Renewal Term (as such terms are defined below), the D.C. Campus shall pay the Guild an annual fee paid as twelve equal monthly payments, where the annual fee is equal to the sum of ten percent (10%) of the D.C. Campus's annual gross revenues and the annual compensation and benefits for the principal.

(b) **Payment Terms.** The Guild shall bill the D.C. Campus on a monthly basis. Payment from the D.C. Campus shall be due within ten (10) days of receipt of the Guild's invoice. The Guild shall provide, at least annually, statements to the D.C. Campus indicating the full list of Services performed by the Guild.

(c) **Additional Services**. In the event that the D.C. Campus shall request, and the Guild shall agree to provide, services not specifically included in this Agreement ("Additional Services"), the payment for such Additional Services shall be negotiated by the parties and memorialized in a separate written agreement.

SECTION 4. TERM

The initial term of this Agreement shall be five (5) years commencing on the date of this Agreement (the "Initial Term"). This Agreement shall automatically renew for additional five (5)-year terms (each a "Renewal Term") 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.

SECTION 5. TERMINATION

(a) **Termination by the Guild for Default.** The Guild may terminate this Agreement immediately upon written notice to the D.C. Campus for default under any of the following circumstances:

(i) If the D.C. Campus fails to make full, timely payment of any sum required to be paid to the Guild under this Agreement and the D.C. Campus does not cure such failure within a period of ninety (90) calendar days after receipt of written notice from the Guild specifying such failure;

(ii) If the D.C. Campus's tax-exempt status is revoked or suspended;

(iii) If the D.C. Campus becomes insolvent, or bankruptcy or liquidation proceedings are instituted by or against the D.C. Campus, or a trustee or receiver for the D.C.

Campus's property is appointed, or there is an assignment, reorganization or arrangement by the D.C. Campus for the benefit of creditors.

(b) **Termination by the D.C. Campus for Default.** The D.C. Campus may terminate this Agreement immediately upon written notice to the Guild for default under any of the following circumstances:

(i) If the Guild fails to perform any of its obligations under this Agreement and does not cure such failure within a period of ninety (90) calendar days after receipt of written notice from the D.C. Campus specifying such failure;

(ii) If the Guild's tax-exempt status is revoked or suspended;

(iii) If the Guild becomes insolvent, or bankruptcy or liquidation proceedings are instituted by or against the Guild, or a trustee or receiver for the Guild's property is appointed, or there is an assignment, reorganization or arrangement by the Guild for the benefit of creditors.

SECTION 6. FAILURE TO RENEW OR TERMINATION

If, at the conclusion of the Initial Term or a subsequent Renewal Term the D.C. Campus should fail to renew the Agreement, or if the Agreement is otherwise terminated, the D.C. Campus must pay off any outstanding amounts owed on the Line of Credit Agreement between D.C. Campus and the Guild, as well as reimburse the Guild for any expenses incurred on the D.C. Campus's behalf to establish the D.C. Campus, such expenses are itemized on Appendix A to this Agreement.

SECTION 7. RELATIONSHIP OF PARTIES

In the performance of its work, duties, and obligations under this Agreement, the Guild shall at all times be acting and performing as an independent contractor. Nothing set forth herein shall be deemed to create a partnership or joint venture between the D.C. Campus and the Guild and no fiduciary duty shall arise from the relationship herein. Other than in furtherance and fulfillment of the provisions of this Agreement, in no event may either party act as an agent of the other unless specifically authorized to do so in writing.

SECTION 8. COMPLETE AGREEMENT

This Agreement constitutes the entire understanding between and among the parties in respect of the subject matter of this Agreement. This Agreement supersedes all prior and contemporaneous understandings or agreements between the parties with respect to the subject matter of this Agreement.

SECTION 9. BENEFIT; SURVIVAL OF OBLIGATIONS

This Agreement shall be binding upon and inure to the benefit of the parties and the legal representatives, successors in interest and permitted assigns, respectively, of each such party. This Agreement is expressly intended by the parties for the benefit of the parties to this Agreement and not for any other person. Nothing in this Agreement shall be construed to create any rights or benefits in any third parties. The obligations of the parties under this Agreement that, by their nature, continue beyond the expiration of this Agreement shall survive termination or cancellation of this Agreement.

SECTION 10. ASSIGNMENT

Neither the D.C. Campus nor the Guild may assign its rights or obligations under this Agreement to any other person or entity without the prior written consent of the other party.

SECTION 11. WAIVER

No waiver of any of the provisions of or any breach of this Agreement shall be deemed, or shall constitute, a waiver of any other provision or breach, whether or not similar or related. No waiver shall constitute a continuing waiver by a party. No waiver shall be binding unless executed in writing by the party making the waiver.

SECTION 12. GOVERNING LAW; MISCELLANEOUS

This Agreement may be executed in any number of counterparts and each executed counterpart shall constitute an original of this Agreement. The captions contained in this Agreement are not part of the context of this Agreement but are labels to assist in locating and reading the sections and subsections. The captions shall be ignored in construing this Agreement. Should any provision or portion of this Agreement be held unenforceable or invalid for any reason, the remaining provisions or portions of this Agreement shall continue in full force and effect. This Agreement shall be governed by and construed in accordance with the laws of the State of Maryland.

SECTION 13. FORCE MAJEURE

Neither party shall be liable to the other under this Agreement for any loss or damage due to delay in delivery or other performance failures resulting from any cause beyond such party's reasonable control. Such causes shall include, but are not limited to, compliance with regulations, orders, acts, or instructions of any government or department or agency thereof, civil or military authority, acts of God, earthquakes, acts or omissions of the other party which resulted in the delay, electrical power surges or fluctuations, lightning, fires, floods, strikes, lockouts, embargoes, wars, hurricanes or other debilitating severe weather, fuel shortages, riots, insurrections, terrorist acts, default or delay of suppliers, delays in transportation and loss or damage of goods in transit.

SECTION 14. INDEMNIFICATION

Each party agrees to indemnify and hold harmless the other party and its respective directors, officers, employees, and agents from and against any and all liabilities, demands, claims, actions, or causes of action, assessments, judgments, losses, costs, damages or expenses, including reasonable attorneys' fees, sustained or incurred as a result of, or arising out of or by virtue of, any of the covenants, commitments, or obligations of this Agreement. The obligations set forth in this section shall survive termination of this Agreement.

SECTION 15. CONFIDENTIALITY

No provision of this Agreement shall be disclosed by the D.C. Campus or the Guild to any person, firm, or corporation without the prior written approval of the other party, except that either party may disclose any provision hereof without the consent of the other party to attorneys, consultants, the chartering entity, other government entities with jurisdiction over the Charter School and financial institutions, or to the extent necessary to comply with any statute, governmental rule or regulation, subpoena, or court order to which such party may be subject.

SECTION 16. NOTICES

All notices hereunder shall be delivered (i) personally, (ii) by registered or certified mail, postage prepaid, or (iii) by overnight courier service to the following addresses of the respective parties:

If to the D.C. Campus:

[address?]

If to the Guild:

6802 McClean Boulevard

Baltimore, Maryland 21234
Attn: Dr. Andrew L. Ross

Notices shall be effective upon receipt, unless mailed, in which case notice shall be effective on the third business day following the date of mailing. A party may change its address listed above by notice to the other party.

SECTION 16. AMENDMENT

Any modifications or amendments to this Agreement must be in writing and executed by the Guild and the D.C. Campus. Any modification or amendment not agreed to by both parties shall not be enforceable.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first above written.

THE CHILDREN'S GUILD, LTD.

By:_____
Name:
Title: President

THE CHILDREN'S GUILD, INC.

By:_____
Name: Andrew L. Ross
Title: President & CEO


THE CHILDREN'S GUILD INSTITUTE, INC.
(includes The Upside Down Organization)
MONARCH GLOBAL ACADEMY PUBLIC CHARTER SCHOOL (LAUREL, MARYLAND)
MONARCH ACADEMY PUBLIC CHARTER SCHOOL (GLEN BURNIE, MARYLAND)
MONARCH ACADEMY PUBLIC CHARTER SCHOOL, (BALTIMORE CITY, MARYLAND)
NATIONAL CHILDREN'S GUILD FUND
THE CHILDREN'S GUILD, INC.
NATIONAL AT-RISK EDUCATION NETWORK

Appendix, Section J
Curriculum

EXPEDITIONARY
LEARNING

Grade 3: Module 2A:
Overview

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Researching to Build Knowledge and Teach Others:
Adaptations and the Wide World of Frogs

In this module, students will use literacy skills to become experts—people who use reading, writing, listening, and speaking to build and share deep knowledge about a topic. (This focus on research intentionally builds on Module 1, in which students explored the superpowers of reading.) The module will begin with a class study of the bullfrog, an example of a "true frog," that exhibits quintessentially froggy characteristics. In Unit 2, students will form research groups to become experts on various "freaky" frogs—frogs that push the boundaries of "frogginess" with unusual adaptations that help them to survive in extreme environments throughout the world. Students will build their reading, research, writing, and collaborative discussion skills through studying their expert frog. Throughout the module, students will consistently reflect on the role of literacy in building and sharing expertise. Students will demonstrate their expertise through a "freaky frog trading card"—a research-based narrative that highlights their research and educates others about the amazing diversity of frogs, with a focus on how their freaky frog survives. This task will center on NYSP12 ELA Standards W.3.2, W.3.3, W.3.4, W.3.5, and L.3.3.

Guiding Questions And Big Ideas

- **What do experts do?**
- **How do I become an expert?**
- **How do frogs survive?**
- *Experts use reading, viewing, and listening to gather and organize info from a variety of sources.*
- *Experts share information through writing and speaking.*
- *Content: Animals have unique adaptations that help them to survive in various environments.*

Performance Task

Research-Based Narrative Writing: Freaky Frog Trading Card

In this module, each student will create a freaky frog trading card to demonstrate their expertise as readers and writers. The students will amaze their readers about the unique, sometimes freaky, adaptations of frogs. The front side of the card will include a detailed scientific illustration or digital picture of their freaky frog as well as basic facts about the frog that they collected through their research. The other side of the card will compare and contrast one category of their freaky frog (e.g., habitat, life cycle, etc.) to the bullfrog, responding to the prompt: "Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive. Choose one category from your freaky frog research matrix to focus on. Use specific details from the texts you used to gather your information about your freaky frog. Be sure to include lots of the specific vocabulary and vivid words and phrases you have been gathering." This assessment centers on NYSP12 ELA CCLS W.3.2, W.3.3, W.3.4, W.3.5, and L.3.3.

Researching to Build Knowledge and Teach Others:
Adaptations and the Wide World of Frogs

Content Connections

- This module is designed to address English Language Arts standards and to be taught during the literacy block of the school day. Nevertheless, the module intentionally incorporates Science content that may align to additional teaching during other parts of the day. These intentional connections are described below.

Science

- 3.1c.: "In order to survive in their environment, plants and animals must be adapted to that environment."
- Key Idea 1: Living things are both similar to and different from each other and from nonliving things.
- Performance Indicator 1.1: Describe the characteristics of and variations between living and nonliving things.
- Key Idea 2: Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.
- Performance Indicator 2.1: Recognize that traits of living things are both inherited and acquired or learned.
- Key Idea 3: Individual organisms and species change over time.
- Performance Indicator 3.1: Describe how the structures of plants and animals complement the environment of the plant or animal.
- Performance Indicator 3.2: Observe that differences within a species may give individuals an advantage in surviving and reproducing.

English Language Arts Outcomes

CCS Standards: Reading—Literature	Long-Term Learning Targets
• RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	• I can determine the meaning of words using clues from the story. • I can identify literal and nonliteral language in a story.
CCS Standards: Reading - Informational Text	**Long-Term Learning Targets**
• RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	• I can ask questions to deepen my understanding of informational text. • I can answer questions using specific details from informational text.
• RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	• I can determine the main idea of an informational text. • I can retell key ideas from an informational text.
• RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	• I can describe how events, ideas, or concepts in an informational text are related. • I can describe steps in a procedure, in the order they should happen.
• RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.	• I can determine the meaning of unknown words in informational text.
• RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	• I can use text features to locate information efficiently.
• RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	• I can use information from illustrations (maps, photographs) to understand informational texts. • I can use information from the words to understand informational texts.
• RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.	• I can compare and contrast the main ideas and key details in two texts on the same topic.

English Language Arts Outcomes

CCS Standards: Reading-Foundational Skills	Long-Term Learning Targets
• RF.3.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• I can read third-grade-level texts accurately and fluently to make meaning. a. I can read third-grade-level texts with purpose. b. I can read third-grade-level texts with fluency. c. I can use clues in the text to check my accuracy. d. I can reread to make sure that what I'm reading makes sense.
CCS Standards: Writing	**Long-Term Learning Targets**
• W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	• I can write informative/explanatory texts that convey ideas and information clearly. a. I can write an informative/explanatory text that has a clear topic. a. I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. b. I can develop the topic with facts, definitions, and details. c. I can use linking words and phrases to connect ideas within categories of information. (e.g., also, another, and, more, but) d. I can construct a closure on the topic of an informative/explanatory text.

English Language Arts Outcomes

CCS Standards: Writing	Long-Term Learning Targets
• W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	• I can craft narrative texts about real or imagined experiences or events. a. I can establish a situation. a. I can introduce the narrator and/or characters of my narrative. a. I can organize events in an order that makes sense in my narrative. a. I can use dialogue to show the actions, thoughts, and feelings of my characters. b. I can use descriptive words to show the actions, thoughts, and feelings of my characters. b. I can use transitional words and expressions to show passage of time in a narrative text. c. I can write a conclusion to my narrative.
• W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)	• With support from adults, I can produce writing that is appropriate to task and purpose.
• W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	• With support from peers and adults, I can use the writing process to plan, revise, and edit my writing.
• W.3.7. Conduct short research projects that build knowledge about a topic.	• I can conduct a research project to become knowledgeable about a topic.
• W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	• I can recall information from experiences. • I can document what I learn about a topic by taking notes. • I can sort evidence into provided categories.
• W.3.10. 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.	• I can write for a variety of reasons.

English Language Arts Outcomes

CCS Standards: Speaking & Listening	Long-Term Learning Targets
• SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	• I can effectively engage in discussions with diverse partners about third grade topics and texts. a. I can prepare myself to participate in discussions. a. I can draw on information to explore the ideas in a discussion. b. I can follow our class norms when I participate in a conversation. c. I can ask questions so I'm clear about what is being discussed. c. I can ask questions that are on the topic being discussed. c. I can connect my questions to what others say. d. I can explain what I understand about the topic being discussed.
• SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	• I can determine the main idea and supporting details in text that is read aloud to me. • I can determine the main idea and supporting details of information that is presented in pictures and/or numbers.
• SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	• I can speak in complete sentences with appropriate detail.

English Language Arts Outcomes

CCS Standards: Language	Long-Term Learning Targets
• L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.	• I can use grammar conventions to send a clear message to a reader or listener. a. I can explain the functions of nouns, pronouns, verbs, adjectives, and adverbs. b. I can use regular and irregular plural nouns. c. I can use abstract nouns. (e.g., childhood) d. I can use regular and irregular verbs. e. I can use simple verb tenses (e.g., I walked; I walk; I will walk). f. I can make subjects and verbs agree in my writing. f. I can make pronouns and antecedents agree in my writing. g. I can use adjectives to describe nouns. g. I can use adverbs to describe actions. h. I can use coordinating and subordinating conjunctions. i. I can write simple, complex and compound sentences.
• L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	• I can use conventions to send a clear message to my reader. a. I can capitalize appropriate words in titles. b. I can use commas in addresses. c. I can use commas and quotation marks in dialogue. d. I can use possessives in my writing. e. I can spell words that have suffixes added to base words correctly. f. I can use spelling patterns to spell words correctly. g. I can use resources to check and correct my spelling.

English Language Arts Outcomes

CCS Standards: Language	Long-Term Learning Targets
• L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.	• I can express ideas using carefully chosen words. • I can compare how people use language when they write versus when they talk.
• L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	• I can use a variety of strategies to determine the meaning of words and phrases. a. I can use what the sentence says to help me to determine what a word or phrase means. b. I can use common prefixes to help me determine what a word means. (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat) c. I can use the meaning of root words to help me determine the meaning of new words with the same root (e.g., company, companion). d. I can use resource materials (glossaries and dictionaries) to help me determine the meaning of key words and phrases.
• L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships *(e.g., After dinner that night we went looking for them).*	• I can accurately use third-grade academic vocabulary to express my ideas.

Central Texts
Deborah Dennard, *Bullfrog at Magnolia Circle*, illustrated by Kristin Kest (Trudy Corporation and the Smithsonian Institute, 2012) ISBN: 978-1-6072-7069-0.
Carmen Bredeson, *Poison Dart Frogs Up Close* (Enslow Publishers, Inc., 2009) ISBN-10: 0-7660-3077-6; ISBN-13: 978-0-7660-3077-0.
Everything You Need to Know about Frogs and Other Slippery Creatures, (DK Publishing, Dorling Kindersley Limited, 2011) ISBN: 978-0-7566-8232-3.
Lincoln James, *Deadly Poison Dart Frogs* (Gareth Stevens Publishing, 2012) ISBN: 978-1-4339-5744-4.
Valerie Worth, *All the Small Poems and Fourteen More*, illustrated by Natalie Babbitt (New York: Farrar, Straus and Giroux, 1996) ISBN: 978-0-3744-0345-4. Just one poem
Douglas Florian, *Lizards, Frogs, and Polliwogs* (New York: Houghton Mifflin Harcourt, 2005), ISBN: 978-0-15-205248-5. Just three poems

Calendared Curriculum Map:
Week at a Glance

Week	Instructional Focus	Long-Term Targets	Assessments
Unit 1: Building Background Knowledge: Learning to Become an Expert (about Frogs)			
Weeks 1-2	• Building background knowledge on bullfrogs • Close reading of informational text *Bullfrog at Magnolia Circle* • Asking and answering questions using complex text	• I can answer questions using specific details from the text. (RI.3.1) • I can determine the main idea of an informational text. (RI.3.2) • I can retell key ideas from an informational text. (RI.3.2) • I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3) • I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) • I can use information from the words to understand informational texts. (RI.3.7) • I can document what I learn about a topic by taking notes. (W.3.8) • I can use what the sentence says to help me determine what a word or phrase means. (L.3.4)	• Mid-Unit 1 Assessment: Close Reading of *Bullfrog at Magnolia Circle* (RI.3.1, RI.3.2, RI.3.3, RI.3.7, W.3.8, and L.3.4)
	• Close Reading: Building expertise about bullfrogs • Using text features to locate information • Comparing texts on the same topic	• I can write an informative/explanatory text that has a clear topic. (W.3.2) • I can develop the topic with facts, definitions, and details. (W.3.2) • I can construct a closure on the topic of an informative/explanatory text. (W.3.2) • I can express ideas using carefully chosen words. (L.3.3a) • I can accurately use third-grade-level academic vocabulary to express my ideas. (L.3.6)	• End of Unit 1 Assessment: Informational Paragraph about How a Bullfrog Survives (W.3.2, W.3.4, L.3.3a, and L.3.6)

Calendared Curriculum Map:
Week at a Glance

Week	Instructional Focus	Long-Term Targets	Assessments
Unit 2: Case Study: Researching Freaky Frogs			
Weeks 3-5	• Research on specific freaky frog • Select specific frog to research in small groups • Set up research group systems and structures • Use a variety of resource materials • Close reading of freaky frog anchor text in small groups	• I can answer questions using specific details from the text. (RI.3.1) • I can determine the main idea of an informational text. (RI.3.2) • I can retell key ideas from an informational text. (RI.3.2) • I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) • I can use information from the words to understand informational texts. (RI.3.7) • I can determine the meaning of unknown words in informational text. (L.3.4)	• Mid-Unit 2 Assessment: Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad) (RI.3.1, RI.3.2, RI.3.7, and L.3.4)
	• Synthesizing research • Continued research • Discussions comparing and contrasting unusual frogs with bullfrogs	• I can write an informative/explanatory text that has a clear topic. (W.3.2) • I can develop the topic with facts, definitions, and details. (W.3.2) • I can construct a closure on the topic of an informative/explanatory text. (W.3.2) • With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4) • I can express ideas using carefully chosen words. (L.3.3) • I can accurately use third-grade academic vocabulary to express my ideas. (L.3.6)	• End of Unit 2 Assessment: Informational Paragraph about the Poison Dart Frog (W.3.2, W.3.4, L.3.3a, and L.3.6)

Calendared Curriculum Map:
Week at a Glance

Week	Instructional Focus	Long-Term Targets	Assessments
Unit 3: Culminating Project: Freaky Frog Trading Cards			
Weeks 6-8	• Preparing to create the freaky frog trading card • Capturing key ideas from research for informational side of freaky frog trading card • Writing and talking about freaky frogs	• I can write an informative/explanatory text. (W.3.2) • I can craft narrative texts about real or imagined experiences or events. (W.3.3) • I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) • I can express ideas using carefully chosen words. (L.3.3)	• Mid-Unit 3 Assessment: Writing a First-Draft Freaky Frog Trading Card Narrative Paragraph (W 3.2, W.3.3, W.3.5, and L.3.3.)
	• Creating the freaky frog trading card • Using the writing process to write a research-based narrative text • Revising for carefully chosen words • Editing for conventions	• I can write an informative text. (W.3.2) • I can craft narrative texts about real or imagined experiences or events. (W.3.3) • I can express ideas using carefully chosen words. (L.3.3)	• End of Unit 3 Assessment: Research-Based Narrative Paragraph about Your Freaky Frog (a second category from the recording form) (W.3.2, W.3.3, and L.3.3) • Final Performance Task: Freaky Frog Trading Card (W.3.2, W.3.3, W.3.4, W.3.5, and L.3.3)

EXPEDITIONARY
LEARNING

Grade 3: Module 2A:
Assessment Overview

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Note: As each unit is written, often assessments are revised. Use this document as a general guideline. But be sure to refer to each specific unit overview document for the most correct and complete write-ups of each assessment.

Final Performance Task	**Freaky Frog Trading Cards** In this module, each student will create a freaky frog trading card to demonstrate their expertise as readers and writers. The students will amaze their readers with the unique, sometimes freaky, adaptations of frogs. The front side of the card will include a detailed scientific illustration or digital picture of their freaky frog as well as basic facts about the frog collected through their research. The other side of the card will compare and contrast one category of their freaky frog (e.g., habitat, life cycle, etc.) to the bullfrog, responding to the prompt: "Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive. Choose one category from your freaky frog research matrix to focus on. Use specific details from the texts you used to gather your information about your freaky frog. Be sure to include lots of the specific vocabulary and vivid words and phrases you have been gathering." This assessment centers on NYSP12 ELA CCLS W.3.2, W.3.3, W.3.4, W.3.5, and L.3.3.
Mid-unit 1 Assessment	**Close Reading: *Bullfrog at Magnolia Circle*** This assessment centers on NYSP12 ELA CCSS RI.3.1, RI.3.2, RI.3.3, RI.3.7, W.3.8, and L.3.4. Throughout the first half of the module, students will have been practicing close reading of *Bullfrog at Magnolia Circle*, the central text of this unit. This on-demand assessment requires students to apply these skills to a new excerpt of this text. Students will respond to the prompt: "After reading this excerpt from *Bullfrog at Magnolia Circle*, complete the recording form and answer the following questions based on your reading." Students take notes about main idea and key details and answer several text-dependent questions, including those that require them to figure out the meaning of words in context. Since this is a reading assessment, struggling writers could be accommodated by dictating their answers or by drawing.
End of unit 1 Assessment	**Informational Paragraph about How a Bullfrog Survives** This on-demand assessment centers on CCSS W.3.2, W.3.4, and L.3.3a, and L3.6. Students will demonstrate their expertise about bullfrogs by writing a paragraph using an Accordion graphic organizer as a framework. Students will use their evidence from the central text for this unit to teach the reader about the basic features of a bullfrog, using domain-specific words and phrases for effect. Students will respond to the prompt: "Using your Bullfrog research matrix, write an informational paragraph that explains how bullfrogs survive. Be sure to use specific and relevant details from your research. Also, use vivid and precise words to teach your reader specific information about the bullfrog."

Mid-unit 2 Assessment	**Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad)** This assessment centers on NYSP12 ELA CCSS RI.3.1, RI.3.5, RI.3.2, RI.3.7, and L.3.4. In the first portion of Unit 2, students will have been practicing using text features to locate information during close reading of informational texts about their expert freaky frog. In this on-demand assessment, students will apply these skills to an informational text about a new freaky frog. Students will respond to the following prompt: "After reading this excerpt from 'The Spadefoot Toad,' complete the recording form and answer the following questions based on your reading." As with other reading assessments, struggling writers could be accommodated by drawing and/or by dictating their answers.
End of unit 2 Assessment	**Informational Paragraph about the Poison Dart Frog** The end of unit assessment centers on CCSS W.3.2, W.3.4, L.3.3a, and L.3.6. This on-demand assessment requires students to demonstrate their expertise about the poison dart frog by writing an Accordion paragraph. Students will use their evidence from informational texts they have read to teach the reader about the adaptations of the poison dart frog, using domain-specific words and phrases for effect. Students will respond to the prompt: "After researching about the poison dart frog, write an informational paragraph that describes the special adaptations that help this freaky frog survive. Support your discussion with evidence from your research. Be sure to use your notes from your recording forms and your Accordion graphic organizer. Use vivid and precise words to teach your reader all the amazing things you have learned about this incredible frog."
Mid-unit 3 Assessment	**Writing a First-Draft Freaky Frog Trading Card Narrative Paragraph** This assessment centers on NYSP12ELA CCLS W, 3.2, W.3.3, W.3.5, W.3.7 and L.3.3. Students will apply their skills writing from the first person and using vivid and precise language as they write their first full draft of their research-based narrative. Students will respond to the prompt: "Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive." The specific focus of this assessment is on students' use of the first person, their ability to create a paragraph that tells a story, and their ability to use vivid words and phrases to describe their freaky frog. Students are NOT assessed on conventions for this first draft writing.
End of unit 3 Assessment	**Research-Based Narrative Paragraph about Your Freaky Frog (a second category from the recording form)** This assessment centers on NYSP12 ELA CCLS W.3.2, W.3.3, and L.3.3. Students will write an on-demand research-based narrative paragraph about a second category of their freaky frog, responding to the prompt: "Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive. Be sure to write about a different category from your freaky frog matrix than the one you wrote about on your trading card. Use specific details from the texts you used to gather your information about your freaky frog. Be sure to include lots of the specific vocabulary and vivid words and phrases you have been gathering."

EXPEDITIONARY
LEARNING

Grade 3: Module 2A:
Performance Task

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Summary of Task

Freaky Frog Trading Card

In this module, each student will create a freaky frog trading card to demonstrate their expertise as readers and writers. The students will amaze their readers with the unique, sometimes freaky, adaptations of frogs. The front side of the card will include a detailed scientific illustration or digital picture of their freaky frog as well as basic facts about the frog collected through their research. The other side of the card will compare and contrast one category of their freaky frog (e.g., habitat, life cycle, etc.) to the bullfrog, responding to the prompt: "Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive. Choose one category from your freaky frog research matrix to focus on. Use specific details from the texts you used to gather your information about your freaky frog. Be sure to include lots of the specific vocabulary and vivid words and phrases you have been gathering." This assessment centers on NYSP12 ELA CCLS W.3.2, W.3.3, W.3.4, W.3.5, and L.3.3.

Format

Trading card (created on 8.5" x 11" cardstock)

Standards Assessed Through This Task

- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Student-Friendly Writing Invitation/Task Description

- "Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive. Choose one category from your freaky frog research matrix to focus on. Use specific details from the texts you used to gather your information about your freaky frog. Be sure to include lots of the specific vocabulary and vivid words and phrases you have been gathering."
- "On the other side of your card, create or find an illustration of your freaky frog and write basic facts about your frog based on your expert team research. Your card will be shared with other frog experts in your school or in your local community."

Key Criteria For Success (Aligned With Nysp12 Ela Ccls)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a criteria list by which their work will be critiqued and formally assessed.

Your trading card will include:

- A research-based narrative paragraph that describes how you, acting as the freaky frog, survive. (W.3.2, W.3.3)
- Vivid and precise words to express your ideas. (L.3.3)
- Correct conventions: capitalization, punctuation, and grade-level words spelled level correctly. (L.3.1)
- Accurate and important facts on the front of your card from your expert team research. (W.3.7)
- A high-quality illustration or digital picture that accurately portrays your freaky frog. (W.3.2)
- A completed trading card that demonstrates "craftsmanship." This means that your bookmark matches all of the bookmark conventions established by the class. (W.3.4 and W.3.5)

Options For Students

Students will create their cards based on their self-selected freaky frog from Unit 2.

- Extension: Students may select a frog that was not studied by the class for independent research and card creation.
- Students will have a choice about the pose of their frog for the front of their cards.
- Writing will be original.
- As a technology extension, students may type their informational paragraphs, or use technology to create their illustrations.

Options For Teachers

- Students may present their trading cards to a local nature center or science museum. Multiple copies may be made for visitors to the nature center or museum to keep.
- Students may write a poem about their frog to include on their trading card.
- Students may also include a map depicting the geographic location of their freaky frog.

EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 1:
Overview

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Unit 1, Building Background Knowledge:
Learning to Become an Expert (about Frogs)

In this first unit, students will begin to learn how experts build knowledge as they consider what makes a frog a frog and how these creatures adapt to their environment. Through a study of *Bullfrog at Magnolia Circle* (by Deborah Dennard, illustrated by Kristin Kest), students will practice close reading and listening to informational texts, generating questions, building vocabulary, and locating information in text as they learn about the bullfrog (a "true" frog). In the on-demand mid-unit assessment, students will demonstrate their skill in answering and asking questions as they close read a new passage from *Bullfrog at Magnolia Circle*. Students will communicate their learning through note-taking, Science Talks, and writing. This unit provides the class with initial exposure to key scientific concepts regarding adaptations, habitat, predators and prey, and the physical characteristics of frogs, which students will build on during Unit 2. Students will demonstrate their growing expertise in the end of unit on-demand assessment, in which they write an informational paragraph that synthesizes their learning about the bullfrog.

Guiding Questions And Big Ideas

- **How do frogs survive?**
- **How do I build expertise on a topic?**
- *Animals have unique adaptations that help them to survive in various environments.*
- *Experts build knowledge by studying a topic in depth.*

Mid-Unit 1 Assessment	***Close Reading:* Bullfrog at Magnolia Circle** This assessment centers on NYSP12 ELA CCSS RI.3.1, RI.3.2, RI.3.3, RI.3.7, W.3.8, and L.3.4. Throughout the first half of the unit, students will have been practicing close reading of *Bullfrog at Magnolia Circle*, the central text of this unit. This on-demand assessment requires students to apply these skills to a new excerpt of this text. Students will respond to the prompt: "After reading this excerpt from *Bullfrog at Magnolia Circle*, complete the recording form and answer the following questions based on your reading." Students take notes about main idea and key details and answer several text-dependent questions, including those that require them to figure out the meaning of words in context. Since this is a reading assessment, struggling writers could be accommodated by allowing them to dictate or draw their answers.

Unit 1, Building Background Knowledge:
Learning to Become an Expert (about Frogs)

End of Unit 1 Assessment	***Informational Paragraph about How a Bullfrog Survives*** This on-demand assessment centers on NYSP12 ELA CCSS W.3.2, W.3.4, and L.3.3a, and L3.6. Students will demonstrate their expertise about bullfrogs by writing a paragraph using an Accordion graphic organizer as a framework Students will use their evidence from the central text for this unit to teach the reader about the basic features of a bullfrog using domain-specific words and phrases for effect. Students will respond to the prompt: "Using your Bullfrog Research matrix, write an informational paragraph that explains how bullfrogs survive. Be sure to use specific and relevant details from your research. Also, use vivid and precise words to teach your reader specific information about the bullfrog."

Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

NYS Social Studies Core Curriculum

- N/A

Science

- 3.1c.: "In order to survive in their environment, plants and animals must be adapted to that environment."
- Key Idea 1: Living things are both similar to and different from each other and from nonliving things.
- Performance Indicator 1.1: Describe the characteristics of and variations between living and nonliving things.
- Key Idea 2: Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.
- Performance Indicator 2.1: Recognize that traits of living things are both inherited and acquired or learned.
- Key Idea 3: Individual organisms and species change over time.
- Performance Indicator 3.1: Describe how the structures of plants and animals complement the environment of the plant or animal.
- Performance Indicator 3.2: Observe that differences within a species may give individuals an advantage in surviving and reproducing.

Unit 1, Building Background Knowledge:
Learning to Become an Expert (about Frogs)

Central Texts
1. Deborah Dennard, *Bullfrog at Magnolia Circle*, illustrated by Kristin Kest (Norwalk, CT: Soundprints, 2002), ISBN: 978-1-6072-7069-0.
2. Valerie Worth, *All the Small Poems and Fourteen More*, illustrated by Natalie Babbitt (New York: Farrar, Straus and Giroux, 1996), ISBN: 978-0-3744-0345-4. (just one copy for the teacher)

Calendared Curriculum Map: Unit-at-a-Glance

This unit is approximately 2.5 weeks or 11 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 1	Reading and Talking with Peers: A Carousel of Photos and Texts about Frogs	• I can effectively participate in a conversation with my peers and adults. (SL.3.1) • I can ask questions to deepen my understanding of informational text. (RI.3.1) • I can answer questions using specific details from informational text. (RI.3.1)	• I can talk with my partner in order to record what I notice and I wonder about pictures. • I can ask and answer questions about a text.	• Observation of partner discussions • Contributions to conversation norms • Asking and Answering Questions about Mystery Texts sheet
Lesson 2	Close Reading of Pages 4–7 and 12–15 of *Bullfrog at Magnolia Circle*: Bullfrog Habitat	• I can determine the main idea of an informational text. (RI.3.2) • I can retell key ideas from an informational text. (RI.3.2) • I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) • I can use information from the words to understand informational texts. (RI.3.7) • I can document what I learn about a topic by taking notes. (W.3.8) • I can effectively participate in a conversation with my peers and adults. (SL.3.1)	• I can identify the main idea of pages 4–7 and 12–15 of *Bullfrog at Magnolia Circle* by reading the text closely. • I can list key details in the text that support the main idea. • I can define the scientific concept of "adaptation." • I can explain how information in the illustrations and the words help me understand these scientific concepts. • I can discuss how the main ideas in this section of *Bullfrog at Magnolia Circle* are conveyed through key details.	• Close reading: Main Ideas and Details (for pages 4-7 and 12-15)

Calendared Curriculum Map: Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 3	Continued Close Reading of Pages 4–7 and 12–15 of *Bullfrog at Magnolia Circle*: Text-Dependent Questions and Vivid Words and Phrases	• I can answer questions using specific details from informational text. (RI.3.1) • I can use what the sentence says to help me determine what a word or phrase means. (L.3.4) • I can accurately use third-grade academic vocabulary to express my ideas. (L.3.6) • I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3) • I can explain what I understand about the topic being discussed. (SL.3.1)	• I can identify words or phrases the author chose for effect. • I can answer questions using specific details from pages 4–7 and 12–15 of *Bullfrog at Magnolia Circle.* • I can explain why I chose specific details to answer questions about the text. • I can determine the meaning of new vocabulary using clues in the text around a word. • I can define the scientific concept of *habitat.* • I can explain what helps a bullfrog survive.	• Close Reading: Questions from the Text and Vivid Words and Phrases (for pages 4-7 and 12-15)
Lesson 4	Close Reading of Pages 8–11 and 16–25 of *Bullfrog at Magnolia Circle*: Predators and Prey	• I can determine the main idea of an informational text. (RI.3.2) • I can retell key ideas from an informational text. (RI.3.2) • I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) • I can use information from the words to understand informational texts. (RI.3.7) • I can document what I learn about a topic by taking notes. (W.3.8) • I can effectively participate in a conversation with my peers and adults. (SL.3.1)	• I can identify the main idea of pages 8–11 and 16–25 of *Bullfrog at Magnolia Circle* by reading the text closely. • I can list key details in the text that support the main idea. • I can explain how information in the illustrations and the words help me understand these scientific concepts. • I can discuss how the main ideas in this section of *Bullfrog at Magnolia Circle* are conveyed through key details.	• Close Reading: Main Idea and Details (for pages 8-11 and 16-25)

Calendared Curriculum Map:
Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 5	Continued Close Reading of Pages 8–11 and 16–25 of *Bullfrog at Magnolia Circle*: Text-Dependent Questions and Vivid Words and Phrases	• I can answer questions using specific details from informational text. (RI.3.1) • I can use what the sentence says to help me determine what a word or phrase means. (L.3.4) • I can accurately use third-grade academic vocabulary to express my ideas. (L.3.6) • I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3) • I can explain what I understand about the topic being discussed. (SL.3.1)	• I can identify words or phrases the author chose for effect. • I can answer questions using specific details from pages 8–11 and 16–25 of *Bullfrog at Magnolia Circle.* • I can explain why I chose specific details to answer questions about the text. • I can determine the meaning of new vocabulary using clues in the text around a word. • I can define the scientific concepts of *predator* and *prey*. • I can explain what adaptations help bullfrogs survive.	• Close Reading: Questions from the Text and Vivid Words and Phrases (for pages 8-11 and 16-25)

Calendared Curriculum Map: Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 6	Mid-Unit Assessment: Close Reading of Pages 26–31 of *Bullfrog at Magnolia Circle*: Bullfrog Life Cycle	• I can determine the main idea of an informational text. (RI.3.2) • I can retell key ideas from an informational text. (RI.3.2) • I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) • I can use information from the words to understand informational texts. (RI.3.7) • I can document what I learn about a topic by taking notes. (W.3.8) • I can answer questions using specific details from the text. (RI.3.1) • I can use what the sentence says to help me determine what a word or phrase means. (L.3.4) • I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3)	• I can identify the main idea of pages 26–31 of *Bullfrog at Magnolia Circle* by reading the text closely. • I can list key details in the text that support the main idea. • I can explain how information in the illustrations and the words help me understand these scientific concepts. • I can determine the meaning of new vocabulary using clues in the text around a word. • I can explain what adaptations help bullfrogs survive.	• Mid-Unit 1 Assessment: Close Reading of *Bullfrog at Magnolia Circle* (pages 26-31)
Lesson 7	Close Reading of Page 32 of *Bullfrog at Magnolia Circle*: Main Ideas about the Bullfrog	• I can determine the main idea of an informational text. (RI.3.2) • I can retell key ideas from an informational text. (RI.3.2) • I can document what I learn about a topic by taking notes. (W.3.8) • I can effectively participate in a conversation with my peers and adults. (SL.3.1)	• I can identify the main ideas of page 32 of *Bullfrog at Magnolia Circle* by reading the text closely. • I can list key details in the text that support the main idea. • I can discuss how the main ideas in *Bullfrog at Magnolia Circle* are conveyed through the key details on page 32. • I can identify the glossary in *Bullfrog at Magnolia Circle* and define what a glossary is.	• Close Reading as Researchers (Main Ideas and Details) recording form (for page 32)

Calendared Curriculum Map: Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 8	Continued Close Reading of Page 32 of *Bullfrog at Magnolia Circle*: Text-Dependent Questions, Main Ideas, and Key Vocabulary about the Bullfrog	• I can answer questions using specific details from informational text. (RI.3.1) • I can use what the sentence says to help me determine what a word or phrase means. (L.3.4) • I can accurately use third-grade academic vocabulary to express my ideas. (L.3.6) • I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) • I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3) • I can explain what I understand about the topic being discussed. (SL.3.1)	• I can identify words or phrases the author chose for effect. • I can answer questions using specific details from page 32 of *Bullfrog at Magnolia Circle*. • I can explain why I chose specific details to answer questions about the text. • I can determine the meaning of new vocabulary using clues in the text around a word. • I can use the glossary to help me understand important science words. • I can define the scientific concept of *amphibian*. • I can explain what adaptations help bullfrogs survive.	• Close Reading as Researchers recording form for page 32 of *Bullfrog at Magnolia Circle*: Questions from the Text and Vivid Words and Phrases
Lesson 9	Science Talk: How Do Bullfrogs Survive?	• I can effectively participate in a conversation with my peers and adults. (SL.3.1)	• I can effectively participate in a Science Talk about how bullfrogs survive. • I can follow our class norms when I participate in a conversation. • I can prepare for the conversation by using evidence from bullfrog texts. • I can ask questions so I am clear about what is being discussed. • I can ask questions on the topic being discussed.	• Preparing Evidence and Questions for the Science Talk recording form • Science Talk criteria checklist

Calendared Curriculum Map:
Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 10	Planning Writing: Bullfrog Informational Paragraph	• I can document what I learn about a topic by taking notes. (W.3.8) • I can sort evidence into provided categories. (W.3.8) • With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)	• I can record details about bullfrogs' adaptations into categories on my Bullfrog research matrix. • I can create a plan for my bullfrog informational paragraph.	• Bullfrog Research matrix • Accordion graphic organizer
Lesson 11	End of Unit 1 Assessment: On-Demand Writing an Informational Paragraph about How a Bullfrog Survives	• I can write an informative/explanatory text that has a clear topic. (W.3.2) • I can develop the topic with facts, definitions, and details. (W.3.2) • I can construct a closure on the topic of an informative/explanatory text. (W.3.2) • I can express ideas using carefully chosen words. (L.3.3) • I can write routinely for a variety of reasons. (W.3.10)	• I can write an informative paragraph to explain how bullfrogs survive. • I can support my topic with details from *Bullfrog at Magnolia Circle.* • I can write a sentence to close my paragraph. • I can use words and phrases for effect to help my reader learn about a bullfrog.	• End of Unit 1 Assessment

Optional: Experts, Fieldwork, And Service
• Experts: Invite an expert on frogs to come speak with your students. They may be able to bring live frogs for students to see. If this is not logistically feasible, consider setting up a Skype call with an expert.
Optional: Extensions
• Science: Consider creating a tadpole habitat in your classroom. Students can observe the life cycle of a bullfrog firsthand. See the following Web site for additional information on how to do this: http://resources.wardsci.com/livecare/bullfrogs

EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 1:
Recommended Texts

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Unit 1 focuses on bullfrogs: their characteristics as "true frogs" and their adaptations to their environment. The list below includes texts with a range of Lexile® text measures about bullfrogs. This provides appropriate independent reading for each student to help build content knowledge about the topic. It is imperative that students read a high volume of texts at their reading level so that they can continue to build the academic vocabulary and fluency that the CCLS demand.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile groupings that correspond to Common Core Bands: below-grade band, within band, and above-grade band. Note, however, that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:
(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 2–3: 420–820L
- Grade 4–5: 740–1010L

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (below 420L)			
Fabulous Frogs	Linda Glaser (author), Loretta Krupinski (illustrator)	Informational	280
Marsh Music	Marianne Berkes (author), Robert Noreika (illustrator)	Informational	300
See How They Grow: Frog	Angela Royston (author), Sandra Pond and Will Giles (illustrators)	Informational	400
From Tadpole to Frog	Shannon Zemlicka (author)	Informational	420
Del renacuajo a la rana (From Tadpole to Frog)	Shannon Zemlicka (author)	Informational	N/A

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (420–820L)			
Frog	Louise Spilsbury (author)	Informational	430
Tale of a Tadpole	Karen Wallace (author)	Informational	450
From Tadpole to Frog	David Stewart (author) Carolyn Scrace (illustrator)	Informational	460
Climbing Tree Frogs	Ruth Berman (author), John Netherton (photographer)	Informational	490
Toads	Alyse Sweeney (author)	Informational	500
Slippery, Slimy Baby Frogs	Sandra Markle (author)	Informational	540
Ask Me If I Am a Frog	Ann Milton (author), Jill Chambers (illustrator)	Informational	550
Tadpole Story	Angela Royston (author)	Informational	550
Why Frogs Are Wet	Judy Hawes (author), Mary Ann Fraser (Illustrator)	Informational	570
Frogs	Gail Gibbons (author/illustrator)	Informational	600
Tadpoles to Frogs	Bobbie Kalman (author)	Informational	610
A Frog's Life	Ellen Lawrence (author)	Informational	680
Frogs & Toads	Bobbie Kalman (author)	Informational	720
All About Frogs	Jim Arnosky (author/illustrator)	Informational	820

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (820L)			
Bullfrog	Susan Heinrichs Gray (author)	Informational	830
Leaping Ground Frogs	Dawn Bluemel Oldfield (author)	Informational	890
Frogs	Edward S. Barnard (author)	Informational	920
Amazing Frogs & Toads	Barry Clarke (author)	Informational	980

[1] Lexile based on a conversion from Accelerated Reading level; Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad. Copyright © 2012 MetaMetrics.

EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 1: Lesson 1
Reading and Talking with Peers:
A Carousel of Photos and Texts about Frogs

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EXPEDITIONARY LEARNING

Grade 3: Module 2A: Unit 2:
Overview

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Case Study:
Reading to Build Expertise about Freaky Frogs

In Unit 2, students will continue to develop their skills through careful reading of informational texts. Class members will extend their expertise beyond the bullfrog and begin studying "freaky frogs": frogs with unusual behavioral and physical adaptations. Students will build their ability to read and understand informational text. The class begins the unit by building basic background knowledge about adaptations as well as learning more about how to use features of informational text when learning about a topic. They read key sections from the central text Everything You Need to Know about Frogs and other Slippery Creatures, to build their expertise about frogs' life cycle, habitat, and the physical characteristics that make some frogs particularly "freaky." Students will be supported to pay particular attention to key vocabulary each day, and will begin a vocabulary notebook.

For a mid-unit assessment students will demonstrate their reading skills through reading a new text about a different species of frog, the spadefoot toad. Next, students will continue with the same central text and build their knowledge by studying three different kinds of freaky frogs: the glass frog, the Amazon horned frog and the water-holding frog. These lessons also will incorporate a routine of reading poetry about frogs to build students' reading fluency. Students then go into more depth about one specific freaky frog, comparing and contrasting how two different authors present information about a particularly intriguing frog: the poison dart frog. As an end of unit assessment, students will write an on-demand paragraph about the poison dart frog, using the expertise they built and drawing from their learning in Unit 1 about vivid and precise language.

Guiding Questions And Big Ideas

- **How do frogs survive?**
- **How do I build expertise on a topic?**
- *Experts build knowledge by studying a topic in depth.*
- *Animals have unique adaptations that help them to survive in various environments.*

Mid-Unit 2 Assessment	***Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad)*** This assessment centers on standard NYSP ELA CCSS RI.3.1, RI.3.5, RI.3.2, RI.3.7, and L.3.4. In the first portion of Unit 2, students will have been practicing using text features to locate information and close reading of informational texts about their expert freaky frog. In this on-demand assessment, students will apply these skills to an informational text about a new freaky frog. Students will respond to the following prompt: "After reading this excerpt from 'The Spadefoot Toad,' complete the recording form and answer the following questions based on your reading." As with other reading assessments, struggling writers could be accommodated by drawing and/or by dictating their answers.
End of Unit 2 Assessment	***Informational Paragraph about the Poison Dart Frog*** The end of unit assessment centers on CCSS W.3.2, W.3.4, L.3.3a, and L.3.6. This on-demand assessment requires students to demonstrate their expertise about the poison dart frog by writing an Accordion paragraph. Students will use their evidence from informational texts they have read to teach the reader about the adaptations of the poison dart frog using domain-specific words and phrases for effect. Students will respond to the prompt: "After researching about the poison dart frog, write an informational paragraph that describes the special adaptations that help this freaky frog survive. Support your discussion with evidence from your research. Be sure to use your notes from your recording forms and your Accordion graphic organizer. Use vivid and precise words to teach your reader all the amazing things you have learned about this incredible frog."

Case Study:
Reading to Build Expertise about Freaky Frogs

Content Connections

This module is designed to address English Language Arts standards and to be taught during the literacy block of the school day. However, the module intentionally incorporates Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

Science

- 3.1c.: "In order to survive in their environment, plants and animals must be adapted to that environment."
- Key Idea 1: Living things are both similar to and different from each other and from nonliving things.
- Performance Indicator 1.1: Describe the characteristics of and variations between living and nonliving things.
- Key Idea 2: Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.
- Performance Indicator 2.1: Recognize that traits of living things are both inherited and acquired or learned.
- Key Idea 3: Individual organisms and species change over time.
- Performance Indicator: Describe how the structures of plants and animals complement the environment of the plant or animal.
- Performance Indicator 3.2: Observe that differences within a species may give individuals an advantage in surviving and reproducing.

Central Texts

1. DK Publishing, *Everything You Need to Know about Frogs and Other Slippery Creatures* (New York: Dorling Kindersley, 2011); ISBN: 978-0-7566-8232-3.
2. Lincoln James, *Deadly Poison Dart Frogs* (New York: Gareth Stevens Publishing, 2012); ISBN: 978-1-4339-5744-4.
3. Carmen Bredeson, *Poison Dart Frogs Up Close* (Berkeley Heights, NJ: Enslow Publishers, 2009); ISBN: 978-1-5984-5420-8.
4. Douglas Florian, *Lizards, Frogs, and Polliwogs* (Boston: Houghton Mifflin Harcourt, 2005); ISBN: 978-0-1520-5248-5. (Teacher copy only)

Note: All toads are, in fact, a type of frog. For more information, see www.allaboutfrogs.org.

Calendared Curriculum Map:
Unit-at-a-Glance

This unit is approximately 2.5 weeks or 13 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 1	Reading Closely to Expand Understanding of Adaptations	• I can determine the main idea of an informational text. (RI.3.2) • I can retell key ideas from an informational text. (RI.3.2) • I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) • I can use text features to locate information efficiently. (RI.3.5) • I can answer questions using specific details from the text. (RI.3.1)	• I can identify the main idea of "Staying Alive: Animal Adaptations" by reading the text closely. • I can list key details in the text that support the main idea. • I can describe the different kinds of animal adaptations.	• Close Reading as Researchers recording form
Lesson 2	Using Informational Text Features and Learning Freaky Frog Vocabulary	• I can use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5) • I can use a variety of strategies to determine the meaning of words and phrases. (L.3.4) a. I can use what the sentence says to help me determine what a word or phrase means. d. I can use resource materials (glossaries and dictionaries) to help me determine the meaning of key words and phrases.	• I can use text features to efficiently find information in the text *Everything You Need to Know about Frogs and Other Slippery Creatures.* • I can determine the meaning of key words about freaky frogs.	• Text Feature Scavenger Hunt recording form • Vocabulary notebooks

Calendared Curriculum Map:
Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 3	Asking and Answering Questions: Studying the Life Cycle of a Frog	• I can ask questions to deepen my understanding of an informational text. (RI.3.1) • I can answer questions using specific details from an informational text. (RI.3.1) • I can determine the main idea of an informational text. (RI.3.2) • I can describe steps in a procedure, in the order they should happen. (RI.3.3) • I can determine the meaning of unknown words in an informational text. (RI.3.4)	• I can ask and answer questions about the life cycle of a frog. • I can describe the life cycle of the frog. • I can determine the meaning of unknown words using context clues.	• Sticky Note Gist recording • Asking and Answering Questions: "Life Cycle of a Frog" recording form • "Life Cycle of a Frog" Sequence recording form
Lesson 4	Asking and Answering Questions: Studying the Skin of a Frog	• I can ask questions to deepen my understanding of an informational text. (RI.3.1) • I can answer questions using specific details from an informational text. (RI.3.1) • I can determine the main idea of an informational text. (RI.3.2) • I can describe steps in a procedure, in the order they should happen. RI.3.3) • I can determine the meaning of unknown words in an informational text. (RI.3.4)	• I can ask and answer questions about frogs' skin in *Everything You Need to Know about Frogs and Other Slippery Creatures.* • I can describe how frogs shed their skin. • I can determine the meaning of unknown words using context clues.	• Asking and Answering Questions: "Super Skin" recording form • "Super Skin" Sequence recording form • Vocabulary notebooks

Calendared Curriculum Map: Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 5	Asking and Answering Questions: Reading about a Frog's Habitat	• I can ask questions to deepen my understanding of an informational text. (RI.3.1) • I can answer questions using specific details from an informational text. (RI.3.1) • I can determine the main idea of an informational text. (RI.3.2) • I can describe steps in a procedure, in the order they should happen. (RI.3.3) • I can determine the meaning of unknown words in an informational text. (RI.3.4)	• I can ask and answer questions about frogs' habitat in *Everything You Need to Know about Frogs and Other Slippery Creatures.* • I can describe an adaptation that helps a frog survive in a particular habitat. • I can determine the meaning of unknown words using context clues.	• Asking and Answering Questions: "Home, Sweet Home" recording form • "Home, Sweet Home" recording form • Vocabulary notebooks
Lesson 6	Mid-Unit Assessment: Close Reading of "The Spadefoot Toad"	• I can determine the main idea of an informational text. (RI.3.2) • I can retell key ideas from an informational text. (RI.3.2) • I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) • I can use information from the words to understand informational texts. (RI.3.7) • I can answer questions using specific details from the text. (RI.3.1) • I can determine the meaning of unknown words in an informational text. (L.3.4)	• I can identify the main idea of an excerpt from "The Spadefoot Toad" by reading the text closely. • I can list key details in the text that support the main idea. • I can explain how information in the illustrations and the words help me understand the main idea. • I can determine the meaning of new vocabulary using clues in the text around a word.	• Mid-Unit 2: Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad) • Mid-Unit 2 Tracking My Progress recording form • Exit ticket

Calendared Curriculum Map:
Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 7	Reading about Freaky Frogs: "The Glass Frog," Pages 32 and 33 of *Everything You Need to Know about Frogs*	• I can ask questions to deepen my understanding of an informational text. (RI.3.1) • I can answer questions using specific details from an informational text. (RI.3.1) • I can determine the meaning of unknown words in an informational text. (RI.3.4) • I can use text features to locate information efficiently. (RI.3.5) • I can use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) • I can read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4)	• I can ask questions about glass frogs in *Everything You Need to Know about Frogs and Other Slippery Creatures*. • I can answer questions about glass frogs. • I can determine the meaning of words in *Everything You Need to Know about Frogs and Other Slippery Creatures*. • I can use text features to find information efficiently about glass frogs. • I can use information from illustrations (maps, photographs) to understand about glass frogs. • I can use information from the words to understand about glass frogs.	• Asking and Answering Questions about Freaky Frogs recording form: The Glass Frog • Freaky Frog Scavenger Hunt recording form: The Glass Frog • Vocabulary notebooks
Lesson 8	Reading about Freaky Frogs: "The Water-Holding Frog," Pages 36 and 37 of *Everything You Need to Know about Frogs*	• I can ask questions to deepen my understanding of an informational text. (RI.3.1) • I can answer questions using specific details from an informational text. (RI.3.1) • I can determine the meaning of unknown words in an informational text. (RI.3.4) • I can read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4) • I can use text features to locate information efficiently. (RI.3.5) • I can use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7)	• I can ask questions about water-holding frogs in *Everything You Need to Know about Frogs and Other Slippery Creatures*. • I can answer questions about water-holding frogs. • I can determine the meaning of words in *Everything You Need to Know about Frogs and Other Slippery Creatures*. • I can use text features to find information efficiently about water-holding frogs. • I can use information from illustrations (maps, photographs) to understand about water-holding frogs. • I can use information from the words to understand about water-holding frogs.	• Asking and Answering Questions about Freaky Frogs recording form: The Water Holding Frog • Freaky Frog Scavenger Hunt recording form: The Water Holding Frog • Vocabulary notebooks

Calendared Curriculum Map:
Unit-at-a-Glance
This unit is approximately 2.5 weeks or 13 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 9	Reading about Freaky Frogs: "The Amazon Horned Frog," Pages 20 and 21 of *Everything You Need to Know about Frogs*	• I can ask questions to deepen my understanding of an informational text. (RI.3.1) • I can answer questions using specific details from an informational text. (RI.3.1) • I can determine the meaning of unknown words in an informational text. (RI.3.4) • I can use text features to locate information efficiently. (RI.3.5) • I can use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) • I can read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4)	• I can ask questions about the Amazon horned frog from the text *Everything You Need to Know about Frogs and Other Slippery Creatures.* • I can answer questions about the Amazon horned frog section. • I can determine the meaning of words about the Amazon horned frog. • I can use text features to find information efficiently about the Amazon horned frog section. • I can use information from illustrations (maps, photographs) to understand the Amazon horned frog. • I can use information from the words to understand the Amazon horned frog.	• Asking and Answering Questions about Freaky Frogs recording form: The Amazon Horned Frog • Freaky Frog Scavenger Hunt recording form: The Amazon Horned Frog • Vocabulary notebooks

Calendared Curriculum Map:
Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 10	Comparing and Contrasting Two Texts about Poison Dart Frogs: Poison!	• I can determine the main idea of an informational text. (RI.3.2) • I can read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4) • I can determine the main idea and supporting details in a text that is read aloud to me. (SL.3.2) • I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3) • I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.8)	• I can read and identify the main idea and key details of pages 14–15 in *Deadly Poison Dart Frogs.* • I can listen and identify the main idea and key details of pages 8–9 in *Poison Dart Frogs Up Close.* • I can compare and contrast the main ideas and key details of sections of *Deadly Poison Dart Frogs* and *Poison Dart Frogs Up Close.*	• Close Reading as Researchers (Main Ideas and Details) recording form • Group Venn diagram

Calendared Curriculum Map: Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 11	Comparing and Contrasting Two Texts about Poison Dart Frogs: Legs and Toes	• I can determine the main idea of an informational text. (RI.3.2) • I can determine the main idea and supporting details in a text that is read aloud to me. (SL.3.2) • I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3) • I can read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4) • I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.8)	• I can read and identify the main idea and key details of pages 8–9 in *Deadly Poison Dart Frogs*. • I can listen and identify the main idea and key details of pages 12–15 in *Poison Dart Frogs Up Close*. • I can compare and contrast the main ideas and key details of sections of *Deadly Poison Dart Frogs* and *Poison Dart Frogs Up Close*.	• Vocabulary notebooks • Close Reading as Researchers (Main Ideas and Details) recording form • Partner Venn diagram
Lesson 12	Comparing and Contrasting Two Texts about Poison Dart Frogs: Eggs and Tadpoles	• I can determine the main idea of an informational text. (RI.3.2) • I can read 3rd grade level texts accurately and fluently to make meaning. (RF 3.4) • I can determine the main idea and supporting details in a text that is read aloud to me. (SL.3.2) • I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3) • I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.8)	• I can read and identify the main idea and key details of pages 10–11 in *Deadly Poison Dart Frogs*. • I can listen and identify the main idea and key details of pages 16–19 in *Poison Dart Frogs Up Close*. • I can compare and contrast the main ideas and key details of sections of *Deadly Poison Dart Frogs* and *Poison Dart Frogs Up Close*.	• Vocabulary notebooks • Close Reading as Researchers (Main Ideas and Details) recording form • Partner Venn diagram

Calendared Curriculum Map:
Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 13	End of Unit Assessment: On-Demand Informational Paragraph about How the Poison Dart Frog Survives	• I can write an informative/explanatory text that has a clear topic. (W.3.2) • I can develop the topic with facts, definitions, and details. (W.3.2) • I can construct a closure on the topic of an informative/explanatory text. (W.3.2) • I can express ideas using carefully chosen words. (L.3.3) • I can write routinely for a variety of reasons. (W.3.10) • I can read third-grade level texts accurately and fluently to make meaning. (RF.3.4) a. I can read third-grade level texts with fluency.	• I can create a plan for my poison dart frog informational paragraph. • I can write an informative paragraph to explain the adaptations that help poison dart frogs survive. • I can support my topic with details from *Deadly Poison Dart Frogs* and *Poison Dart Frogs Up Close*. • I can write a sentence to close my paragraph. • I can use words and phrases for effect to help my reader learn about the poison dart frog. • I can read a freaky frog poem fluently.	• Students' Accordion graphic organizers • End of Unit 2 Assessment: On-demand paragraph • Completed Fluent Reader Criteria checklists

Optional: Experts, Fieldwork, And Service
• Fieldwork: Visit a local zoo or nature center exhibit on amphibians (e.g., http://www.bronxzoo.com/help-wildlife/practice-conservation/save-frogs.aspx). • Service: Reach out to amphibian conservation organizations (e.g., www.amphibianark.org/).
Optional: Extensions
• Science: Study the causes of many frog species disappearing (i.e., loss of habitat, pollution) and research frog conservation efforts. • Science: Frog anatomy: frog body parts, virtual frog dissection. Science lab: Students grow tadpoles. • Art: Create trading card scientific drawing, illustration, and layout. • Technology: Create a digital layout of a trading card. • Geography: Research about countries inhabited by freaky frogs. Locate countries on a map where certain frogs live.

EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 2:
Recommended Texts

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Unit 2 focuses on "freaky frogs": frogs with unusual characteristics or adaptations. The list below includes texts with a range of Lexile text measures about these frogs as well as texts about the countries and habitats where these intriguing frogs live. This provides appropriate independent reading for each student to help build content knowledge about the topic.

It is imperative that students read a high volume of texts at their reading level to continue to build the academic vocabulary and fluency that the CCLS demand.

Common Core Band Level Text Difficulty Ranges:
(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 2–3: 420–820L
- Grade 4–5: 740–1010L

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile ranges that correspond to Common Core Bands: below-grade band, within band, and above-grade band. Note, however, that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (below 420L)			
Tree Frogs	Helen Frost (author)	Informational	280*
Red-Eyed Tree Frog	Joy Cowley (author), Nic Bishop (illustrator)	Informational	350
About Amphibians	Cathryn Sill (author), John Sill (illustrator)	Informational	380
Frogs!	Elizabeth Carney(author)	Informational	410

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (420–820L)			
Frogs	Kevin J. Holmes (author)	Informational	470
Poison Dart Frogs	Cecilia Pinto McCarthy (author)	Informational	530
Frogs	Julie Guidone (author)	Informational	540
Frogs	Alyse Sweeney (author)	Informational	550
Wood Frog	David M. Schwartz (author), Dwight Kuhn (photographer)	Informational	570*
Frogs	Gail Gibbons (author)	Informational	600
Frogs and Other Amphibians	Bobbie Kalman (author)	Informational	620
Flashy, Fantastic Rain Forest Frogs	Dorothy Hinshaw Patent (author), Kendahl Jan Jubb (illustrator)	Informational	820

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (820L)			
Deadly Poison Dart Frogs	Jennifer Dussling (author)	Informational	830
A Place for Frogs	Melissa Stewart (author) Higgins Bond (illustrator)	Informational	920
Face to Face with Frogs	Mark Moffett (author)	Informational	940
Tricky Tree Frogs	Natalie Lunis (author)	Informational	960
Poison Dart Frog!	Willow Clark (author)	Informational	N/A
Frogs!: Strange and Wonderful	Laurence Pringle (author), Meryl Henderson (illustrator)	Informational	980

[1] Lexile based on a conversion from Accelerated Reading level; Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.
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EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 3:
Overview

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Culminating Project:
Freaky Frog Trading Cards

In this final unit, students will continue to explore the question: "How do we build expertise about a topic?" as they share their growing expertise about frogs and their adaptations and continue to build expertise as writers of a research-based narrative. The specific literacy focus of this unit is on writing first-person narratives using vivid and precise language, as well as continuing to learn to revise and critique. Each student will create a Freaky Frog Trading Card to amaze their readers about the unique, sometimes freaky, adaptations of frogs. This writing serves as a synthesis of the research students did in Units 1 and 2, and students will incorporate many of the rich words about frogs and adaptations they have learned throughout the module. The front side of the card will include a collection of basic frog facts collected through their research as well as a digital picture of their freaky frog. The other side of the card will be a research-based narrative paragraph about one category of their freaky frog (e.g., habitat, life cycle). In the first part of this unit, students will deepen their expertise about the freaky frogs they learned about in Unit 2, reading an additional resource. Students also will participate in a Science Talk to help them synthesize their learning about how the adaptations of their freaky frogs help them survive. Students then plan, draft, and revise both sides of their Freaky Frog Trading Cards. They will practice revising and editing their writing based on critique from peers and the teacher, and will publish and share their trading cards with peers (and maybe even at a local nature center!). After finishing their trading cards, students will complete the on-demand end of unit assessment: They will focus on the same freaky frog, but choose a different category from their frog matrix recording form.

Guiding Questions And Big Ideas

- **What do experts do?**
- **How do I become an expert?**
- **How do frogs survive?**
- *Experts use reading, viewing, and listening to gather and organize info from a variety of sources.*
- *Experts share information through writing and speaking.*
- *Content: Animals have unique adaptations that help them to survive in various environments.*

Culminating Project:
Freaky Frog Trading Cards

Mid-Unit 3 Assessment	***Writing a First-Draft Freaky Frog Trading Card Narrative Paragraph*** This assessment centers on NYSP12 ELA CCLS W, 3.2, W.3.3, W.3.5, W.3.7, and L.3.3. Students will apply their skills writing from the first person and using vivid and precise language as they write their first full draft of their research-based narrative. Students will respond to the prompt: "Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive." The specific focus of this assessment is on students' use of first person, their ability to create a paragraph that tells a story, and their ability to use vivid words and phrases to describe their freaky frog. Students are NOT assessed on conventions for this first draft writing.
End of Unit 3 Assessment	***Research-Based Narrative Paragraph about Your Freaky Frog (a second category from the recording form)*** This assessment centers on NYSP12 ELA CCLS W.3.2, W.3.3, W.3.7, and L.3.3. Students will write an on-demand research-based narrative paragraph about a second category of their freaky frog, responding to the prompt: "Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive. Be sure to write about a different category from your freaky frog matrix than the one you wrote about on your trading card. Use specific details from the texts you used to gather your information about your freaky frog. Be sure to include lots of the specific vocabulary and vivid words and phrases you have been gathering."
Performance Task	***Freaky Frog Trading Cards*** In this module, each student will create a freaky frog trading card to demonstrate their expertise as readers and writers. The students will amaze their readers about the unique, sometimes freaky, adaptations of frogs. The front side of the card will include a detailed scientific illustration or digital picture of their freaky frog as well as basic facts about the frog collected through their research. The other side of the card will compare and contrast one category of their freaky frog (e.g., habitat, life cycle, etc.) to the bullfrog, responding to the prompt, "Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive. Choose one category from your freaky frog research matrix to focus on. Use specific details from the texts you used to gather your information about your freaky frog. Be sure to include lots of the specific vocabulary and vivid words and phrases you have been gathering." This assessment centers on NYSP12 ELA CCLS W.3.1, W.3.2, W.3.3, W.3.4, W.3.5, W.3.7, and L.3.3.

Culminating Project:
Freaky Frog Trading Cards

Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

Science

- 3.1c. "In order to survive in their environment, plants and animals must be adapted to that environment."
- Key Idea 1: Living things are both similar to and different from each other and from nonliving things.
- Performance indicator 1.1: Describe the characteristics of and variations between living and nonliving things.
- Key Idea 2: Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.
- Performance Indicator 2.1: Recognize that traits of living things are both inherited and acquired or learned.
- Key Idea 3: Individual organisms and species change over time.
- Performance Indicator 3.1: Describe how the structures of plants and animals complement the environment of the plant or animal.
- Performance Indicator 3.2: Observe that differences within a species may give individuals an advantage in surviving and reproducing.

Texts

1. Deborah Dennard, *Bullfrog at Magnolia Circle*, illustrated by Kristin Kest (©Palm Publishing and the Smithsonian Institution), ISBN: 9781607270690. This text is also available as a downloadable read-along audiobook and eBook.
2. Carmen Bredeson, *Poison Dart Frogs Up Close* (Berkeley Heights, NJ: Enslow Publishers, 2009), ISBN: 978-1-5984-5420-8.
3. Lincoln James, *Deadly Poison Dart Frogs* (Gareth Stevens Publishing, 2012), ISBN: 978-1-4339-5744-4.
4. DK Publishing, *Everything You Need to Know about Frogs and Other Slippery Creatures* (New York: Dorling Kindersley, 2011), ISBN: 978-0-7566-8232-3.

Calendared Curriculum Map:
Unit-at-a-Glance

This unit is approximately 2.5 weeks or 12 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 1	Reading New Texts about Freaky Frogs	• I can determine the main idea of an informational text. (RI.3.2) • I can ask questions to deepen my understanding of an informational text. (RI.3.1) • I can answer questions using specific details from an informational text. (RI.3.1) • I can determine the meaning of unknown words in an informational text. (RI.3.4) • I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.9)	• I can read and identify the main idea and key details of my freaky frog text. • I can determine the meaning of unknown words using context clues and my vocabulary notebook.	• Close Reading: Main Ideas and Details recording form
Lesson 2	Research Synthesis and Science Talk: Freaky Frog Research Matrix and Science Talk about How Freaky Frogs Survive	• I can document what I learn about a topic by taking notes. (W.3.8) • I can effectively participate in a conversation with my peers and adults. (SL.3.1)	• I can record details about my freaky frog's adaptations into categories on my Freaky Frog Research matrix. • I can effectively participate in a Science Talk about how my freaky frog survives. • I can follow our class norms when I participate in a conversation. • I can ask questions so I am clear about what is being discussed. • I can ask questions on the topic being discussed.	• Freaky Frog Research matrix • Science Talk criteria checklist

Calendared Curriculum Map:
Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 3	Writing a First Draft: Facts and Image Side of the Freaky Frog Trading Card	• I can write an informative/explanatory text. (W.3.2) • I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2a)	• I can write the most important facts about my freaky frog on the facts and image side of my Freaky Frog Trading Card.	• First draft of Freaky Frog Trading Card: Facts and Image Side • Criteria for Success (for first draft)
Lesson 4	Publishing: Facts and Image Side of the Freaky Frog Trading Card	• I can write an informative/explanatory text. (W.3.2) • I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2a) • I can use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others (with guidance and support from adults). (W.3.6)	• I can write the final draft of the important facts about my freaky frog on the Facts and Image side of my trading card. • I can select an image that shows my freaky frog's adaptations.	• Freaky Freaky Trading Card Facts and Image Side final draft

Calendared Curriculum Map:
Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 5	Planning Writing: Generating Criteria and Making a Plan for the Paragraph Side of the Freaky Frog Trading Card	• I can produce writing that is appropriate to task and purpose (with support). (W.3.4) • I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) • I can sort evidence into provided categories. (W.3.8)	• I can identify the criteria for a strong research-based narrative paragraph. • I can plan my writing by completing an accordion paragraph organizer about one of my freaky frog's adaptations.	• Accordion Paragraph graphic organizer • Criteria anchor chart (whole class)
Lesson 6	First-Person Writing Using Vivid and Precise Words	• I can express ideas using carefully chosen words. (L.3.3) • I can determine the meaning of unknown words in an informational text. (RI.3.4)	• I can use vivid and precise words to write first-person sentences about my freaky frog.	• Vivid and Precise First-Person Freaky Frog Sentences recording form • Exit ticket

Calendared Curriculum Map:
Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 7	Mid-Unit Assessment: Writing a First-Draft Freaky Frog Trading Card Narrative Paragraph	• I can write an informative/explanatory text. (W.3.2) • I can craft narrative texts about real or imagined experiences or events. (W.3.3) • I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) • I can conduct a research project to become knowledgeable about a topic. (W.3.7) • I can express ideas using carefully chosen words. (L.3.3)	• I can write a first draft of my Freaky Frog Trading Card paragraph in first person, so it sounds like a story from the point of view of my frog. • I can use vivid and precise words and phrases in my writing.	• Students' first-draft writing
Lesson 8	Revising: Using Vivid and Precise Verbs and Adjectives	• I can express ideas using carefully chosen words. (L.3.3) • I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)	• I can revise my Freaky Frog Trading Card paragraph to include vivid and precise verbs and describing words to communicate what I have learned about how my frog survives.	• Students' word choice revisions

Calendared Curriculum Map:
Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 9	Final Revision: Using Feedback and Criteria	• I can write an informative/explanatory text that conveys ideas and information clearly. (W.3.2) • I can use conventions to send a clear message to my reader. (L.3.1) • I can use coordinating and subordinating conjunctions. (L.3.1h) • I can write simple, complex, and compound sentences. (L.3.1i) • I can express ideas using carefully chosen words. (L.3.3) • I can produce writing that is appropriate to task and purpose (with support). (W.3.4) • I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)	• I can use feedback and criteria to strengthen my Freaky Frog research-based narrative paragraph (back side of card).	• Drafts of student writing with evidence of revision based on rubric
Lesson 10	Editing: Polishing Our Writing	• I can use conventions to send a clear message to my reader. (L.3.2) • I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)	• I can capitalize appropriate words in titles. • I can spell words that have suffixes added to base words correctly. • I can use resources to check and correct my spelling.	• Conventions Criteria checklist • Students' edited writing

Calendared Curriculum Map:
Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 11	Publishing: Writing the Final Draft of My Freaky Frog Trading Card	• I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)	• I can use quality craftsmanship in the final draft of my Freaky Frog Trading Card paragraph.	• Final draft paragraph • Tracking My Progress, End of Module recording form
Lesson 12	On-Demand End of Unit Assessment and Freaky Frog Trading Card Celebration	• I can write an informative text. (W.3.2) • I can craft narrative texts about real or imagined experiences or events. (W.3.3) • I can conduct a research project to become knowledgeable about a topic. (W. 3.7) • I can use grammar conventions to send a clear message to a reader or listener. (L.3.1) • I can express ideas using carefully chosen words. (L.3.3)	• I can write a new research-based narrative paragraph about another adaptation of my freaky frog. • I can read my Freaky Frog Trading Card fluently to my audience.	• End of Unit 3 Assessment (new research-based narrative) • Students' Freaky Frog Trading Card final drafts

Optional: Experts, Fieldwork, And Service
• Experts: Interview a local herpetologist. • Fieldwork: Visit science museums or centers or universities with frog collections. Visit a local frog habitat (pond, marsh, etc.). • Service: Teach young students about frogs using trading cards. Clean up a local frog habitat.

Optional: Extensions
• Art: Create a trading card illustration and layout. • Technology: Create a digital archive of trading cards with audio recordings of students reading their paragraphs; create and lay out trading card. • Geography: Research about countries inhabited by freaky frogs. Locate countries on a map where frogs live.

EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 3:
Recommended Texts

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Unit 3 focuses on students synthesizing their learning about "true frogs" and "freaky frogs." Because students have been learning about adaptations throughout the module, the Unit 3 Recommended Texts lists broadens the topic a bit and includes texts about other animals and their adaptations to their environment. The list below includes texts with a range of Lexile text measures. This provides appropriate independent reading for each student to help build and extend their content knowledge about this broader topic of adaptations.

It is imperative that students read a high volume of texts at their reading level so that they can continue to build the academic vocabulary and fluency that the CCLS demand.

Common Core Band Level Text Difficulty Ranges:
(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 2–3: 420–820L
- Grade 4–5: 740–1010L

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile groupings that correspond to Common Core Bands: below-grade band, within band, and above-grade band. Note, however, that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (below 420L)			
Chameleon, Chameleon	Joy Cowley (author), Nic Bishop (photographer)	Informational	310
The Naked Mole-Rat	Jody Sullivan Rake (author)	Informational	350
The Frogfish	Jody Sullivan Rake (author)	Informational	350
The Magic School Bus Hops Home: A Book about Animal Habitats	Joanna Cole (author), Nancy Stevenson (illustrator)	Informational	400
Animal Camouflage in the Ocean	Martha E. H. Rustad (author)	Informational	410

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (420–820L)			
How to Hide a Crocodile and Other Reptiles	Ruth Heller (author/illustrator)	Informational	490
The Werewolf Chase: A Mystery about Adaptations (Summer Camp Science Mysteries, #4)	Gary Soto (author)	Informational/Literature	510
Animal Adaptations	Julie K. Lungren (author)	Informational	550*
Ocean Animal Adaptations	Julie Murphy (author)	Informational	640
Andrew Lost with the Frogs	J. C. Greenburg (author)	Literature	650*
Rain Forest Animal Adaptations	Lisa J. Amstutz (author)	Informational	680
The War in Your Backyard: Life in an Ecosystem (Raintree Infusion)	Louise A. and Richard Spilsbury	Informational	700*
Animals with No Eyes: Cave Adaptations	Kelly Regan Barnhill (author)	Informational	750
What Do You Know about Animal Adaptations?	Suzanne Slade (author)	Informational	750*
Hard-to-See Animals (Rookie Read-About Science)	Allan Fowler (author)	Informational	790

* Lexile based on a conversion from Accelerated Reading level

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (820L)			
How Do Animals Adapt?	Bobbie Kalman (author)	Informational	940
Living Color	Steve Jenkins (author/illustrator)	Informational	950
See-Through Animals	Natalie Lunis (author)	Informational	960
Animals Under the Ground	Phyllis Jean Perry (author)	Informational	990
Color-Changing Animals	Valerie Yaw (author)	Informational	1040

[1] Lexile based on a conversion from Accelerated Reading level; Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.
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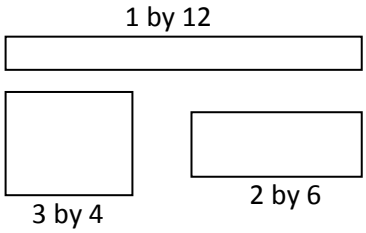
Grade 3 • Module 4

Multiplication and Area

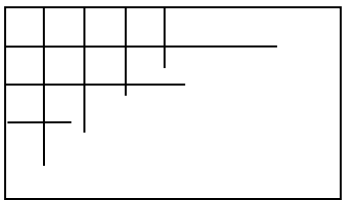
OVERVIEW

In this 20-day module students explore area as an attribute of two-dimensional figures and relate it to their prior understandings of multiplication. In Grade 2, students partitioned a rectangle into rows and columns of same-sized squares and found the total number by both counting and adding equal addends represented by the rows or columns (**2.G.2**, **2.OA.4**).

In Topic A, students begin to conceptualize area as the amount of two-dimensional surface that is contained within a plane figure. They come to understand that the space can be tiled with unit squares without gaps or overlaps (**3.MD.5**). They make predictions and explore which rectangles cover the most area when the side lengths differ (but area is actually the same). Students may, for example, cut and fold rectangles to confirm predictions about whether a 1 by 12 rectangle covers more area than a 3 by 4 or a 2 by 6 rectangle. They reinforce their ideas by using inch and centimeter square manipulatives to tile the same rectangles and prove the areas are equal. Topic A provides students' first experience with tiling, from which they learn to distinguish between length and area by placing a ruler with the same size units (inches or centimeters) next to a tiled array to discover that the number of tiles along a side corresponds to the length of the side (**3.MD.6**).

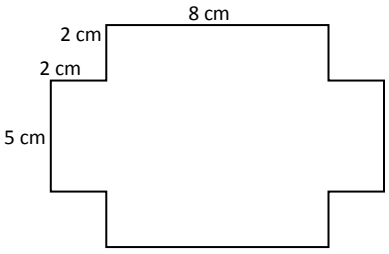


In Topic B, students progress from using square tile manipulatives to drawing their own area models. Anticipating the final structure of an array, they complete rows and columns in figures such as the example shown at the right. Students connect their extensive work with rectangular arrays and multiplication to eventually discover the area formula for a rectangle, which is formally introduced in Grade 4 (**3.MD.7a**).

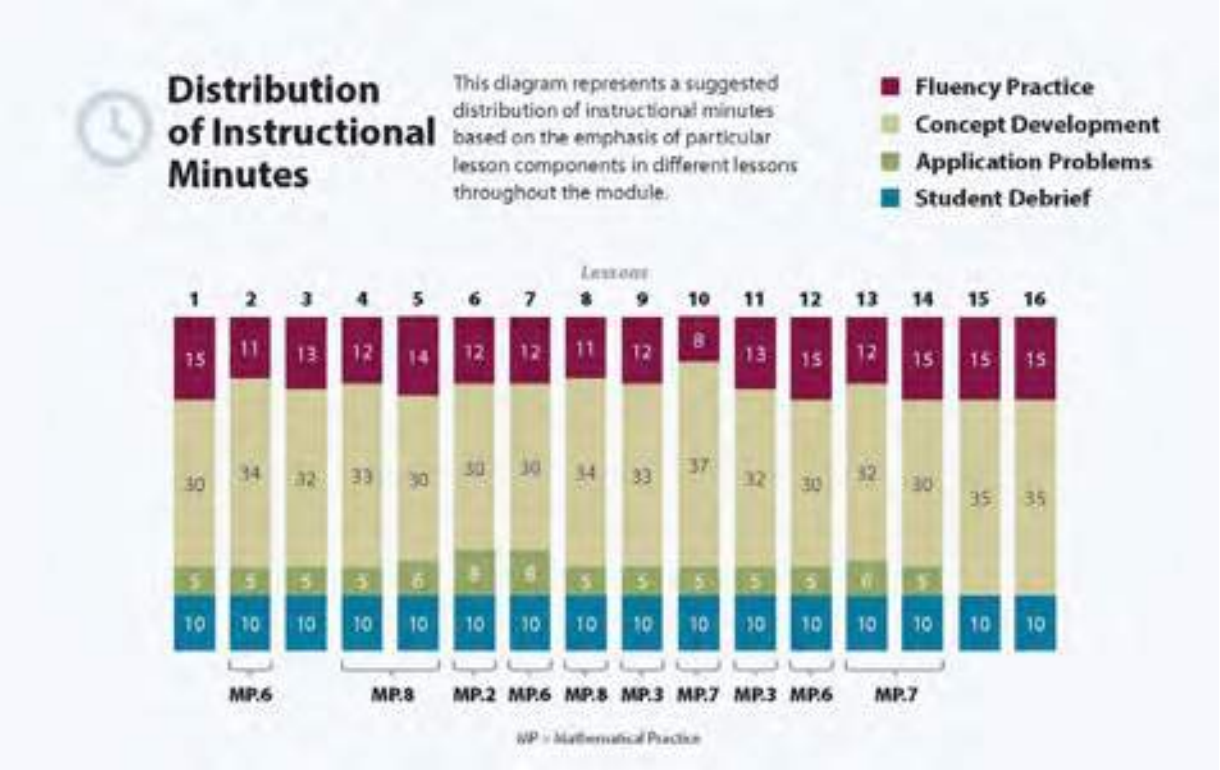


In Topic C, students manipulate rectangular arrays to concretely demonstrate the arithmetic properties in anticipation of the following lessons. They do this by cutting rectangular grids and rearranging the parts into new wholes using the properties to validate that area stays the same, despite the new dimensions. They apply tiling and multiplication skills to determine all whole number possibilities for the side lengths of rectangles given their areas (**3.MD.7b**).

Topic D creates an opportunity for students to solve problems involving area (**3.MD.7b**). Students decompose and/or compose composite regions like the one shown at right into non-overlapping rectangles, find the area of each region, and add or subtract to determine the total area of the original shape. This leads students to design a simple floor plan that conforms to given area specifications (**3.MD.7d**).



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Focus Grade Level Standards

Geometric Measurement: understand concepts of area and relate area to multiplication and to addition.

3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement:

a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.

b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.

3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

3.MD.7 Relate area to the operations of multiplication and addition.

a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

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c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.

d. Recognize area as additive. Find the areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

Foundational Standards

2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

Focus Standards for Mathematical Practice

MP.2 **Reason abstractly and quantitatively**. Students build toward abstraction starting with tiling a rectangle, then gradually moving to finishing incomplete grids and drawing grids of their own, then eventually working purely in the abstract, imaging the grid as needed.

MP.3 **Construct viable arguments and critique the reasoning of others**. Students explore their conjectures about area by cutting to decompose rectangles and then recomposing them in different ways to determine if different rectangles have the same area. When solving area problems, students learn to justify their reasoning and determine whether they have found all possible solutions, when multiple solutions are possible.

MP.6 **Attend to precision**. Students precisely label models and interpret them, recognizing that the unit impacts the amount of space a particular model represents, even though pictures may appear to show equal sized models. They understand why when side lengths are multiplied the result is given in square units.

MP.7 **Look for and make use of structure**. Students relate previous knowledge of the commutative and distributive properties to area models. They build from spatial structuring to understanding the number of area-units as the product of number of units in a row and number of rows.

MP.8 **Look for and express regularity in repeated reasoning.** Students use increasingly sophisticated strategies to determine area over the course of the module. As they analyze and compare strategies, they eventually realize that area can be found by multiplying the number in each row by the number of rows.

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Overview of Module Topics and Lesson Objectives

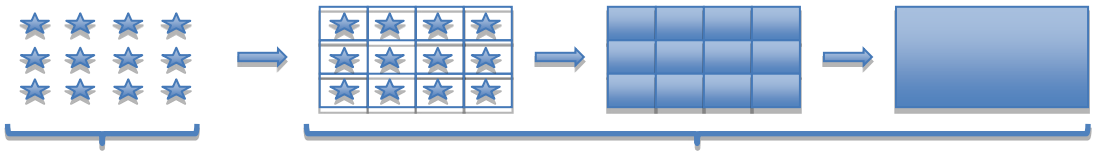
Standards		Topics and Objectives	Days
3.MD.5 3.MD.6 3.MD.7	A	**Foundations for Understanding Area** Lesson 1: Understand area as an attribute of plane figures. Lesson 2: Decompose and recompose shapes to compare areas. Lesson 3: Model tiling with centimeter and inch unit squares as a strategy to measure area. Lesson 4: Relate side lengths with the number of tiles on a side.	4
3.MD.5 **3.MD.6** **3.MD.7a** **3.MD.7b** **3.MD.7d**	B	**Concepts of Area Measurement** Lesson 5: Form rectangles by tiling with unit squares to make arrays. Lesson 6: Draw rows and columns to determine the area of a rectangle, given an incomplete array. Lesson 7: Interpret area models to form rectangular arrays. Lesson 8: Find the area of a rectangle through multiplication of the side lengths.	4
		Mid-Module Assessment: Topics A–B (assessment 1 day, return ½ day, remediation or further applications ½ day)	2
3.MD.5 **3.MD.6** **3.MD.7a** **3.MD.7b** **3.MD.7c** **3.MD.7d**	C	**Arithmetic Properties Using Area Models** Lesson 9: Analyze different rectangles and reason about their area. Lesson 10: Apply the distributive property as a strategy to find the total area of a large rectangle by adding two products. Lesson 11: Demonstrate the possible whole number side lengths of rectangles with areas of 24, 36, 48, or 72 square units using the associative property.	3
3.MD.6 **3.MD.7a** **3.MD.7b** **3.MD.7c** **3.MD.7d** 3.MD.5	D	**Applications of Area Using Side Lengths of Figures** Lesson 12: Solve word problems involving area. Lessons 13–14: Find areas by decomposing into rectangles or completing composite figures to form rectangles. Lessons 15–16: Apply knowledge of area to determine areas of rooms in a given floor plan.	5
		End-of-Module Assessment: Topics A–D (assessment 1 day, return ½ day, remediation or further applications ½ day)	2
Total Number of Instructional Days			**20**

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Terminology

New or Recently Introduced Terms

- Area (the amount of two-dimensional space in a bounded region)
- Area model (a model for multiplication that relates rectangular arrays to area)



Module 1 and Module 3 Module 4

- Square unit (a unit of area—specifically square centimeters, inches, feet, and meters)
- Tile (to cover a region without gaps or overlaps)
- Unit square (e.g., given a length unit, it is a 1 unit by 1 unit square)
- Whole number (an integer, a number without fractions)

Familiar Terms and Symbols[1]

- Array (a set of numbers or objects that follow a specific pattern, a matrix)
- Commutative Property (e.g., rotate a rectangular array 90 degrees to demonstrate that factors in a multiplication sentence can switch places)
- Distribute (e.g., $2 \times (3 + 4) = 2 \times 3 + 2 \times 4$)
- Geometric shape (a two-dimensional object with a specific outline or form)
- Length (the straight-line distance between two points)
- Multiplication (e.g., $5 \times 3 = 15$)
- Rows and columns (e.g., in reference to rectangular arrays)

Suggested Tools and Representations

- Area model
- Array
- Grid paper (inch and centimeter)
- Rulers (both centimeter and inch measurements)
- Unit squares in both inch and centimeter lengths (e.g., square tiles used for measuring area)

[1] These are terms and symbols students have seen previously.

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Scaffolds[2]

The scaffolds integrated into *A Story of Units* give alternatives for how students access information as well as express and demonstrate their learning. Strategically placed margin notes are provided within each lesson elaborating on the use of specific scaffolds at applicable times. They address many needs presented by English language learners, students with disabilities, students performing above grade level, and students performing below grade level. Many of the suggestions are organized by Universal Design for Learning (UDL) principles and are applicable to more than one population. To read more about the approach to differentiated instruction in *A Story of Units,* please refer to "How to Implement *A Story of Units*."

Assessment Summary

Type	Administered	Format	Standards Addressed
Mid-Module Assessment Task	After Topic B	Constructed response with rubric	3.MD.5 3.MD.6 3.MD.7abd
End-of-Module Assessment Task	After Topic D	Constructed response with rubric	3.MD.5 3.MD.6 3.MD.7a–d

[2] Students with disabilities may require Braille, large print, audio, or special digital files. Please visit the website, www.p12.nysed.gov/specialed/aim, for specific information on how to obtain student materials that satisfy the National Instructional Materials Accessibility Standard (NIMAS) format.

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Topic A

Foundations for Understanding Area

3.MD.5, 3.MD.6, 3.MD.7

Focus Standard:	3.MD.5	Recognize area as an attribute of plane figures and understand concepts of area measurement: a. A square with side length 1 unit, called a "square unit," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.
Instructional Days:	4	
Coherence -Links from:	G2–M2	Addition and Subtraction of Length Units
	G3–M1	Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10
	G3–M3	Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10
-Links to:	G4–M3	Multi-Digit Multiplication and Division
	G4–M7	Exploring Multiplication

In Lesson 1, students come to understand area as an attribute of plane figures that is defined by the amount of two-dimensional space within a bounded region. Students use pattern blocks to tile given polygons without gaps or overlaps, and without exceeding the boundaries of the shape.

Lesson 2 takes students into an exploration in which they cut apart paper rectangles into same-sized squares to concretely define a square unit, specifically square inches and centimeters. They use these units to make rectangular arrays that have the same area, but different side lengths.

Lessons 3 and 4 introduce students to the strategy of finding area using centimeter and inch tiles. Students use tiles to determine the area of a rectangle by tiling the region without gaps or overlaps. They then bring the ruler (with corresponding units) alongside the array to discover that the side length is equal to the number of tiles required to cover one side of the rectangle. From this experience, students begin to relate total area with multiplication of side lengths.

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A Teaching Sequence Towards Mastery of Foundations for Understanding Area
Objective 1: Understand area as an attribute of plane figures. (Lesson 1)
Objective 2: Decompose and recompose shapes to compare areas. (Lesson 2)
Objective 3: Model tiling with centimeter and inch unit squares as a strategy to measure area. (Lesson 3)
Objective 4: Relate side lengths with the number of tiles on a side. (Lesson 4)

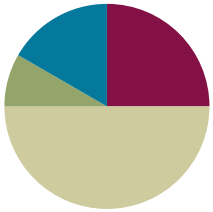
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Lesson 1

Objective: Understand area as an attribute of plane figures.

Suggested Lesson Structure

Fluency Practice	(15 minutes)
Application Problem	(5 minutes)
Concept Development	(30 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Fluency Practice (15 minutes)

- Group Counting **3.OA.1** (4 minutes)
- Identify the Shape **2.G.1** (3 minutes)
- Find the Common Products **3.OA.7** (8 minutes)

Group Counting (4 minutes)

Note: Group counting reviews interpreting multiplication as repeated addition.

Direct students to count forward and backward, occasionally changing the direction of the count.

- Threes to 30
- Sixes to 60
- Sevens to 70
- Eights to 80
- Nines to 90

Identify the Shape (3 minutes)

Materials: (T) Images of polygons (S) Personal white boards

Note: This fluency reviews properties and vocabulary that will be used during today's Concept Development.

T: (Project a triangle.) How many sides does this shape have?
S: 3.
T: Name the shape.
S: Triangle.

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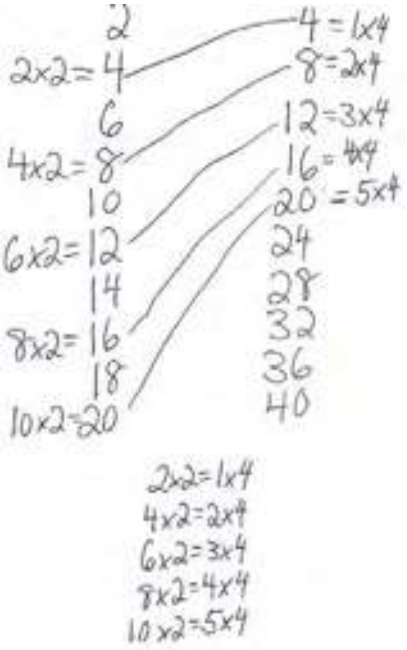
Continue with the following possible sequence: quadrilateral (trapezoid), quadrilateral (rhombus), quadrilateral (square), and quadrilateral (rectangle).

Find the Common Products (8 minutes)

Materials: (S) Blank paper

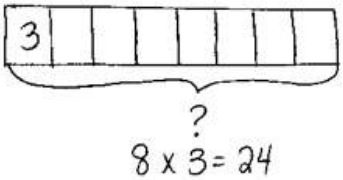
Note: This fluency reviews multiplication patterns from G3–Module 3.

- T: Fold your paper in half vertically.
- T: On the left half, count by twos to 20 down the side of your paper.
- T: On the right half, count by fours to 40 down the side of your paper.
- T: Draw lines to match multiples that appear in both columns.
- S: (Match 4, 8, 12, 16, and 20.)
- T: (Write ___ × 2 = 4, ___ × 2 = 8, etc., next to each corresponding product on the left half of the paper.) Write the complete equations next to their products.
- S: (Write equations and complete unknowns.)
- T: (Write 4 = ____ × 4, 8 = ____ × 4, etc., next to each corresponding product on the right half of the paper.) Write the complete equations next to their products.
- S: (Write equations.)
- T: (Write 2 × 2 = ____ × 4.) Say the equation including all factors.
- S: 2 × 2 = 1 × 4.
- T: (Write 2 × 2 = 1 × 4.) Write the remaining equal facts as equations.
- S: (Write 4 × 2 = 2 × 4, 6 × 2 = 3 × 4, 8 × 2 = 4 × 4, and 10 × 2 = 5 × 4.)
- T: What patterns do you notice in your equations?
- S: Each multiple of 4 is also a multiple of 2.



Application Problem (5 minutes)

Eric makes a shape with 8 trapezoid pattern blocks. Brock makes the same shape using triangle pattern blocks. It takes 3 triangles to make 1 trapezoid. How many triangle pattern blocks does Brock use?



Brock uses 24 triangle pattern blocks.

Note: This problem reviews the G3–Module 3 concept of multiplying using units of 8.

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Concept Development (30 minutes)

Materials: (S) Pattern blocks, Problem Set

Part 1: Using pattern blocks to understand area.

T: Look at Problem 1 on your Problem Set. Discuss with a partner whether you think Shape A or Shape B takes up more space. Be prepared to explain your answer. (After students discuss, facilitate a whole class discussion.)

S: Shape A, because it's longer than Shape B. → Shape B, because it's taller than Shape A.

T: Use green triangle pattern blocks to cover Shape A and Shape B. Be sure the triangles do not have gaps between them, they don't overlap, and they don't go outside the sides of the shapes. (Allow time for students to work.) What did you notice about the number of green triangles it takes to cover Shape A and Shape B?

S: It takes 6 green triangles to cover each shape!

T: Answer Problem 1 on your Problem Set. (Allow time for students to write answers.) Do all the green triangles take up the same amount of space?

S: Yes, because they're all the same size.

T: What does that mean about the amount of space Shape A and Shape B take up?

S: They're the same. → It took 6 triangles to cover each shape, which means the shapes take up the same amount of space. → The amount of space that Shape A takes up is equal to the amount of space Shape B takes up.

T: The amount of flat space a shape takes up is called its **area**. Since Shapes A and B take up the same amount of space, their areas are equal.

Repeat the process of using pattern blocks to cover Shapes A and B with the blue rhombus and the red trapezoid pattern blocks. Students record their work on Problems 2 and 3 in the Problem Set.

T: What is the relationship between the size of the pattern blocks and the number of pattern blocks it takes to cover Shapes A and B?

S: The bigger the pattern block, the smaller the number of pattern blocks it takes to cover these shapes. → The bigger pattern blocks, like the trapezoid, cover more area than the triangles. That means it takes fewer trapezoids to cover the same area as the triangles.

T: Answer Problem 4 on your Problem Set.

NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Manipulating pattern blocks may be a challenge for some learners. Try the following tips:

- Partner students so they can work together to cover the shapes.
- Encourage students to hold the pattern blocks in place with one hand, while they place the remaining blocks.
- Instead of using pattern blocks, provide paper shapes that can be glued, so they won't move around unnecessarily.
- Offer the computer as a resource to create and move shapes.

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Part 2: Measuring area using square units.

T: Use orange square pattern blocks to cover the rectangle in Problem 5. Be sure the squares don't have gaps between them, they don't overlap, and they don't go outside the sides of the rectangle. (Allow students time to work.) How many squares did it take to cover the rectangle?

S: 6!

T: Answer Problem 5 on your Problem Set. (Allow time for students to write answers.) The area of Shape C is 6 square units. Why do you think we call them square units?

S: Because they're squares! → The units used to measure are squares, so they're square units!

T: Yes! The units used to measure the area of the rectangle are squares.

NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Students working above grade level can be encouraged to find other square units in the classroom that they can either use to make rectangles or that already form rectangles. Such items might include sticky notes, desktops, floor tiles, and linking cubes. Students can create a poster to share with the class that shows the areas of the rectangles made with these other square units.

T: Use red trapezoid pattern blocks to cover the rectangle in Problem 5. Be sure the trapezoids don't have gaps between them, they don't overlap, and they don't go outside the sides of the rectangle. (Allow students time to work.) What did you notice?

S: It's not possible! → The red trapezoids can't cover this shape without having gaps.

T: Use this information to help you answer Problem 6 on your Problem Set. (Allow time for students to write answers.) I'm going to say an area in square units, and you're going to make a rectangle with your pattern blocks that has that area. Which pattern blocks will you use?

S: The squares because the units for area that you're telling us are square units!

T: Here we go! Four square units.

S: (Make rectangles.)

Continue with the following possible suggestions: 12 square units, 9 square units, and 8 square units. Invite students to compare their rectangles to a partner's rectangles. How are they the same? How are they different? If time allows, students can work with a partner to create rectangles that have the same areas, but look different.

Student Debrief (10 minutes)

Lesson Objective: Understand area as an attribute of plane figures.

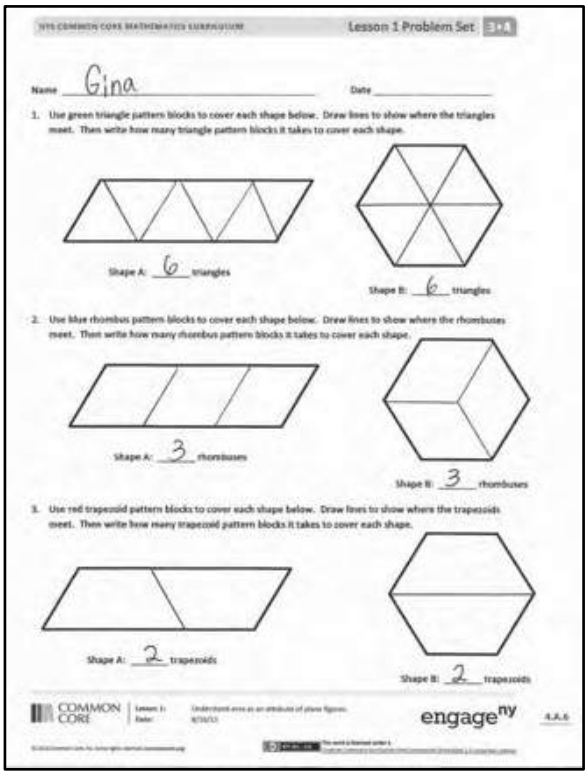
The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

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You may choose to use any combination of the questions below to lead the discussion.

- Talk to a partner. Do you think you can use orange square pattern blocks to cover Shapes A and B in Problem 1? Explain your answer.
- How many green triangle pattern blocks does it take to cover a blue rhombus pattern block? Use that information to say a division fact that relates the number of triangles it takes to cover Shape A to the number of rhombuses it takes to cover the same shape. (6 ÷ 2 = 3.)
- Explain to a partner how you used orange square pattern blocks to find the area of the rectangle in Problem 5.
- What new math vocabulary did we use today to communicate precisely about the amount of space a shape takes up? (**Area**.) Which units did we use to measure area?
- How did the Application Problem connect to today's lesson?


Lesson 1 Problem Set 3•4

Name Gina Date

1. Use green triangle pattern blocks to cover each shape below. Draw lines to show where the triangles meet. Then write how many triangle pattern blocks it takes to cover each shape.

Shape A: 6 triangles

Shape B: 6 triangles

2. Use blue rhombus pattern blocks to cover each shape below. Draw lines to show where the rhombuses meet. Then write how many rhombus pattern blocks it takes to cover each shape.

Shape A: 3 rhombuses

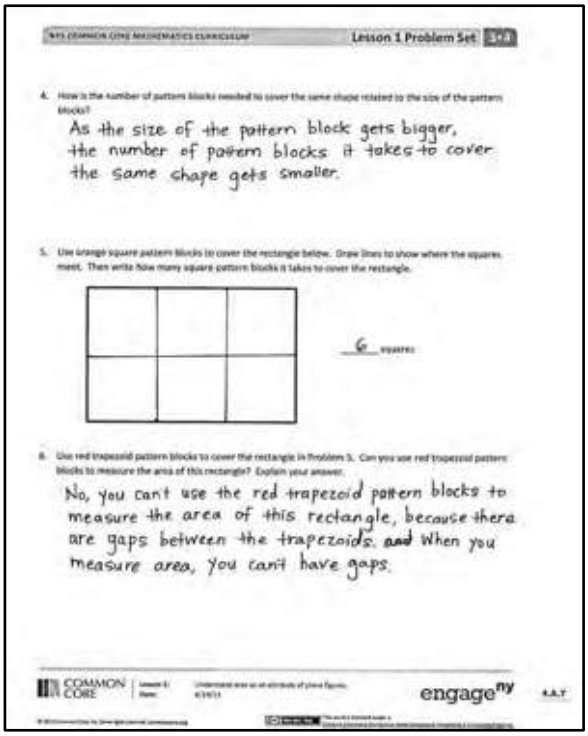
Shape B: 3 rhombuses

3. Use red trapezoid pattern blocks to cover each shape below. Draw lines to show where the trapezoids meet. Then write how many trapezoid pattern blocks it takes to cover each shape.

Shape A: 2 trapezoids

Shape B: 2 trapezoids

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Lesson 1 Problem Set 3•4

4. How is the number of pattern blocks needed to cover the same shape related to the size of the pattern blocks?

As the size of the pattern block gets bigger, the number of pattern blocks it takes to cover the same shape gets smaller.

5. Use orange square pattern blocks to cover the rectangle below. Draw lines to show where the squares meet. Then write how many square pattern blocks it takes to cover the rectangle.

6 squares

6. Use red trapezoid pattern blocks to cover the rectangle in Problem 5. Can you use red trapezoid pattern blocks to measure the area of this rectangle? Explain your answer.

No, you can't use the red trapezoid pattern blocks to measure the area of this rectangle, because there are gaps between the trapezoids. and When you measure area, you can't have gaps.

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Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help you assess the students' understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the students.

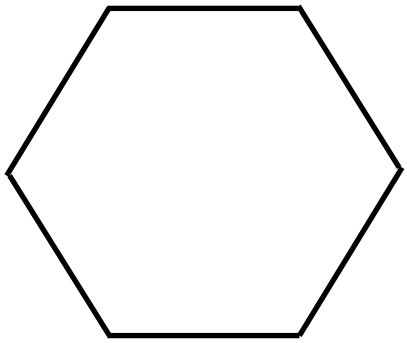
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Name _____ Date _____

1. Use green triangle pattern blocks to cover each shape below. Draw lines to show where the triangles meet. Then write how many triangle pattern blocks it takes to cover each shape.



Shape A: _____ triangles

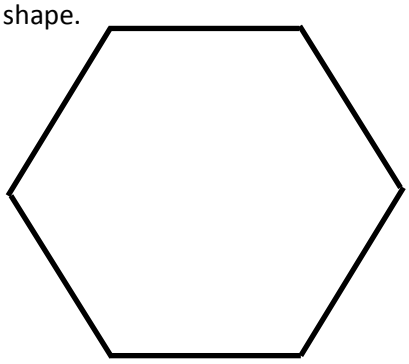


Shape B: _____ triangles

2. Use blue rhombus pattern blocks to cover each shape below. Draw lines to show where the rhombuses meet. Then write how many rhombus pattern blocks it takes to cover each shape.



Shape A: _____ rhombuses

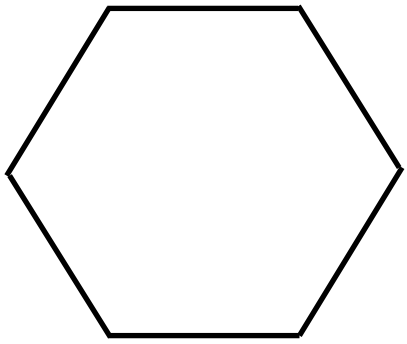


Shape B: _____ rhombuses

3. Use red trapezoid pattern blocks to cover each shape below. Draw lines to show where the trapezoids meet. Then write how many trapezoid pattern blocks it takes to cover each shape.



Shape A: _____ trapezoids



Shape B: _____ trapezoids

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4. How is the number of pattern blocks needed to cover the same shape related to the size of the pattern blocks?

5. Use orange square pattern blocks to cover the rectangle below. Draw lines to show where the squares meet. Then write how many square pattern blocks it takes to cover the rectangle.

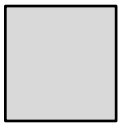


_____ squares

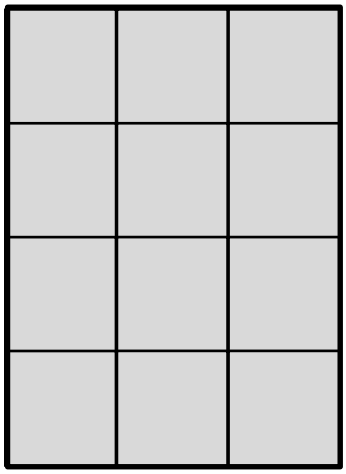
6. Use red trapezoid pattern blocks to cover the rectangle in Problem 5. Can you use red trapezoid pattern blocks to measure the area of this rectangle? Explain your answer.

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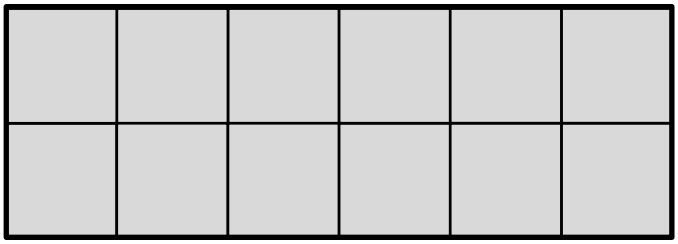
Name _____ Date _____

1. Each  is 1 square unit. Do both rectangles have the same area? Explain how you know.

a.



b.

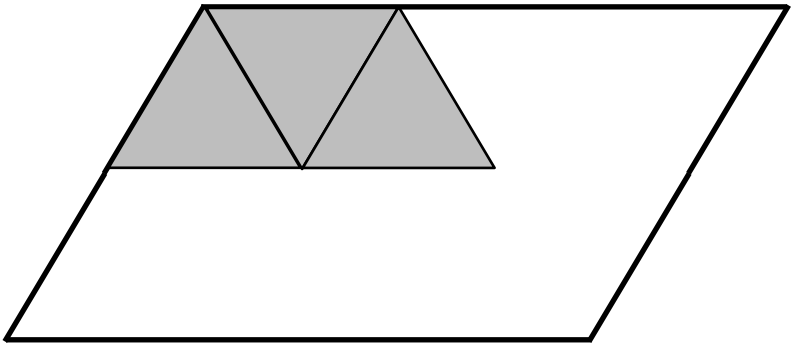


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Name _____ Date _____

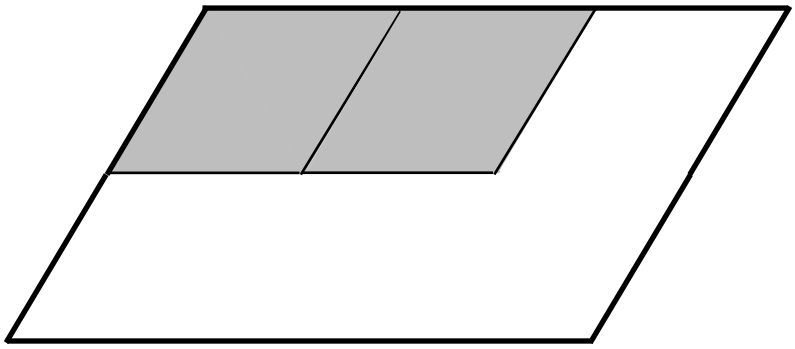
1. Magnus covers the same shape with triangles, rhombuses, and trapezoids

   a. How many triangles will it take to cover the shape?



_____ triangles

   b. How many rhombuses will it take to cover the shape?



_____ rhombuses

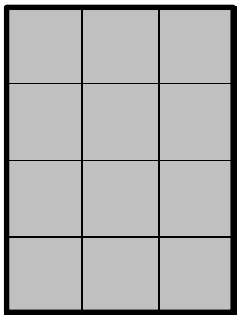
   c. Magnus notices that 3 triangles from Part (a) cover 1 trapezoid. How many trapezoids will it take to cover the shape below? Explain your answer.



_____ trapezoids

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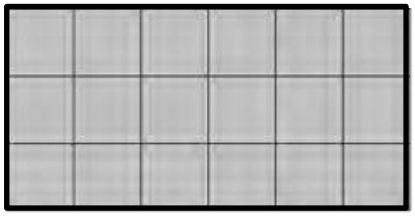
2. Angela uses squares to find the area of a rectangle. Her work is shown below.
   a. How many squares did she use to cover the rectangle?



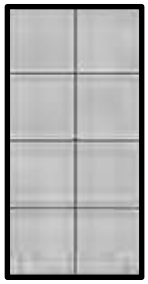
_____ squares

   b. What is the area of the rectangle in square units? Explain how you found your answer.

3. Each  is 1 square unit. Which rectangle has the biggest area? How do you know?



Rectangle A



Rectangle B



Rectangle C

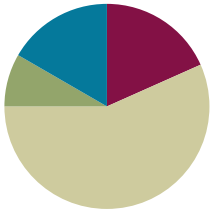
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Lesson 2

Objective: Decompose and recompose shapes to compare areas.

Suggested Lesson Structure

Fluency Practice	(11 minutes)
Application Problem	(5 minutes)
Concept Development	(34 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Fluency Practice (11 minutes)

- Group Counting **3.OA.1** (4 minutes)
- Multiply by 4 **3.OA.7** (7 minutes)

Group Counting (4 minutes)

Note: Group counting reviews interpreting multiplication as repeated addition.

Direct students to count forward and backward, occasionally changing the direction of the count.

- Sixes to 60
- Sevens to 70
- Eights to 80
- Nines to 90

Multiply by 4 (7 minutes)

Materials: (S) Multiply by 4 Pattern Sheet (6–10)

Note: This activity builds fluency with multiplication facts using units of 4. It works toward students knowing from memory all products of two one-digit numbers.

T: (Write 7 × 4.) Let's skip-count up by fours. (Count with fingers to 7 as students count.)
S: 4, 8, 12, 16, 20, 24, 28.
T: What is 7 × 4?
S: 28.
T: Let's see how we can skip-count down to find the answer, too. (Show 10 fingers.) Start at 10 fours, 40. (Count down with your fingers as students say numbers.)

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S: 40, 36, 32, 28.

Continue with the following possible sequence: 9 × 4, 6 × 4, and 8 × 4.

T: (Distribute Multiply by 4 Pattern Sheet.) Let's practice multiplying by 4. Be sure to work left to right across the page.

Directions for administration of *Multiply By* pattern sheet:

1. Distribute pattern sheet.
2. Allow a maximum of two minutes for students to complete as many problems as possible.
3. Direct students to work left to right across the page.
4. Encourage skip-counting strategies to solve unknown facts.

Application Problem (5 minutes)

Wilma and Freddie use patterns blocks to make shapes as shown. Freddie says his shape is bigger than Wilma's because it's longer than hers. Is he right? Explain your answer.

Wilma's Shape



Freddie's Shape



Wilma's Shape: 6 triangles
6 rhombuses
1 hexagon

Freddie's Shape: 6 triangles
6 rhombuses
1 hexagon

No, Freddie is not right. They both use the same pattern blocks, but they arranged them differently. Since they used the same pattern blocks, their shapes have the same areas.

Note: This problem reviews G3–M4–Lesson 1, specifically that even though shapes look different, they can have the same area.

Concept Development (34 minutes)

Materials: (S) Paper Strip 1: 1 in × 12 in, Paper Strip 2: 1 cm × 12 cm, scissors, ruler, Problem Set page 1

Students begin with Paper Strip 1.

T: Measure your strip. How tall is it?

S: 1 inch tall.

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T: Start at the edge of your strip and use your ruler to mark inches along the top. Do the same along the bottom. Use your ruler to connect the marks at the top to the matching marks at the bottom.



T: How many units make up your strip?
S: 12 units.
T: What shape are they?
S: They're squares. Each one has 4 sides that are 1 inch.
T: What is the area of the paper strip in square units?
S: 12 square units!
T: Since the sides of the squares each measure 1 inch, we call one of these squares a square inch. What is the area of your paper strip in square inches?

MP.6

S: 12 square inches!
T: Did the number of squares change?
S: No.
T: Talk to a partner. What changed about the way we talked about the area of the paper strip?
S: The units changed. → Before we called them square units, but now we can call them square inches because all 4 sides measure 1 inch. → We named this square unit. A square unit could have sides of any length. A square inch is always the same thing.
T: Cut your paper strip along the lines you drew. Now rearrange all 12 squares into 2 equal rows. Remember, the squares have to touch but can't overlap.
T: Draw your rectangle in the chart for Problem 1. What is the area of the rectangle?
S: 12 square inches.
T: Record the area. You can record it by writing 12 square inches, or you can write 12 sq in.
T: Rearrange all 12 squares into 3 equal rows to make a new rectangle. Draw it in the chart and record the area. At my signal, whisper the area of your rectangle to a partner. (Signal.)
S: 12 square inches.
T: Rearrange all 12 squares into 4 equal rows to make a new rectangle. Draw it in the chart and record the area. At my signal, whisper the area of your rectangle to a partner. (Signal.)
S: 12 square inches.
T: How is it possible that these three different rectangles and our paper strip all have the same area?

NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Make it easy for learners to mark inches and cut the strip with the following tips:

- Provide strips of thicker paper, such as cardstock.
- Provide strips of grid or graph paper to facilitate drawing lines.
- If you offer paper strips with pre-drawn tick marks, guide discovery of *inches*. Darken lines for cutting.
- Offer left-handed and adaptive scissors, if needed.

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S: We used the same squares for each one, so they all have the same area. → We rearranged 12 square inches each time. Just rearranging them doesn't change the area.

Repeat the process with Paper Strip 2 (1 cm × 12 cm).

Note: The square inch and square centimeter tiles will be used again in G3–M4–Lesson 7. You may want to collect them or have students store them in a safe place.

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. Some problems do not specify a method for solving. This is an intentional reduction of scaffolding that invokes MP.5, Use Appropriate Tools Strategically. Students should solve these problems using the RDW approach used for Application Problems.

For some classes, it may be appropriate to modify the assignment by specifying which problems students should work on first. With this option, let the careful sequencing of the Problem Set guide your selections so that problems continue to be scaffolded. Balance word problems with other problem types to ensure a range of practice. Assign incomplete problems for homework or at another time during the day.

NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Students working above grade level may enjoy more autonomy as they explore and compare area. Offer the choice of a partner game in which Partner A constructs a shape, after which Partner B constructs a shape with a greater or lesser area. Encourage students to modify the game or invent another that compares area.

Student Debrief (10 minutes)

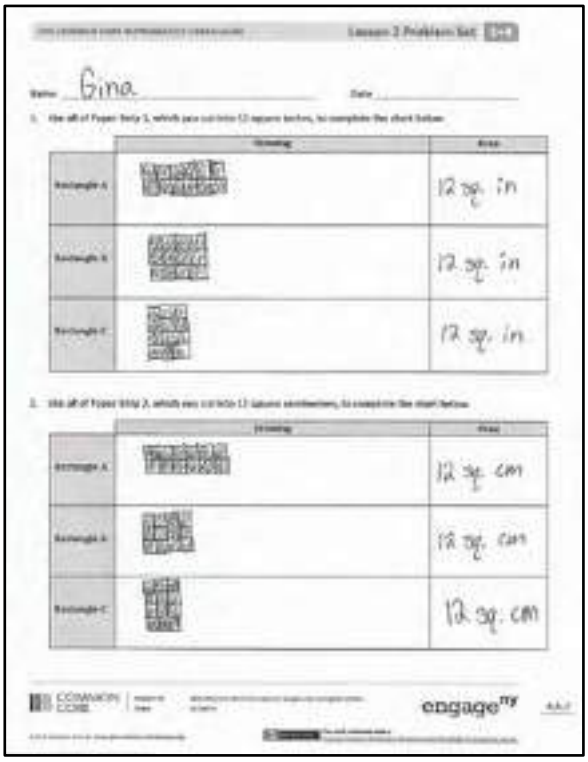
Lesson Objective: Decompose and recompose shapes to compare areas.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

You may choose to use any combination of the questions below to lead the discussion.

- Talk to a partner. What new units did we define today?
- Look at Problem 4. If Maggie uses square inches for Shape A and square centimeters for Shape B, which shape has a larger area?



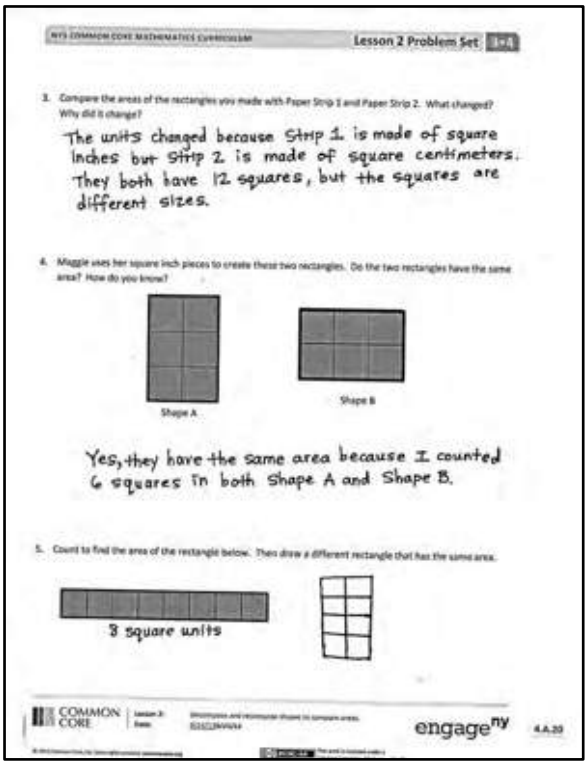
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How do you know?

- Compare the shape you drew in Problem 5 to a partner's. Are they the same? Do they have the same area? Why or why not?
- We started our lesson by using an inch ruler to break apart a rectangle into square inches. Turn and talk to a partner. Why was it important to break apart the rectangle into square inches?

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help you assess the students' understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the students.



NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 2 Problem Set 3•4

3. Compare the areas of the rectangles you made with Paper Strip 1 and Paper Strip 2. What changed? Why did it change?

The units changed because Strip 1 is made of square inches but Strip 2 is made of square centimeters. They both have 12 squares, but the squares are different sizes.

4. Maggie uses her square inch pieces to create these two rectangles. Do the two rectangles have the same area? How do you know?

Shape A

Shape B

Yes, they have the same area because I counted 6 squares in both Shape A and Shape B.

5. Count to find the area of the rectangle below. Then draw a different rectangle that has the same area.

3 square units

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engage^ny

4.A.20

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Multiply.

4 x 1 = _____	4 x 2 = _____	4 x 3 = _____	4 x 4 = _____
4 x 5 = _____	4 x 6 = _____	4 x 7 = _____	4 x 8 = _____
4 x 9 = _____	4 x 10 = _____	4 x 5 = _____	4 x 6 = _____
4 x 5 = _____	4 x 7 = _____	4 x 5 = _____	4 x 8 = _____
4 x 5 = _____	4 x 9 = _____	4 x 5 = _____	4 x 10 = _____
4 x 6 = _____	4 x 5 = _____	4 x 6 = _____	4 x 7 = _____
4 x 6 = _____	4 x 8 = _____	4 x 6 = _____	4 x 9 = _____
4 x 6 = _____	4 x 7 = _____	4 x 6 = _____	4 x 7 = _____
4 x 8 = _____	4 x 7 = _____	4 x 9 = _____	4 x 7 = _____
4 x 8 = _____	4 x 6 = _____	4 x 8 = _____	4 x 7 = _____
4 x 8 = _____	4 x 9 = _____	4 x 9 = _____	4 x 6 = _____
4 x 9 = _____	4 x 7 = _____	4 x 9 = _____	4 x 8 = _____
4 x 9 = _____	4 x 8 = _____	4 x 6 = _____	4 x 9 = _____
4 x 7 = _____	4 x 9 = _____	4 x 6 = _____	4 x 8 = _____
4 x 9 = _____	4 x 7 = _____	4 x 6 = _____	4 x 8 = _____

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Name _____ Date _____

1. Use all of Paper Strip 1, which you cut into 12 square inches, to complete the chart below.

	Drawing	Area
Rectangle A		
Rectangle B		
Rectangle C		

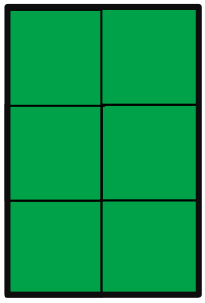
2. Use all of Paper Strip 2, which you cut into 12 square centimeters, to complete the chart below.

	Drawing	Area
Rectangle A		
Rectangle B		
Rectangle C		

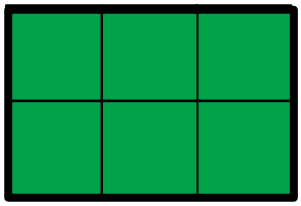
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3. Compare the areas of the rectangles you made with Paper Strip 1 and Paper Strip 2. What changed? Why did it change?

4. Maggie uses her square inch pieces to create these two rectangles. Do the two rectangles have the same area? How do you know?



Shape A



Shape B

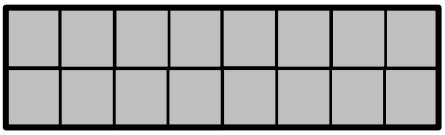
5. Count to find the area of the rectangle below. Then draw a different rectangle that has the same area.



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Name _____ Date _____

1. Each ▢ is a square unit. Find the area of the rectangle below. Then draw a different rectangle with the same number of square units.



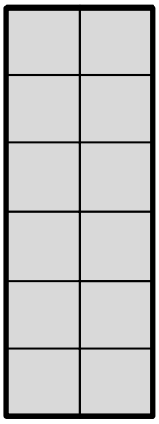
2. Zach creates a rectangle with an area of 6 square inches. Luke makes a rectangle with an area of 6 square centimeters. Do the two rectangles have the same area? Why or why not?

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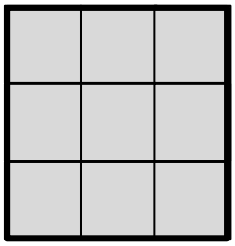
1. Each  is a square unit. Count to find the area of each rectangle. Then circle all the rectangles with an area of 12 square units.

a.



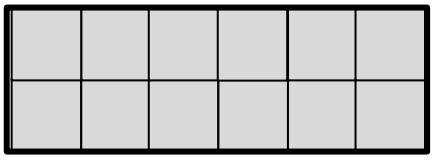
Area = _____ square units

b.



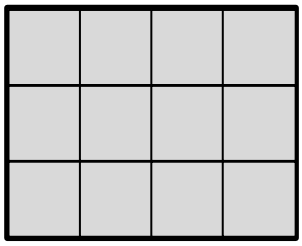
Area = _____ square units

c.



Area = _____ square units

d.



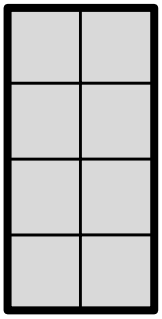
Area = _____ square units

e.



Area = _____ square units

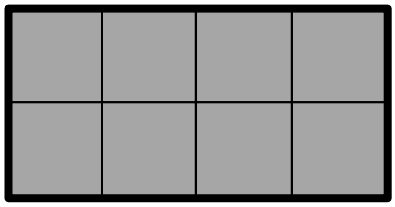
f.



Area = _____ square units

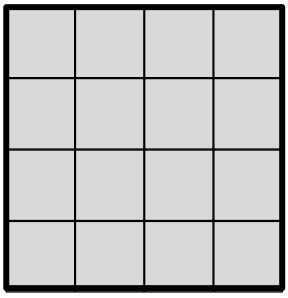
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2. Colin uses square inch pieces to create these rectangles. Do they have the same area? Explain.





3. Each  is a square unit. Count to find the area of the rectangle below. Then draw a different rectangle that has the same area.

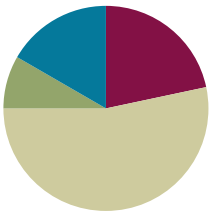


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Lesson 3

Objective: Model tiling with centimeter and inch unit squares as a strategy to measure area.

Suggested Lesson Structure



Fluency Practice	(13 minutes)
Application Problem	(5 minutes)
Concept Development	(32 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**

Fluency Practice (13 minutes)

- Find the Common Products **3.OA.7** (7 minutes)
- Count the Square Units **3.MD.6** (6 minutes)

Find the Common Products (7 minutes)

Materials: (S) Blank paper

Note: This fluency reviews multiplication patterns from G3–Module 3.

T: Fold your paper in half vertically.

T: On the left half, count by threes to 30 down the side of your paper.

T: On the right half, count by sixes to 60 down the side of your paper.

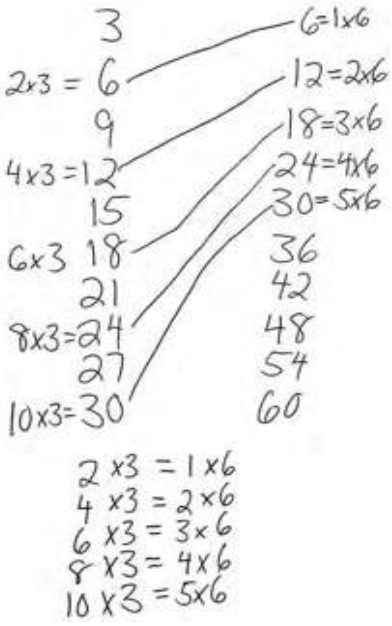
T: Draw a line to match the products that appear in both columns.

S: (Match 6, 12, 18, 24, and 30.)

T: (Write ___ × 3 = 6, ___ × 3 = 12, ___ × 3 = 18, ___ × 3 = 24, and ___ × 3 = 30 next to each matched product on the left half of the paper.) Write the equations next to their products like I did, completing the unknown factors.

S: (Write equations and complete unknowns.)

T: (Write 6 = ___ × 6, 12 = ___ × 6, 18 = ___ × 6, 24 = ___ × 6, and 30 = ___ × 6 next to each matched product on the left half of the paper.) Write the equations next to their products like I did, completing the unknown factors.



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S: (Write equations and complete unknowns.)

T: (Write 2 × 3 = ___ × 6.) Say the equation, completing the unknown factor.

S: 2 × 3 = 1 × 6.

T: (Write 2 × 3 = 1 × 6.) Write the remaining equal facts as equations.

S: (Write 4 × 3 = 2 × 6, 6 × 3 = 3 × 6, 8 × 3 = 4 × 6, and 10 × 3 = 5 × 6.)

T: What is the pattern in your equations?

S: Each multiple of 6 is also a multiple of 3.

Figures for *Count the Square Units*

Figure 1

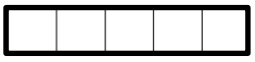


Figure 2

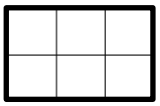


Figure 3

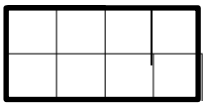


Figure 4

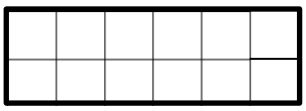
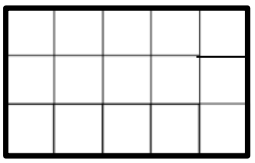


Figure 5



Count the Square Units (6 minutes)

Note: This fluency reviews finding total area using square units.

T: (Project a 1 × 5 tiled array similar to Figure 1 at right.) What's the area of the rectangle? (Pause.)

S: 5 square units.

Continue with Figures 2–5.

Application Problem (5 minutes)

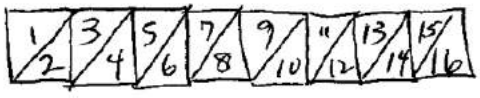
Jace uses paper squares to create a rectangle. Clary cuts all of Jace's squares in half to create triangles. She uses all the triangles to make a rectangle. There are 16 triangles in Clary's rectangle. How many squares were in Jace's shape?

Possible student solutions:

- Dividing

16 ÷ 2 = 8 There were 8 squares in Jace's shape.

- Drawing a picture



There were 8 squares in Jace's shape.

- Skip-counting by twos

2, 4, 6, 8, 10, 12, 14, 16 8 twos There were 8 squares in Jace's shape.

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Note: This problem reviews multiplying or dividing by units of 2 from G3–Module 1, depending on how students solve. Invite students to share their strategies for solving.

Concept Development (32 minutes)

Materials: (S) Square-centimeter and square-inch tiles (from G3–M4–Lesson 2), centimeter and inch grid paper, ruler, personal white board

Pass out 10 square-centimeter tiles to each student.

T: Arrange all of your square tiles in 2 equal rows to create a rectangle. Make sure the tiles are touching and don't overlap. (Allow students time to create rectangle.) What is the area of your rectangle?

S: 10 square units.

T: Is there another way you could arrange all of your tiles to make a rectangle?

S: We could make 5 rows of 2. → Or, 1 row of 10.

T: Make 1 row of 10. (Allow students time to make new rectangle.) What is the area of your rectangle now?

S: It's still 10 square units!

T: Use your ruler to measure all four sides of a tile in centimeters. (Wait for students to measure.) Can we define these units more precisely?

S: Yes, they're square centimeters! → Yes, all four sides measure 1 centimeter so they're square centimeters.

T: What is the area of your rectangle in square centimeters?

S: 10 square centimeters.

T: (Pass out centimeter grid paper.) Slip the grid paper into your personal board. Each side of the square in the grid measures 1 centimeter. How is this grid paper like the tiles we used?

S: They're both square centimeters.

T: Shade the grid paper to represent the rectangle you made with tiles.

T: Remove a tile from your rectangle, making sure your tiles all still touch to form a rectangle. (Pause.) What is the area of the rectangle now?

S: 9 square centimeters!

T: How can you change the rectangle on the grid paper to have the same area as your new tile rectangle?

S: Erase one of the squares.

NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Offer an alternative to drawing, shading, and erasing rectangles using a marker. Some students may find it easier to represent and shade rectangles using a Smart Board or personal computer.

NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Support English language learners as they compose their written response to Problem 3. Discussing their reasoning with a partner before writing may be advantageous. Encourage students to use *area* and *square units* in their response. Request that the student clarify, if necessary, and guide the elaboration of their ideas.

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T: Go ahead and do that. What is the area of the shaded rectangle?

S: 9 square centimeters.

Repeat this process with the inch tiles and grid paper. If time allows, students can shade a shape for a partner, who then finds the area of the shape. Then they can erase squares to create shapes with smaller areas. As students are ready, they can start to draw shapes using squares rather than just erasing them.

Problem Set (10 minutes)

Square-inch and square-centimeter grid paper are needed for some of these problems. Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students solve these problems using the RDW approach used for Application Problems.

Student Debrief (10 minutes)

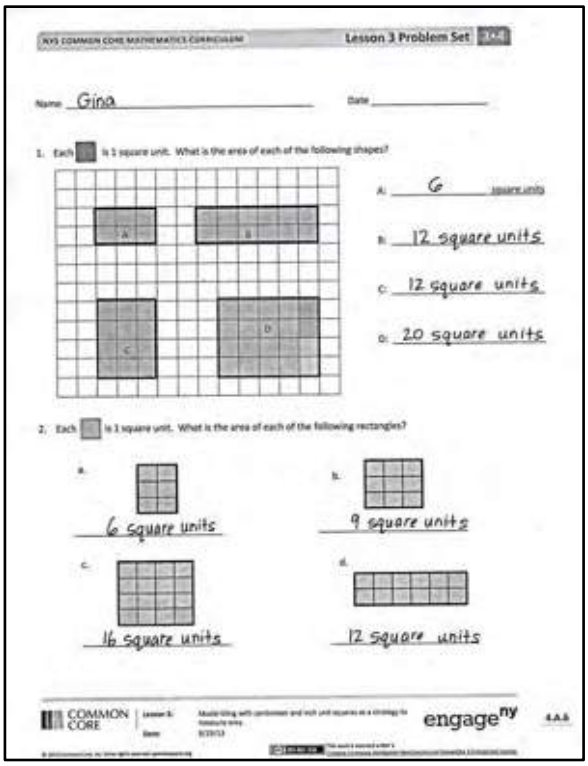
Lesson Objective: Model tiling with centimeter and inch unit squares as a strategy to measure area.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

You may choose to use any combination of the questions below to lead the discussion.

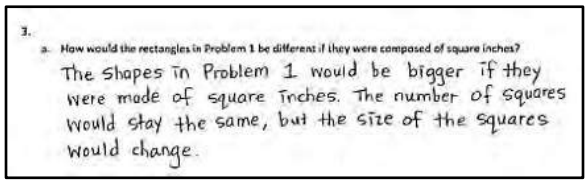
- How are the rectangles in Problems 1(b) and 1(c) the same? How are they different?
- How are the rectangles in Problems 1(a) and 2(a) the same? How are they different?
- Which rectangle in Problem 2 has the biggest area? How do you know?
- Compare the rectangles you made in Problem 4 with a partner's rectangles. How are they the same? How are they different?



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Exit Ticket (3 minutes)

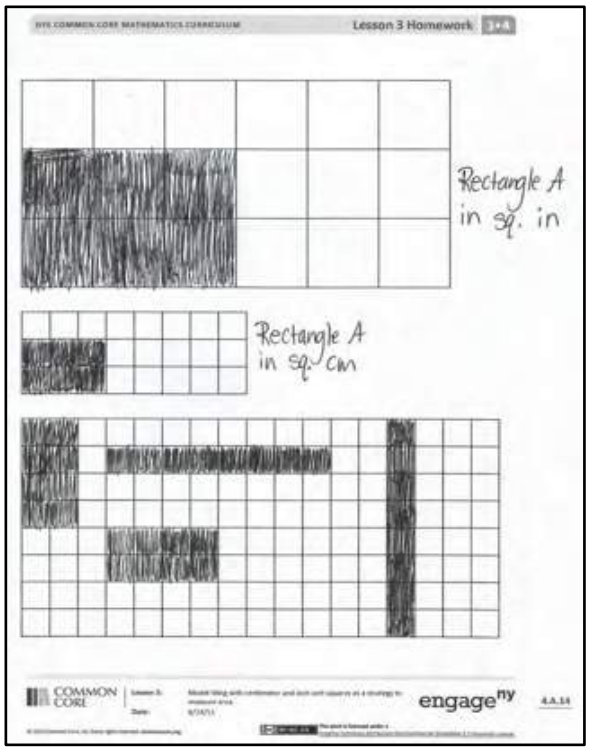
After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help you assess the students' understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the students.


3.

a. How would the rectangles in Problem 1 be different if they were composed of square inches?

The shapes in Problem 1 would be bigger if they were made of square inches. The number of squares would stay the same, but the size of the squares would change.

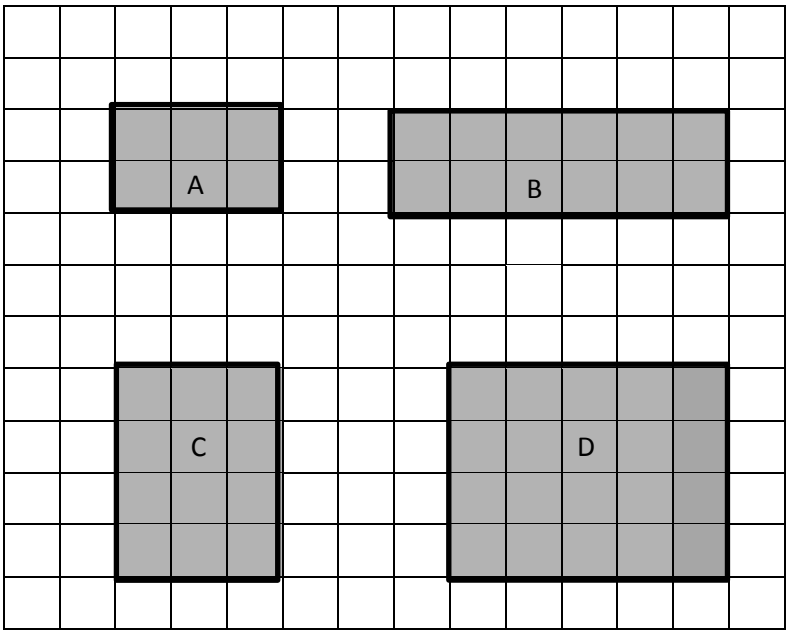
Examples of Problems 3(b) and 4



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Name _____ Date _____

1. Each ☐ is 1 square unit. What is the area of each of the following rectangles?



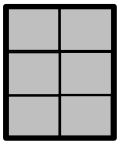
A: _____ square units

B: _____

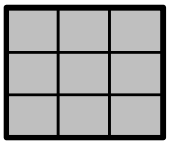
C: _____

D: _____

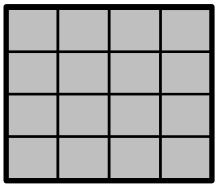
2. Each ▭ is 1 square unit. What is the area of each of the following rectangles?

a. 

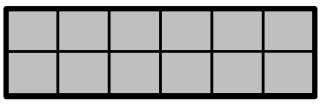
_____

b. 

_____

c. 

_____

d. 

_____

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3.

a. How would the rectangles in Problem 1 be different if they were composed of square inches?

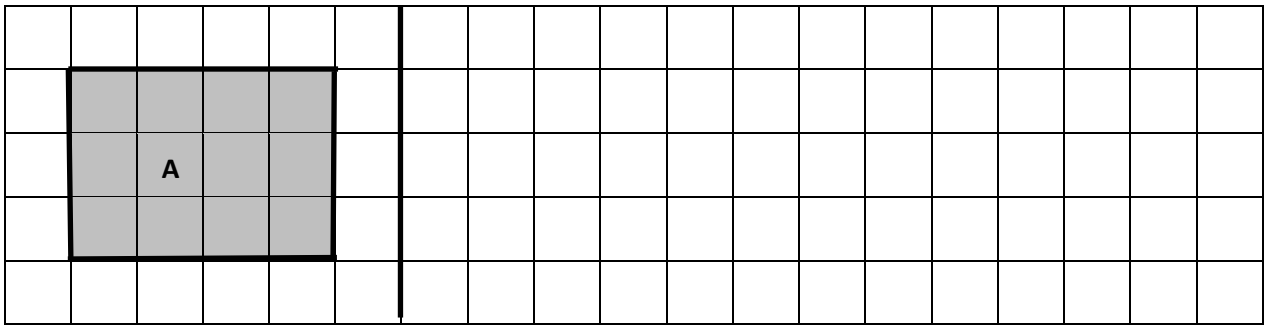
b. Select one rectangle from Problem 1 and recreate it on square-inch and square-centimeter grid paper.

4. Use a separate piece of square-centimeter grid paper. Draw four different rectangles that each has an area of 8 square centimeters.

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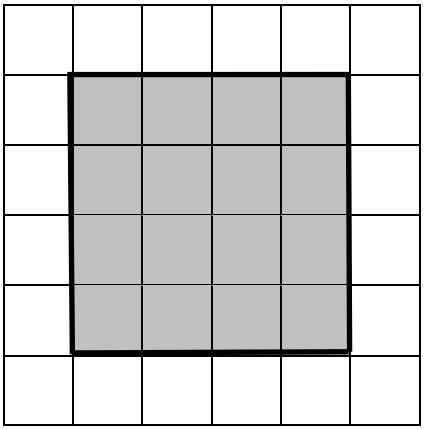
Name _____ Date _____

1. Each ☐ is 1 square unit. Write the area of Rectangle A. Then draw another rectangle with the same area in the space provided.



Area = _____

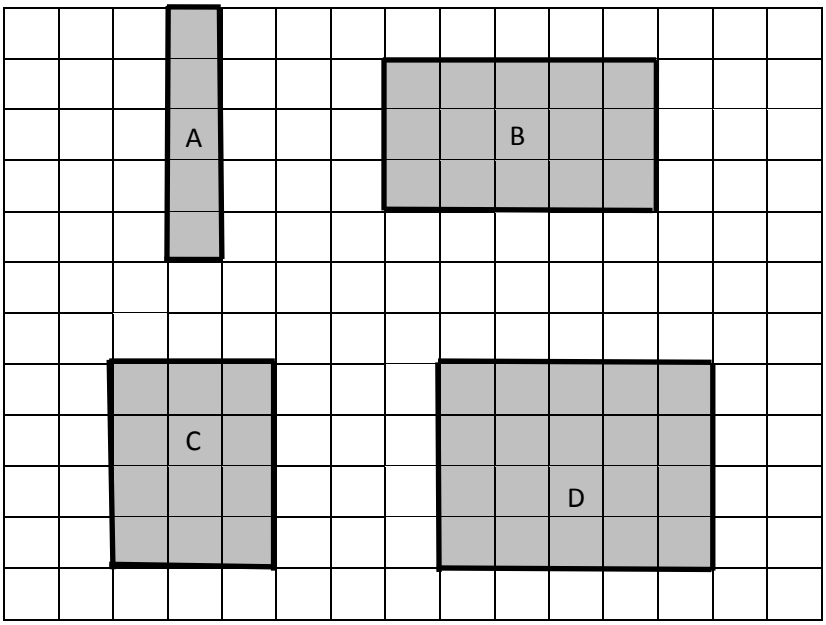
2. Each ☐ is 1 square unit. Does this rectangle have the same area as Rectangle A? Explain.



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Name _____ Date _____

1. Each ☐ is 1 square unit. What is the area of each of the following rectangles?



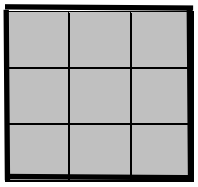
A: _____ square units

B: _____

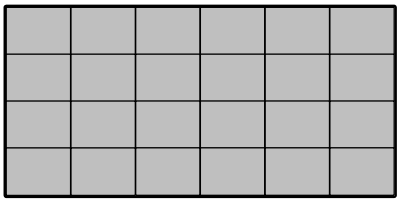
C: _____

D: _____

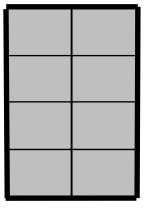
2. Each ▢ is 1 square unit. What is the area of each of the following rectangles?

a. 

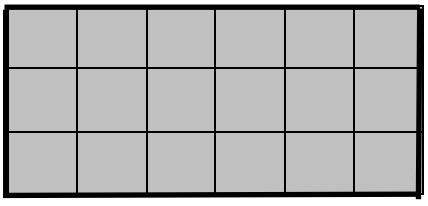
_____

b. 

_____

c. 

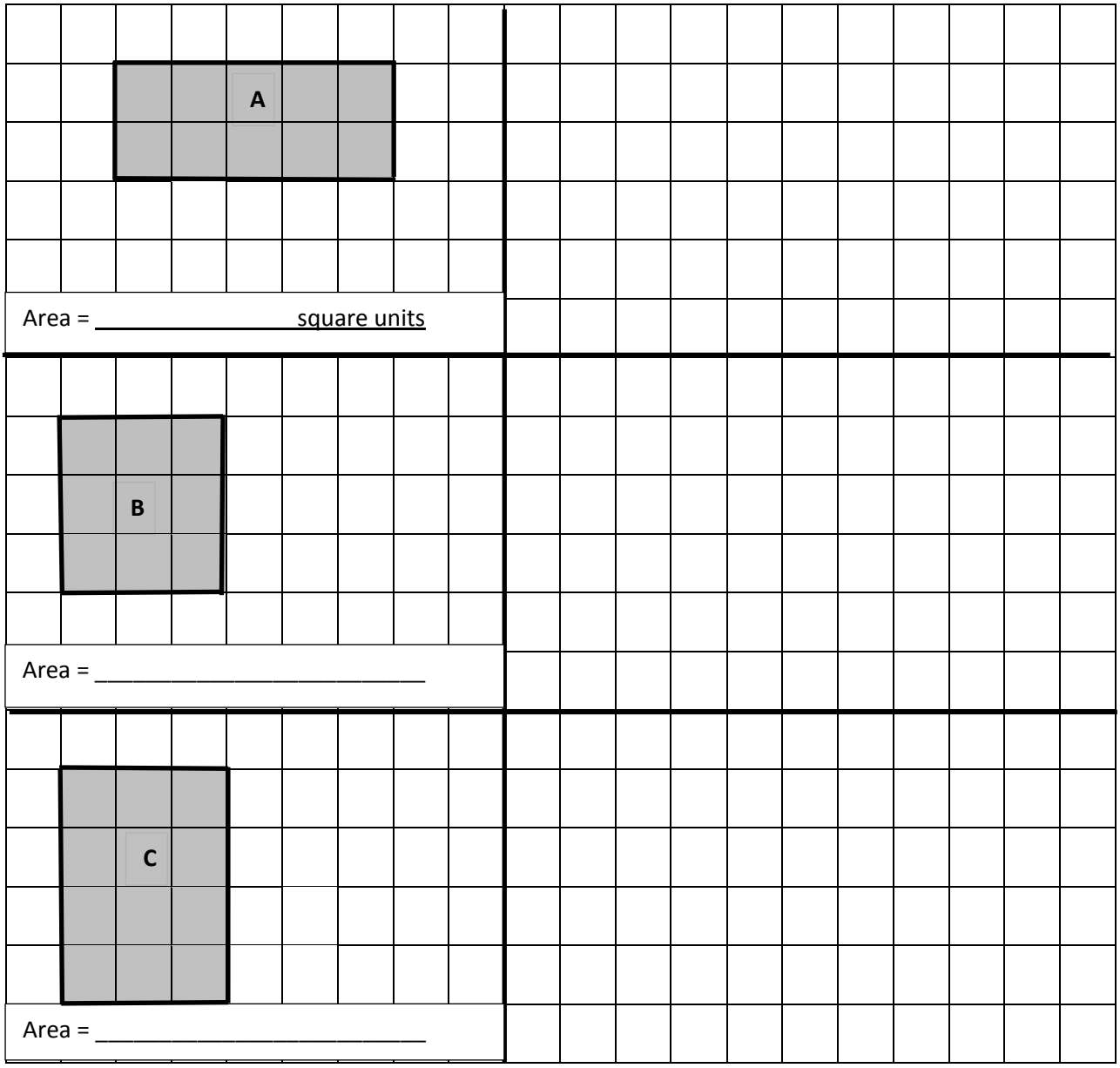
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d. 

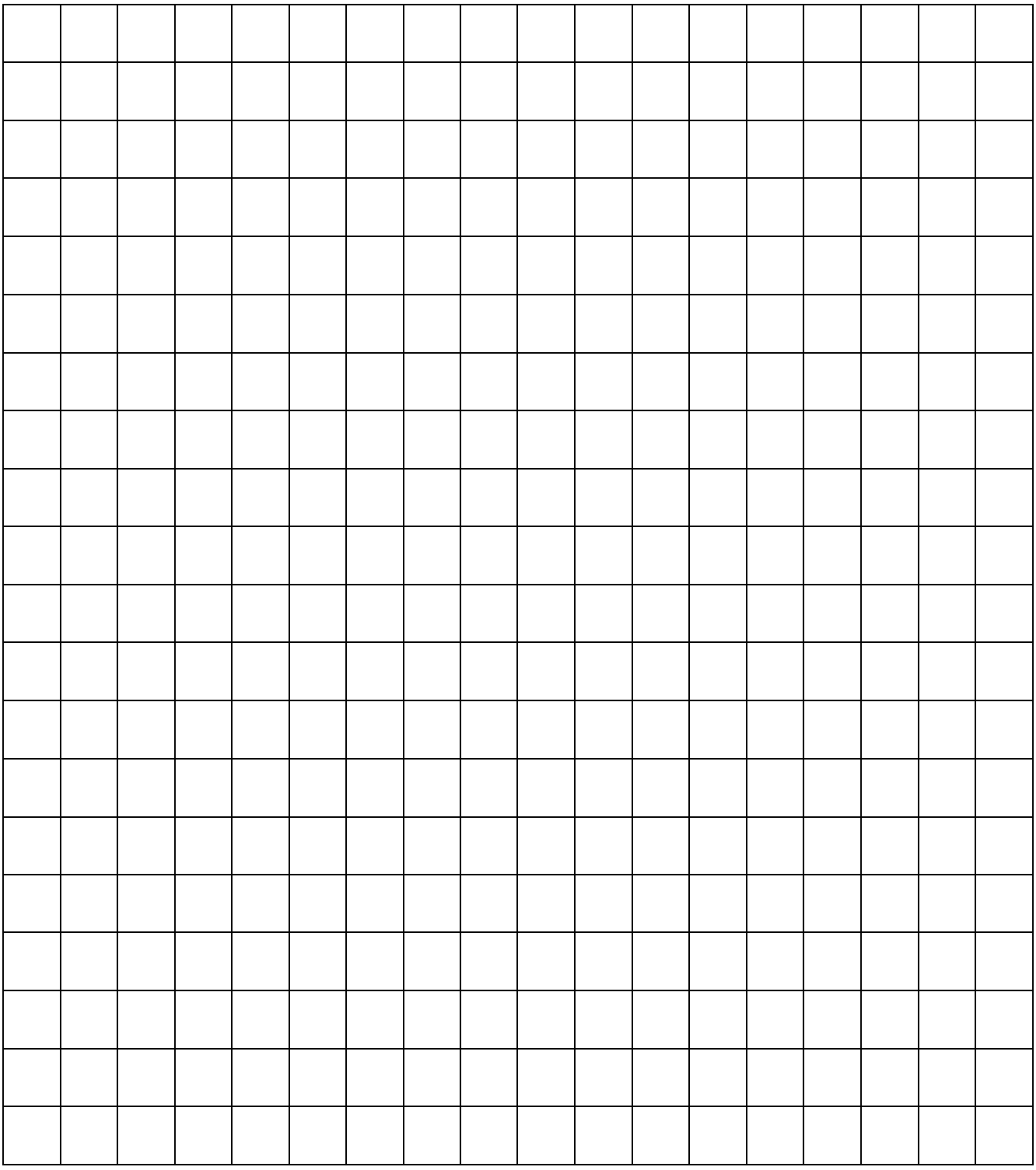
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3. Each ☐ is 1 square unit. Write the area of each rectangle. Then draw another rectangle with the same area in the space provided.



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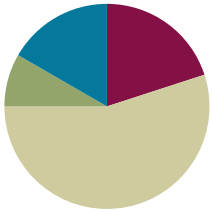
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Lesson 4

Objective: Relate side lengths with the number of tiles on a side.

Suggested Lesson Structure



Fluency Practice	(12 minutes)
Application Problem	(5 minutes)
Concept Development	(33 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**

Fluency Practice (12 minutes)

- Group Counting **3.OA.1** (3 minutes)
- Products in an Array **3.OA.3** (3 minutes)
- Count the Square Units **3.MD.6** (6 minutes)

Group Counting (3 minutes)

Note: Group counting reviews interpreting multiplication as repeated addition.

Direct students to count forward and backward, occasionally changing the direction of the count.

- Sixes to 60
- Sevens to 70
- Eights to 80
- Nines to 90

Products in an Array (3 minutes)

Materials: (S) Personal white boards

Note: This fluency anticipates relating multiplication with area in G3–M4–Topic B.

T: (Project an array with 5 rows of 3 stars.) How many rows of stars do you see?
S: 5 rows.
T: How many stars are in each row?
S: 3 stars.
T: On your boards, write two multiplication sentences that can be used to find the total number of stars.

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S: (Write 5 × 3 = 15 and 3 × 5 = 15.)

Continue with the following possible sequence: 4 by 6, 7 by 3, 8 by 5, and 9 by 7.

Count the Square Units (6 minutes)

Note: This fluency reviews comparing the area of different shapes.

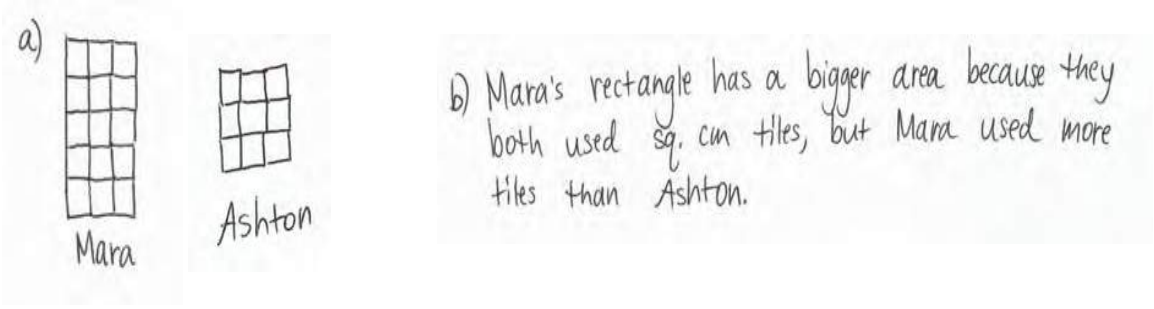
T: (Project an 8 × 1 tiled array.) How many square units are in the rectangle?
S: 8 units.
T: (Write *8 units* next to the rectangle. Project a 4 × 2 tiled array.) How many square units are in the rectangle?
S: 8 units.
T: (Write *8 units* next to the rectangle. Project a 2 × 4 tiled array.) How many square units are in the rectangle?
S: 8 units.
T: (Write *8 units* next to the rectangle. Project a 1 × 8 tiled array.) How many square units are in the rectangle?
S: 8 units.
T: (Write *8 units* next to the rectangle.) Do the four rectangles look the same?
S: No.
T: What do the rectangles have in common?
S: They are each made up of 8 square units.

Continue with the following possible sequence: 12 × 1, 1 × 12, 6 × 2, 3 × 4, 2 × 6, and 4 × 3.

Application Problem (5 minutes)

Mara uses 15 square-centimeter tiles to make a rectangle. Ashton uses 9 square-centimeter tiles to make a rectangle.

a. Draw what Mara's and Ashton's rectangles might look like.
b. Whose rectangle has a bigger area? How do you know?



Note: This problem reviews G3–M4–Lesson 2, specifically tiling with square units. Invite students to share and compare their drawings for Mara's and Ashton's rectangles.

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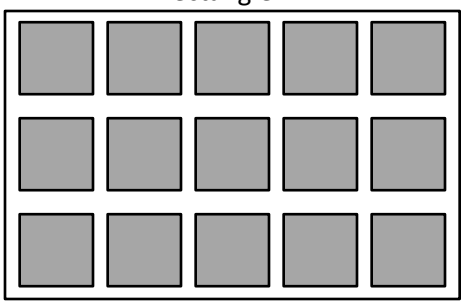
Concept Development (33 minutes)

Materials: (S) 15 square-inch and square-centimeter tiles, ruler, personal white board

Pass out 15 square-inch tiles to each student.

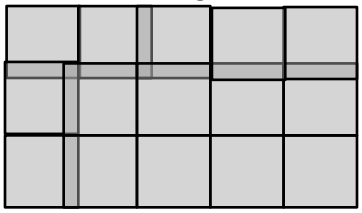
T: These tiles are square…?
S: Inches!
T: Use the tiles to make a 3 by 5 array. (Allow students time to make array.) Push the tiles together to form a rectangle with no gaps or overlaps. What is the area of your rectangle?
S: 15 square inches.
T: I see your squares are nicely arranged to form a rectangle. What about these? (Project Rectangles A and B shown at right.) I used 15 square-inch tiles to make both of these rectangles. Talk to a partner. Is the area of both rectangles 15 square inches?

Rectangle A



S: Yes, the number of tiles is the same. → No, A's area is bigger than 15 square inches because there are gaps between the tiles. B's area is smaller because some of the tiles are on top of each other.
T: Why is it important to avoid gaps or overlaps when we measure area?
S: If there are gaps or overlaps the amount of space the rectangle takes up changes. → The square unit would be wrong since some area is taken away if there are overlaps or some is added if there are gaps.

Rectangle B



T: Use your ruler to measure across the top of your rectangle in inches. What is the length of this side?
S: 5 inches.
T: How many tiles are on this side?
S: 5 tiles.
T: Use your ruler to measure the shorter side of the rectangle in inches. What is the length of this side?
S: 3 inches.
T: How many tiles are on this side?
S: 3 tiles!
MP.8 T: What is the relationship between the number of tiles on a side and the side length of the rectangle?
S: They're the same!
T: What do you notice about the lengths of the opposite sides of the rectangles?
S: They are equal!

NOTES ON MULTIPLE MEANS OF REPRESENTATION:

Scaffold student contrast of *length* and *area*. Consider placing a long string along the side of the rectangle, or have students trace the side with a finger to better illustrate *length*. In contrast, have students shade in the *area* before writing 15 square inches.

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T: Trace the rectangle on your board, then remove the tiles and label the side lengths. Now write the area inside the rectangle. What are the units for the side lengths?

S: Inches.

T: What are the units for the area?

S: Square inches.

T: Talk to a partner, why are the units different for side lengths and area?

S: The unit for side lengths is inches because we used a ruler to measure the length of the side in inches. For area, the unit is square inches because we counted the number of square-inch tiles that we used to make the rectangle.

T: Inches are used to measure lengths, like the side lengths, and square inches are used to measure the amount of flat space a figure takes up, which is the area.

Direct students to exchange square-inch tiles for square-centimeter tiles.

T: These tiles are square…

S: Centimeters!

T: Use them to make a rectangle with side lengths of 5 centimeters and 4 centimeters. (Write 5 cm and 4 cm.) Tell your partner how many tiles you'll count to make each side.

S: I'll make one side with 5 tiles and the other with 4 tiles. → Actually we'll count 5 tiles each for two sides of the rectangle, and 4 tiles each for the other two sides. Opposite sides are the same, remember?

T: Make your rectangle on top of your personal board. Label the side lengths.

S: (Make rectangle and label side lengths 5 cm and 4 cm.)

T: How many fives did you make? Why?

S: 4 fives, because the other side length is 4.

T: What is the total of 4 fives?

S: 20.

T: Skip-count your fives to find the total area of the rectangle. (Pause.) What is the total area?

S: 20 square centimeters!

T: What is the relationship between the side lengths and area?

S: If you multiply 5 times 4 then you get 20!

NOTES ON MULTIPLE MEANS OF REPRESENTATION:

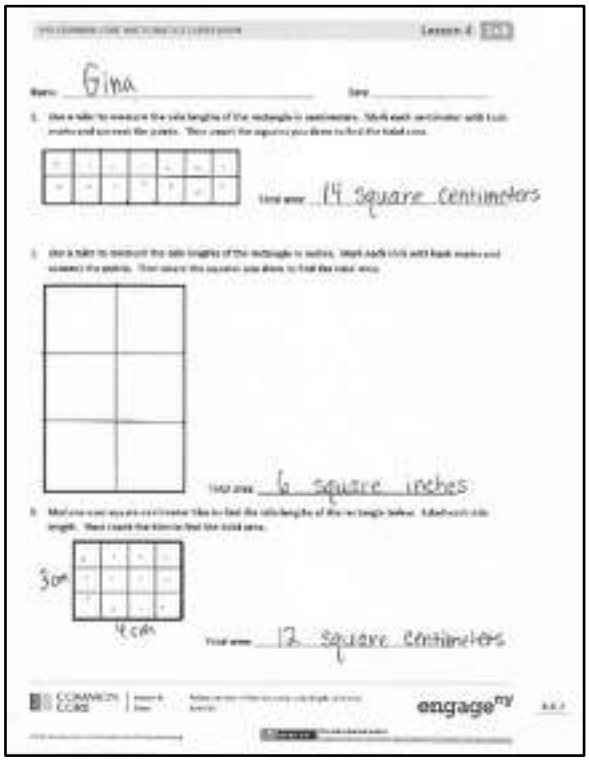
Alternatively, build the rectangle in 4 rows of 5 centimeter tiles. As students place each row, encourage careful and meaningful counting. Students may benefit from counting each tile in the row so as not to add extra tiles. Then, recapture by counting by fives, "5, 10, 15, 20."

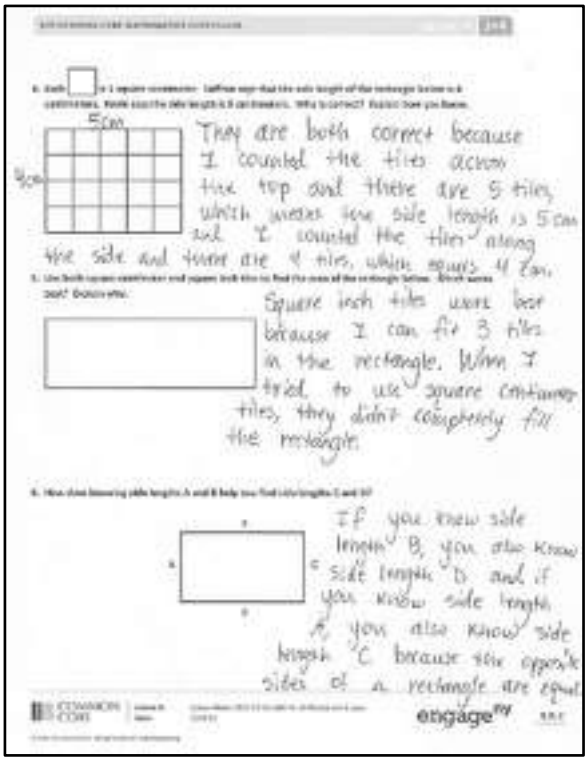
If time allows, repeat the process with a rectangle with side lengths of 3 centimeters and 6 centimeters. As students are ready, tell them the area and let them build a rectangle and name the side lengths.

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Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students solve these problems using the RDW approach used for Application Problems.





Student Debrief (10 minutes)

Lesson Objective: Relate side lengths with the number of tiles on a side.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

You may choose to use any combination of the questions below to lead the discussion.

- Tell a partner how you could use square-centimeter tiles to check your work in Problem 1.
- Compare the areas of the rectangles in Problems 1 and 2. Which rectangle has a bigger area? How do you know?
- What are the side lengths of the shape in Problem 3? Are all the sides the same? How do you know? What shape is this?
- What is the area of the rectangle in Problem 4? Explain how you found the area to a partner.
- How many centimeter tiles fit in the rectangle in Problem 5? Is that the area of the rectangle in square centimeters? Why or why not?
- In Problem 6, if the side length of A is 4 units, would 3 units make sense for the side length of B? Why or why not? What *would* make sense?

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Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help you assess the students' understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the student.

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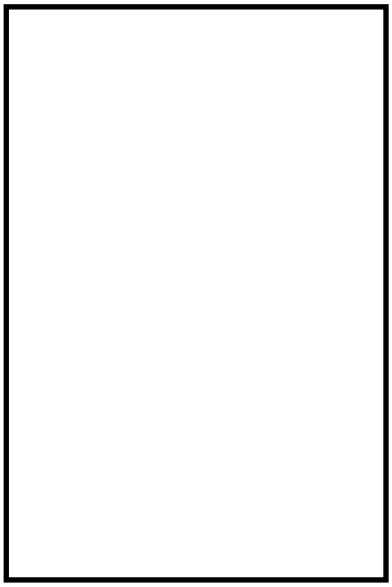
Name _____ Date _____

1. Use a ruler to measure the side lengths of the rectangle in centimeters. Mark each centimeter with a point and connect the points to show the square units. Then count the squares you drew to find the total area.



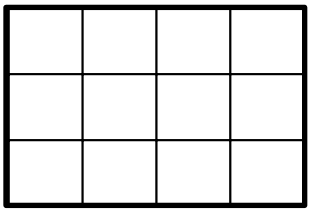
Total area: _____

2. Use a ruler to measure the side lengths of the rectangle in inches. Mark each inch with a point and connect the points to show the square units. Then count the squares you drew to find the total area.



Total area: _____

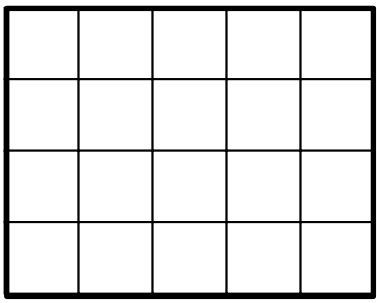
3. Mariana uses square-centimeter tiles to find the side lengths of the rectangle below. Label each side length. Then count the tiles to find the total area.



Total area: _____

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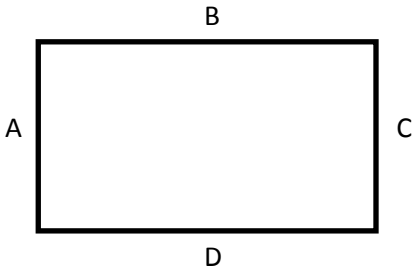
4. Each ☐ is 1 square centimeter. Saffron says that the side length of the rectangle below is 4 centimeters. Kevin says the side length is 5 centimeters. Who is correct? Explain how you know.



5. Use both square-centimeter and square-inch tiles to find the area of the rectangle below. Which works best? Explain why.



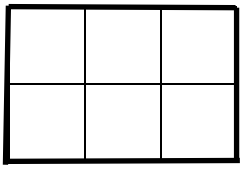
6. How does knowing side lengths A and B help you find side lengths C and D on the rectangle below?



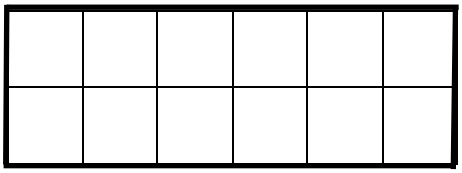
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Name _____ Date _____

Label the side lengths of each rectangle. Then match the rectangle to its total area.



12 sq cm



5 sq in

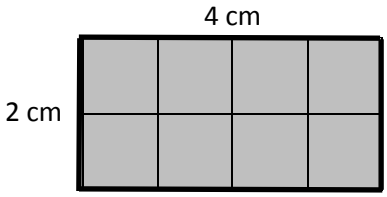


6 sq cm

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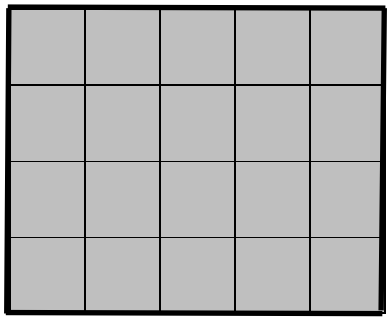
Name _____ Date _____

1. Ella placed square-centimeter tiles on the rectangle below, and then labeled the side lengths. What is the area of her rectangle?



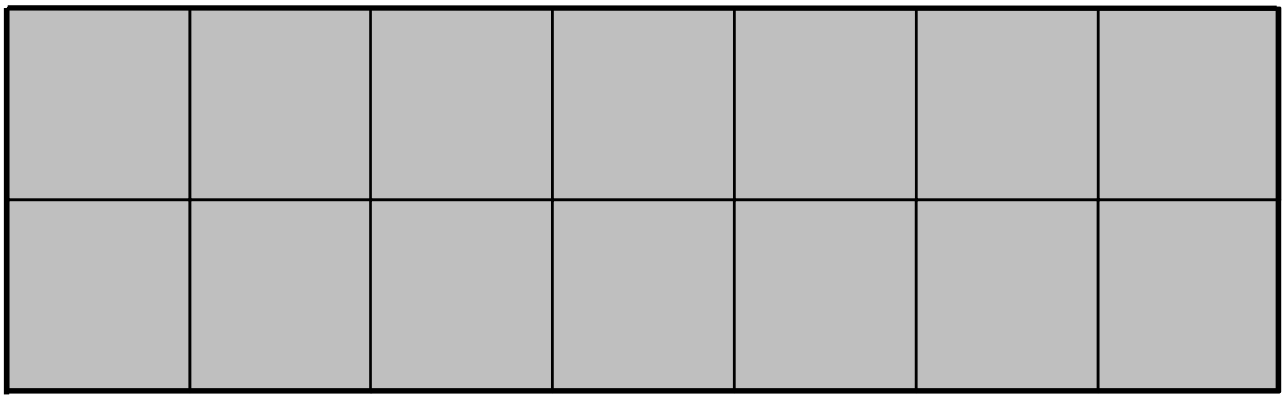
Total area: _____

2. Kyle uses square-centimeter tiles to find the side lengths of the rectangle below. Label each side length. Then count the tiles to find the total area.



Total area: _____

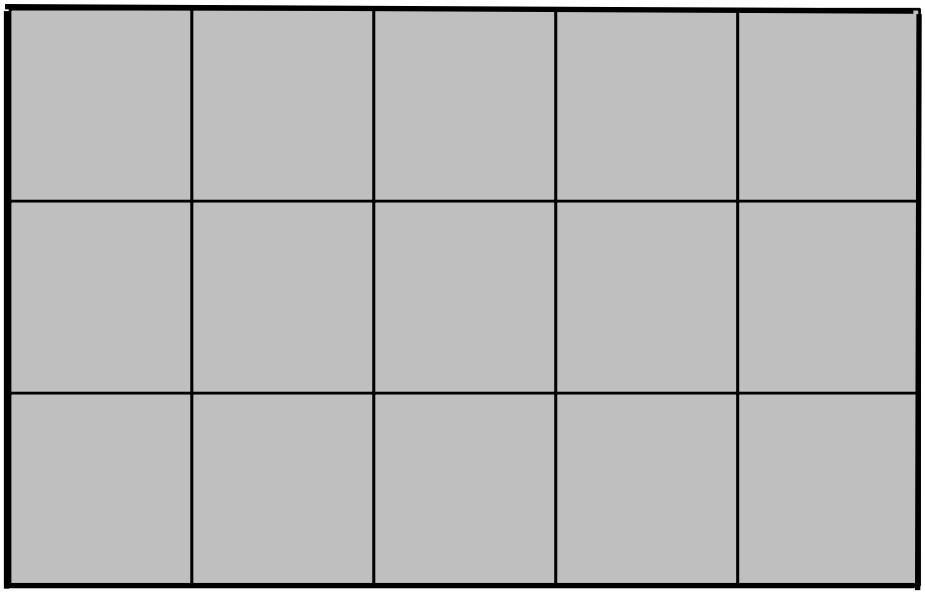
3. Maura uses square-inch tiles to find the side lengths of the rectangle below. Label each side length. Then find the total area.



Total area: _____

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4. Each square unit below is 1 square inch. Claire says that the side length of the rectangle below is 3 inches. Tyler says the side length is 5 inches. Who is correct? Explain how you know.



5. Label the unknown side lengths for the rectangle below, then find the area. Explain how you used the lengths provided to find the unknown lengths and area.

4 inches

2 inches



_____

_____

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Topic B

Concepts of Area Measurement

3.MD.5, 3.MD.6, 3.MD.7

Focus Standards:	3.MD.5	Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.
	3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
	3.MD.7	Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
Instructional Days:	4	
Coherence -Links from:	G2–M2	Addition and Subtraction of Length Units
	G3–M1	Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10
	G3–M3	Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10
-Links to:	G4–M3	Multi-Digit Multiplication and Division
	G4–M7	Exploring Multiplication

In previous lessons, students tiled given rectangles. In Lesson 5, students build rectangles using unit square tiles to make arrays when given specific criteria. For example, students may be told that there are 24 tiles inside the rectangle and that one side of the rectangle is covered with 4 tiles. Students may start by building one column of the array to represent a length of 4 units, then duplicate that process until they reach 24 total tiles, skip-counting by fours. Finally they physically push together the rows of tiles to make the array. When they count the number of fours, the process connects to unknown factor problems (in this case, the unknown factor of 6) from previous modules and builds toward students' discovery of the area formula.

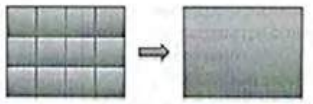
Now experienced with drawing rectangular arrays within an area model, students find the area of an

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incomplete array in Lesson 6. They visualize and predict what the finished array looks like, then complete it by joining opposite end points with a straight edge and determine the total area using skip-counting. The incomplete array model bridges to the area model, where no array is given.

In Lesson 7, students are given information about the side lengths of an area model (shown at right). Based on this information they use a straight edge to draw a grid of equal sized squares within the area model, then skip-count to find the total number of squares. Units move beyond square centimeters and inches to include square feet and square meters.



In Lesson 8, students recognize that side lengths play an important part in determining the area of a rectangle. They understand that multiplying the number of square units in a row by the number of rows produces the same result as skip-counting the squares within the array. Given the area and one side length, students realize that they can use multiplication with an unknown factor or division to find the unknown side length.

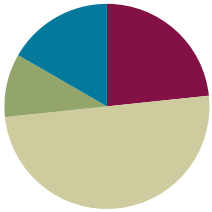
A Teaching Sequence Towards Mastery of Concepts of Area Measurement	
Objective 1:	**Form rectangles by tiling with unit squares to make arrays. (Lesson 5)**
Objective 2:	**Draw rows and columns to determine the area of a rectangle, given an incomplete array. (Lesson 6)**
Objective 3:	**Interpret area models to form rectangular arrays. (Lesson 7)**
Objective 4:	**Find the area of a rectangle through multiplication of the side lengths. (Lesson 8)**

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Lesson 5

Objective: Form rectangles by tiling with unit squares to make arrays.

Suggested Lesson Structure



Fluency Practice	(14 minutes)
Application Problem	(6 minutes)
Concept Development	(30 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**

Fluency Practice (14 minutes)

- Group Counting **3.OA.1** (3 minutes)
- Products in an Array **3.OA.3** (3 minutes)
- Find the Common Products **3.OA.7** (8 minutes)

Group Counting (3 minutes)

Note: Group counting reviews interpreting multiplication as repeated addition.

Direct students to count forward and backward, occasionally changing the direction of the count.

- Threes to 30
- Sixes to 60
- Sevens to 70
- Nines to 90

Products in an Array (3 minutes)

Materials: (S) Personal white boards

Note: This fluency anticipates relating multiplication with area in G3–M4–Topic B.

T: (Project an array with 4 rows of 3 stars.) How many rows of stars do you see?
S: 4 rows.
T: How many stars are in each row?
S: 3 stars.
T: On your boards, write two multiplication sentences that can be used to find the total number of stars.

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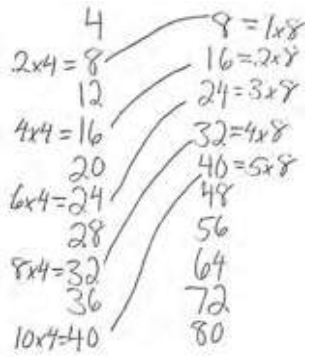
S: (Write 4 × 3 = 12 and 3 × 4 = 12.)

Continue with the following possible sequence: 3 × 6, 7 × 5, 8 × 4, and 9 × 6.

Find the Common Products (8 minutes)

Materials: (S) Blank paper

Note: This fluency reviews multiplication patterns from G3–Module 3.





T: (List the multiples of 4 and 8.) Draw a line to match the numbers that appear in both columns.

S: (Match 8, 16, 24, 32, and 40.)

T: (Write 2 × 4 = 8, etc., next to each matched number on the left half of the paper.) Write the rest of the number sentences like I did.

T: (Write 8 = 1 × 8, etc., next to each matched number on the right half of the paper.) Write the rest of the equations like I did.

S: (Write equations.)

T: (Write 4 × 2 = ___ × 8.) Say the true equation.

S: 2 × 4 = 1 × 8.

T: (Write 2 × 4 = 1 × 8.) Write the remaining equal facts as equations.

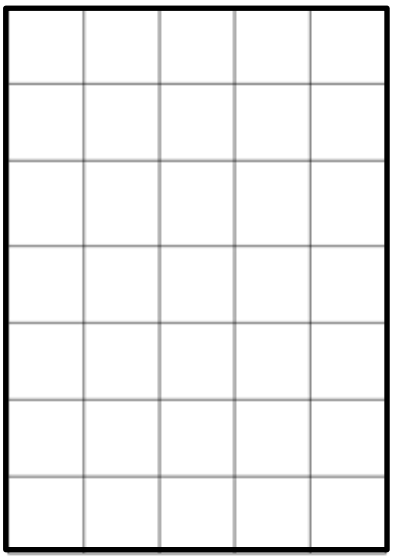
S: (Write 4 × 4 = 2 × 8, 6 × 4 = 3 × 8, 8 × 4 = 4 × 8, 10 × 4 = 5 × 8.)

T: Discuss the patterns in your equations.

S: Each multiple of 8 is also a multiple of 4.

Application Problem (6 minutes)

Candice uses square-centimeter tiles to find the side lengths of a rectangle as shown. She says the side lengths are 5 centimeters and 7 centimeters. Her partner, Luis uses a ruler to check Candice's work and says that the side lengths are 5 centimeters and 6 centimeters. Who is right? How do you know?



Candice is right because she used square centimeter tiles to find the side lengths and when I counted the tiles there were 5 on one side 7 on the other side. That means that the side lengths are 5 cm and 7 cm.

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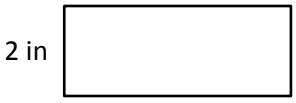
Note: This problem reviews G3–M4–Lesson 4, specifically the relationship between the number of tiles and the side length. Invite the students to discuss what Luis might have done wrong.

Concept Development (30 minutes)

Materials: (S) 15 square-inch tiles per student, personal white board, straight edge, blank paper

Concrete: Understand the relationship between side lengths and area.

(Draw or project the rectangle and side length shown to the right.)

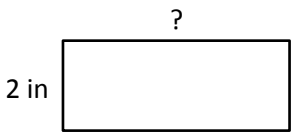


- T: Use square-inch tiles to show this rectangle as an array. What information do we know?
- S: There are 2 rows. → A side length is 2 inches.
- T: At your table, place tiles to make the known side.
- S: (Make 1 column of 2 tiles.)
- T: (Write below the diagram: *Area = 12 sq in*.) How many total tiles will we use to make our rectangle?
- S: 12 tiles.
- T: How many twos are in 12?
- S: 6 twos.
- T: Use your tiles to make 6 twos, then skip-count to check your work.
- S: (Make 6 groups of 2 tiles and skip-count.) 2, 4, 6, 8, 10, 12.
- T: Push your twos together to make a rectangle. (After students do so, add a question mark to the diagram as shown at right.) What is the unknown side length?
- S: Six. → Six tiles. → Six inches.
- T: (Replace the question mark with *6 in* on the diagram.) Tell your partner about the relationship between the side lengths and the area. Write an equation to show your thinking. Be sure to include the units.
- S: 2 inches × 6 inches = 12 square inches, so the area is the product of the side lengths. (Write *2 in × 6 in = 12 sq in*.)

NOTES ON MULTIPLE MEANS OF REPRESENTATION:

Simplify and clarify your script for English language learners and others. Rephrase, "What information do we know?" to "How many rows of inch squares? How do you know?"

Place the opaque 2 by 6 rectangle pictured above over a square grid. As an alternate way to check work, lift the rectangle to show the 12 squares covered.



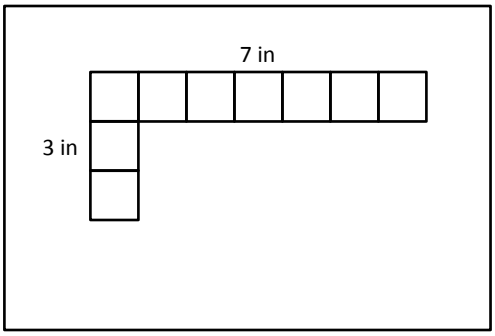
Area = 12 sq in

Repeat the process using a rectangle with a known side length of 5 inches and an area of 15 square inches. Ask students to write an unknown factor problem, 5 × ___ = 15, then use the tiles to solve.

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Concrete/Pictorial: Form rectangles and determine area or side lengths by drawing to make arrays.

T: Lay tiles on your personal board to make a side 3 inches tall. Trace the outline of all 3 tiles. Then, draw horizontal lines to show where they connect.



S: (Draw image shown at right.)

T: Label the side length.

S: (Label *3 in*, as shown.)

T: Use your tiles to make another side, 7 inches long.

S: (Add tiles horizontally, using the corner tile as one of the 7.)

T: Trace the outline of the tiles. Draw vertical lines to show where they connect. Label the side length.

S: (Drawing shown to the right, label *7 in* as shown.)

T: How many threes will be in this rectangle?

S: 7 threes.

T: Talk to your partner. Which strategy might you use to find the total area of the rectangle?

S: We can draw in the rest of the squares and count them all. → Or, just skip-count 7 threes. → It would be easier to just multiply 7 inches × 3 inches and get 21 square inches.

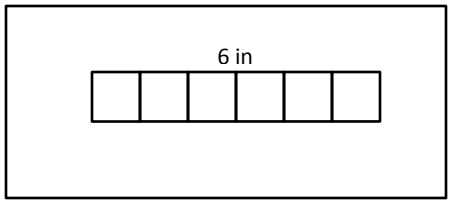
T: Many students suggested multiplying the side lengths to find the area. Let's check this strategy by drawing in the rest of squares. Use your straight edge to draw the rest of the tiles in the rectangle, then skip-count to find the total area.

S: (Follow the grid lines to make the other tiles, then skip-count.) 3, 6, 9, 12, 15, 18, 21.

T: Does 7 inches × 3 inches = 21 square inches accurately give the area of the rectangle?

S: Yes!

T: Clear your board and use your tiles to make a side length of 6 inches. Trace the outline of all 6 tiles. Then draw horizontal lines to show where they connect.



S: (Draw image shown at right.)

T: Label the side length.

S: (Label *6 in*, as shown.)

T: Write 6 × __ = 24 on your board. Talk to a partner, how can you use this equation to help you find the other side length?

S: From the equation, I know that the area is 24, so I can add rows of 6 tiles until I have 24 tiles. Then, I can count the rows to find the side length. → I can skip-count by 6 to get to 24, and then I know the other side length will be equal to the number of times I skip-count. → I know 6 × 4 = 24, so I know that the other side length is 4.

T: Choose a strategy to find the other side length and then fill in the blank in the equation. (Allow time for students to work.) What is the other side length?

S: 4 inches!

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Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students solve these problems using the RDW approach used for Application Problems.

NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Some learners may benefit from alternatives to drawing tiles inside rectangles on the Problem Set. Consider the following:

- Magnify the worksheet to ease small motor tasks.
- Provide virtual or concrete manipulatives.
- Allow students to draw their own rectangles, perhaps with larger tiles, perhaps with smaller areas.

Student Debrief (10 minutes)

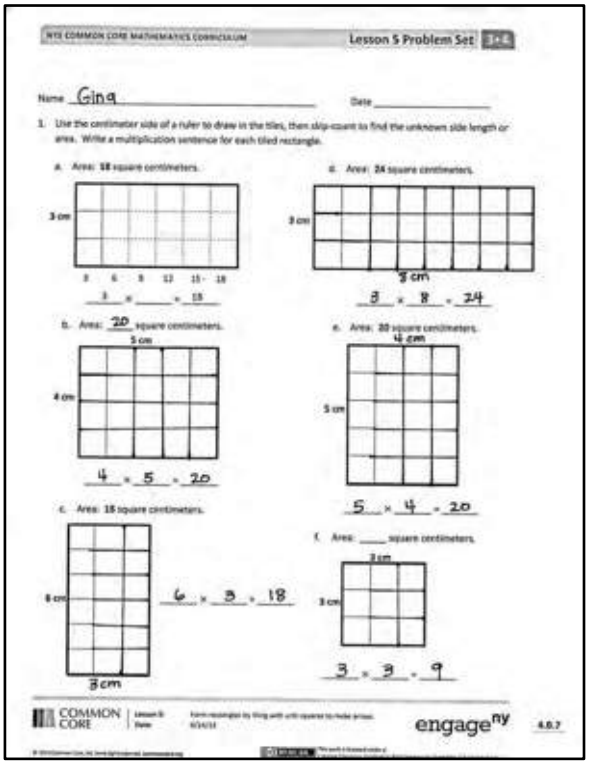
Lesson Objective: Form rectangles by tiling with unit squares to make arrays.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

You may choose to use any combination of the questions below to lead the discussion.

- Compare Problems 1(b) and 1(e), and Problems 1(a) and 1(c). How does each pair show commutativity?
- How many more threes does the array in Problem 1(d) have than the array in Problem 1(a)? How might the side lengths help you know that, even without seeing the tiled array? MP.8
- Compare Problems 1(c) and 1(f). How are the areas related? (The area of 1(f) is half the area of 1(c).) How might you have figured that out just by knowing the side lengths of each array?
- Students may have different solutions for Problem 3. Invite them to share and compare their work.
- In Problem 2, what strategy did you use to find the unknown side length? Is there another way you could have figured it out?


NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 5 Problem Set 3•4

Name Gina Date

1. Use the centimeter side of a ruler to draw in the tiles, then skip-count to find the unknown side length or area. Write a multiplication sentence for each tiled rectangle.

a. Area: 18 square centimeters.

3 cm

3 × 6 = 18

d. Area: 24 square centimeters.

3 cm

8 cm

3 × 8 = 24

b. Area: 20 square centimeters.

5 cm

4 cm

4 × 5 = 20

e. Area: 20 square centimeters.

4 cm

5 cm

5 × 4 = 20

c. Area: 18 square centimeters.

6 cm

3 cm

6 × 3 = 18

f. Area: ___ square centimeters.

3 cm

3 cm

3 × 3 = 9

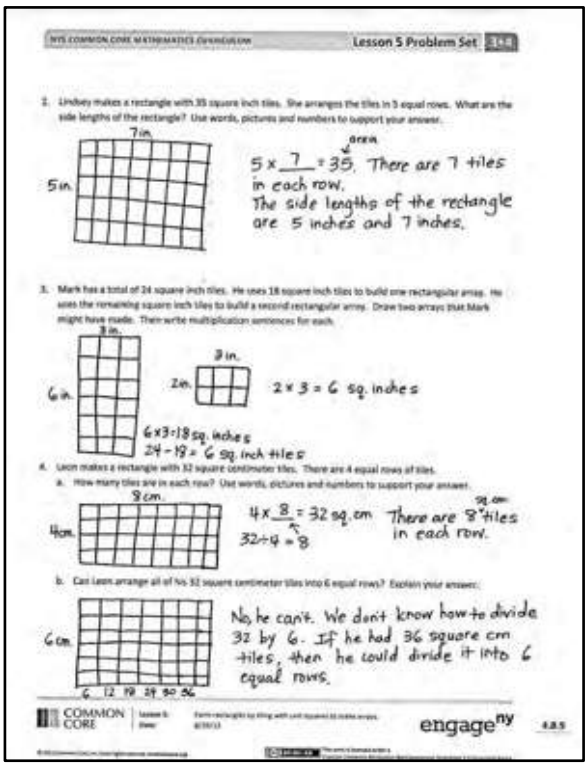
COMMON CORE | Lesson 5: Form rectangles by tiling with unit squares to make arrays. 9/30/13 | engage^ny | 4.B.7

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Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help you assess the students' understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the students.



NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 5 Problem Set 3•4

2. Lindsey makes a rectangle with 35 square inch tiles. She arranges the tiles in 5 equal rows. What are the side lengths of the rectangle? Use words, pictures and numbers to support your answer.

7 in.
5 in.
5 x 7 = 35 (area). There are 7 tiles in each row.
The side lengths of the rectangle are 5 inches and 7 inches.

3. Mark has a total of 24 square inch tiles. He uses 18 square inch tiles to build one rectangular array. He uses the remaining square inch tiles to build a second rectangular array. Draw two arrays that Mark might have made. Then write multiplication sentences for each.

3 in.
6 in.
6 x 3 = 18 sq. inches
24 - 18 = 6 sq. inch tiles
3 in.
2 in.
2 x 3 = 6 sq. inches

4. Leon makes a rectangle with 32 square centimeter tiles. There are 4 equal rows of tiles.
a. How many tiles are in each row? Use words, pictures and numbers to support your answer.

8 cm.
4 cm.
4 x 8 = 32 sq. cm (sq. cm). There are 8 tiles in each row.
32 ÷ 4 = 8

b. Can Leon arrange all of his 32 square centimeter tiles into 6 equal rows? Explain your answer.

6 cm.
6 12 18 24 30 36
No, he can't. We don't know how to divide 32 by 6. If he had 36 square cm tiles, then he could divide it into 6 equal rows.

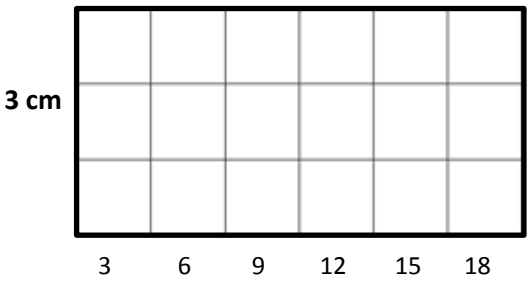
COMMON CORE engage^ny 4.B.5

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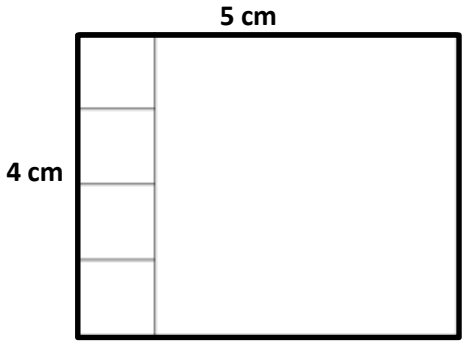
1. Use the centimeter side of a ruler to draw in the tiles, then skip-count to find the unknown side length or area. Write a multiplication sentence for each tiled rectangle.

a. Area: **18** square centimeters.



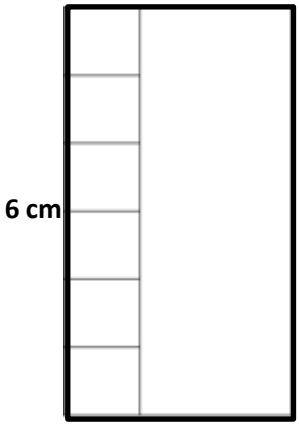
3 × _____ = 18

b. Area: _____ square centimeters.



_____ × _____ = _____

c. Area: **18** square centimeters.



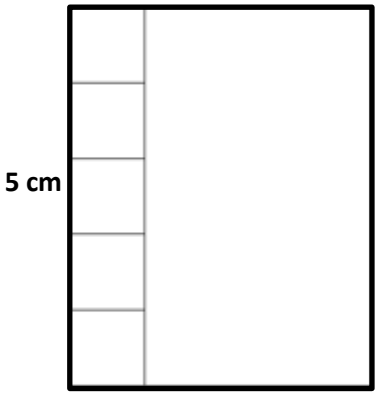
_____ × _____ = _____

d. Area: **24** square centimeters.



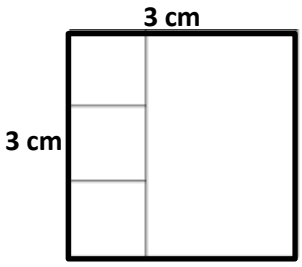
_____ × _____ = _____

e. Area: **20** square centimeters.



_____ × _____ = _____

f. Area: _____ square centimeters.



_____ × _____ = _____

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2. Lindsey makes a rectangle with 35 square-inch tiles. She arranges the tiles in 5 equal rows. What are the side lengths of the rectangle? Use words, pictures, and numbers to support your answer.

3. Mark has a total of 24 square-inch tiles. He uses 18 square-inch tiles to build one rectangular array. He uses the remaining square-inch tiles to build a second rectangular array. Draw two arrays that Mark might have made. Then write multiplication sentences for each.

4. Leon makes a rectangle with 32 square-centimeter tiles. There are 4 equal rows of tiles.
   a. How many tiles are in each row? Use words, pictures, and numbers to support your answer.

   b. Can Leon arrange all of his 32 square-centimeter tiles into 6 equal rows? Explain your answer.

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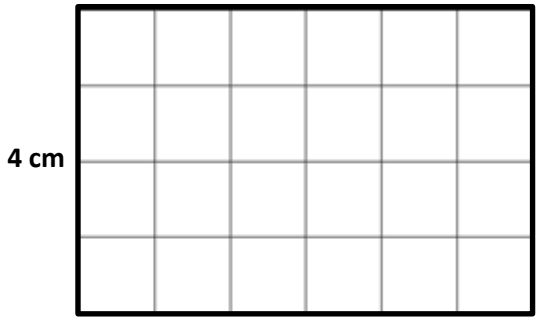
Darren has a total of 28 square-centimeter tiles. He arranges them into 7 equal rows. Draw Darren's rectangle. Label the side lengths, and write a multiplication equation to find the total area.

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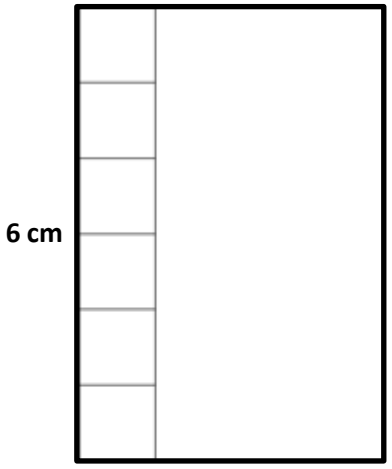
1. Use the centimeter side of a ruler to draw in the tiles, then skip-count to find the unknown side length or area. Write a multiplication sentence for each tiled rectangle.

a. Area: **24** square centimeters.



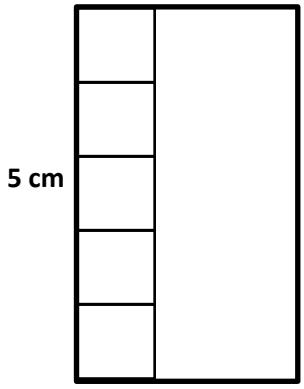
__4__ × _____ = __24__

b. Area: **24** square centimeters.



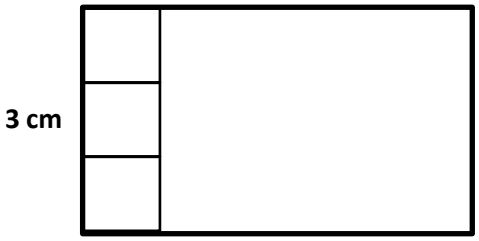
_____ × _____ = _____

c. Area: **15** square centimeters.



_____ × _____ = _____

d. Area: **15** square centimeters.



_____ × _____ = _____

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2. Ally makes a rectangle with 45 square-inch tiles. She arranges the tiles in 5 equal rows. How many square-inch tiles are in each row? Use words, pictures, and numbers to support your answer.

3. Leon makes a rectangle with 36 square-centimeter tiles. There are 4 equal rows of tiles.
   a. How many tiles are in each row? Use words, pictures, and numbers to support your answer.

   b. Can Leon arrange all of his 36 square-centimeter tiles into 6 equal rows? Use words, pictures, and numbers to support your answer.

   c. Do the rectangles in (a) and (b) have the same total area? Explain how you know.

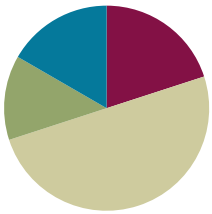
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Lesson 6

Objective: Draw rows and columns to determine the area of a rectangle, given an incomplete array.

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Application Problem	(8 minutes)
Concept Development	(30 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Fluency Practice (12 minutes)

- Group Counting **3.OA.1** (4 minutes)
- Write the Multiplication Fact **3.MD.7** (4 minutes)
- Products in an Array **3.OA.3** (4 minutes)

Group Counting (4 minutes)

Note: Group counting reviews interpreting multiplication as repeated addition.

Direct students to count forward and backward, occasionally changing the direction of the count.

- Sixes to 60
- Sevens to 70
- Eights to 80
- Nines to 90

Write the Multiplication Fact (4 minutes)

Materials: (S) Personal white boards

Note: This fluency reviews relating multiplication with area from G3–M4–Lesson 5.

T: (Project a 5 by 3 square-unit tiled rectangle. Write ___ × ___ = 15.) There are 15 tiles altogether. How many rows are there?

S: 5 rows.

T: (Write 5 × ___ = 15.) On your boards, fill in the blank to make a true equation.

S: (Write 5 × 3 = 15.)

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T: (Project a 3 by 4 square-unit tiled rectangle. Write ___ × ___= 12.) There are 12 tiles altogether. How many columns are there?

S: 4 columns.

T: (Write ___ × 4 = 12.) On your boards, fill in the blank to make a true equation.

S: (Write 3 × 4 = 12.)

Continue with the following possible sequence, asking the students to first name either the number of rows or the number of columns: 4 by 6, 6 by 7, 5 by 8, and 7 by 8.

Products in an Array (4 minutes)

Materials: (S) Personal white boards

Note: This fluency supports the relationship between multiplication and area.

T: (Project an array with 2 rows of 6 stars.) How many rows of stars do you see?

S: 2 rows.

T: How many stars are in each row?

S: 6 stars.

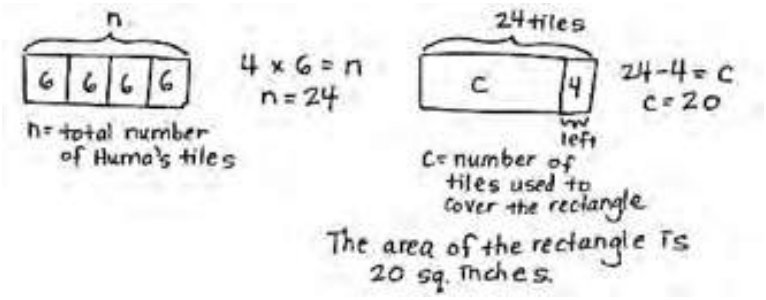
T: On your boards, write two multiplication sentences that can be used to find the total number of stars.

S: (Write 2 × 6 = 12 and 6 × 2 = 12.)

Continue with the following possible sequence: 3 by 7, 6 by 5, 8 by 6, and 4 by 9.

Application Problem (8 minutes)

Huma has 4 bags of square-inch tiles with 6 tiles in each bag. She uses them to measure the area of a rectangle on her homework. After covering the rectangle, Huma has 4 tiles left. What is the area of the rectangle?



NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Adjust the numbers in the Application Problem to challenge students working above grade level.

Note: This problem reviews multi-step word problems in the context of using square tiles to measure area.

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Concept Development (30 minutes)

Materials: (S) Personal white board, straight edge, Problem Set, array template

Part 1: Estimate to draw the missing square units inside an array.

Students have the array template in their personal boards, looking at Array 1.

T: How can an array of square units help you find the area of a rectangle?

S: You can count the total number of square units inside the rectangle. → You can skip-count the rows to find the total.

T: (Project or display the image at right.) What do you notice about the array inside of this rectangle?

S: Some of the square units are missing.

T: What do you notice about the top row?

S: It has 4 square units and a rectangle.

T: Look at the second row. Can you use those square units to help you know how many square units make the top row?

S: The second row has 1 more square unit than the top row. You can just follow the line it makes to divide the rectangle into 2 square units.

T: Use your straight edge to draw that line now.

S: (Draw as shown at right.)

T: Talk to your partner: Use the top row to figure out how many square units will fit in each of the rows below. How do you know?

MP.2

S: Each row should have 6 square units, because rows in an array are equal!

T: Use the lines that are already there as guides, and with your straight edge, draw lines to complete the array.

S: (Draw.)

T: How many rows of 6 are in this array?

S: 4 rows of 6.

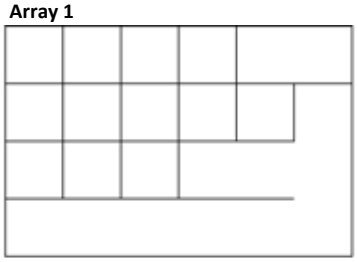
T: What equation can be used to find the area of the rectangle?

S: 4 × 6 = 24.

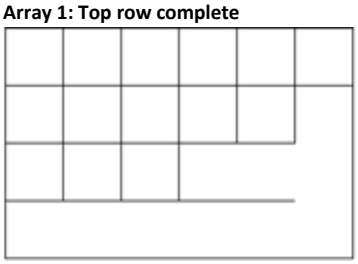
NOTES ON MULTIPLE MEANS FOR ACTION AND EXPRESSION:

Scaffold the following sequence further by beginning with a basic 2 by 2 rectangle in which 2 tiles are missing. Graduate to a 2 by 3 rectangle in which tiles or lines are missing. Continue step by step until students are ready for rectangles with larger areas. Also consider adding color to alternating tiles to assist counting or to distinguish tiles from rectangles or blank space.

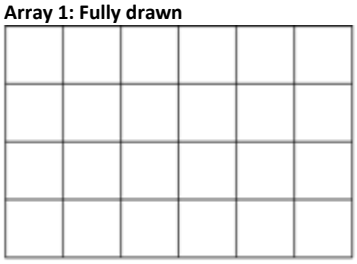
Array 1



Array 1: Top row complete



Array 1: Fully drawn



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Part 2: Draw rows and columns to determine the area.

T: (Project the rectangle shown at right.) Turn your array template over. Can we estimate to draw unit squares inside the rectangle?

S: Yes.

T: It might take us longer, because fewer units are given. A quicker way to find the area is to figure out the number of rows and the number of columns. Let's start by finding the number of rows in our array. How can we find the number of rows?

S: The first column shows you how many rows there are.

T: With your finger, show your partner what you'll draw to find the number of rows. Then draw.

S: (Show and draw.)

T: How can we find the number of columns?

S: The first row shows you how many columns there are.

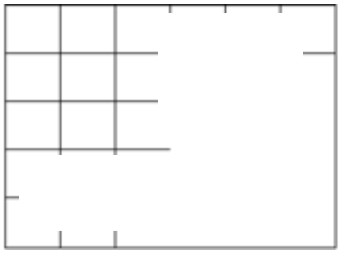
T: Use your straight edge to complete the first row. Label the side lengths of the rectangle, including units.

S: (Draw and label side lengths 5 units and 6 units.)

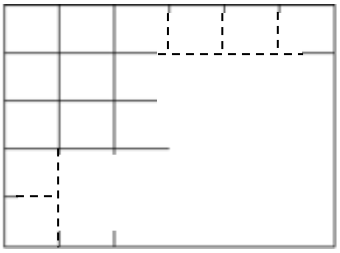
T: What number sentence can be used to find the area?

S: 5 × 6 = 30.

Array 2

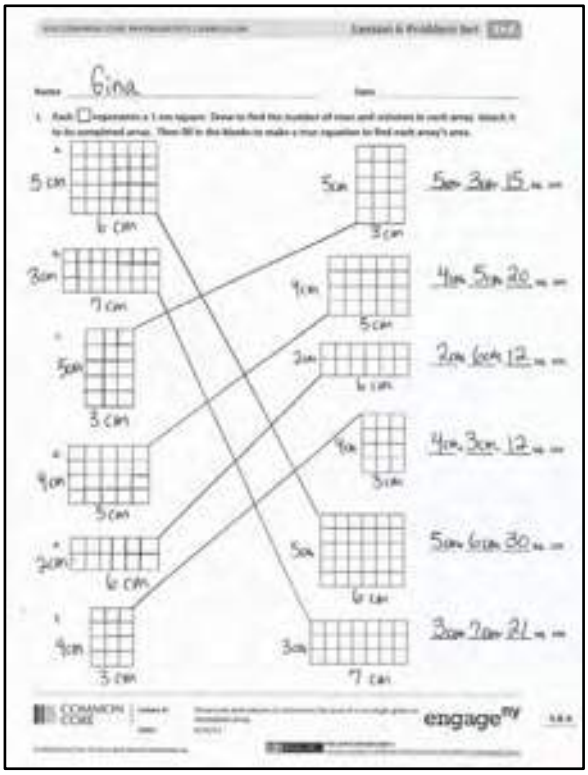


Array 2: 1 row and 1 column drawn



Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students solve these problems using the RDW approach used for Application Problems.



Student Debrief (10 minutes)

Lesson Objective: Draw rows and columns to determine the area of a rectangle, given an incomplete array.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

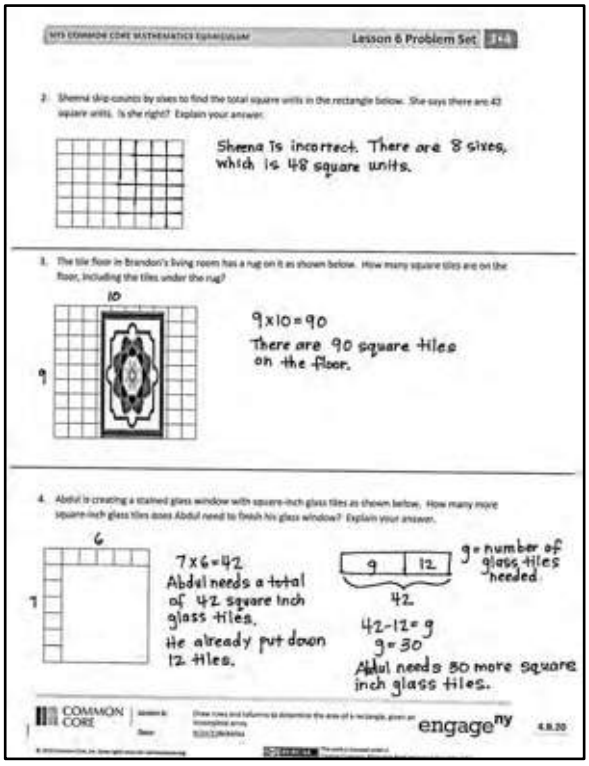
Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for

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misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

You may choose to use any combination of the questions below to lead the discussion.

- How did you know where to draw the columns and rows in Problem 1?
- To find area, why don't we need to draw all of the square units in an incomplete array?
- What mistake did Sheena make in Problem 2?
- Is it necessary to have the rug to solve Problem 3? Why or why not?
- In Problem 3, how many tiles does the rug touch?
- There are multiple ways to find a solution to Problem 4. Invite students to share how they found the answer.



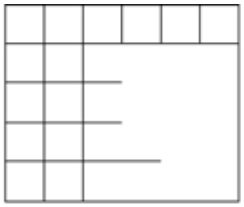
Exit Ticket (3 minutes)

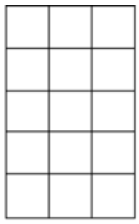
After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help you assess the students' understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the students.

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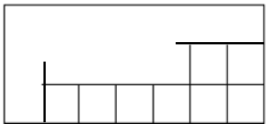
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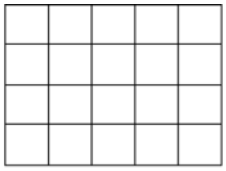
1. Each ☐ represents a 1-cm square. Draw to find the number of rows and columns in each array. Match it to its completed array. Then fill in the blanks to make a true equation to find each array's area.

a. 

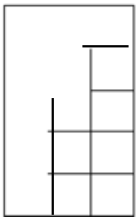


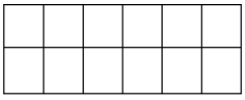
_____ × _____ = _____ sq cm

b. 

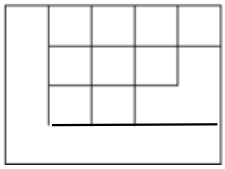


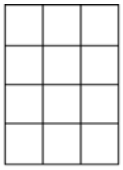
_____ × _____ = _____ sq cm

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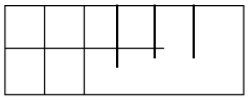


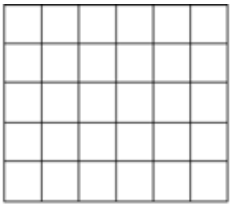
_____ × _____ = _____ sq cm

d. 

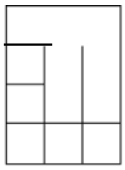


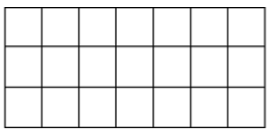
_____ × _____ = _____ sq cm

e. 



_____ × _____ = _____ sq cm

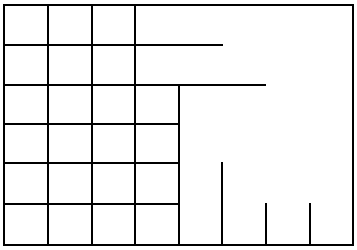
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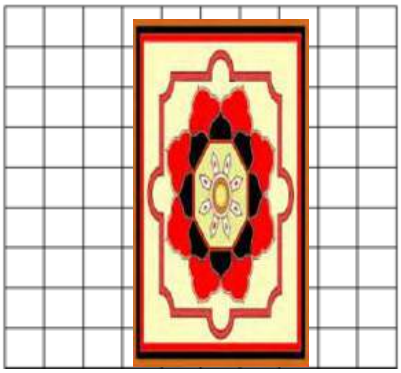
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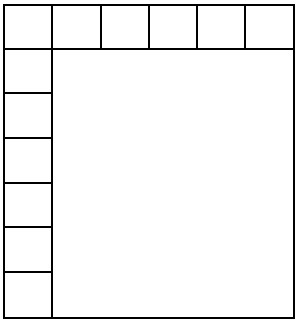
2. Sheena skip-counts by sixes to find the total square units in the rectangle below. She says there are 42 square units. Is she right? Explain your answer.



3. The tile floor in Brandon's living room has a rug on it as shown below. How many square tiles are on the floor, including the tiles under the rug?



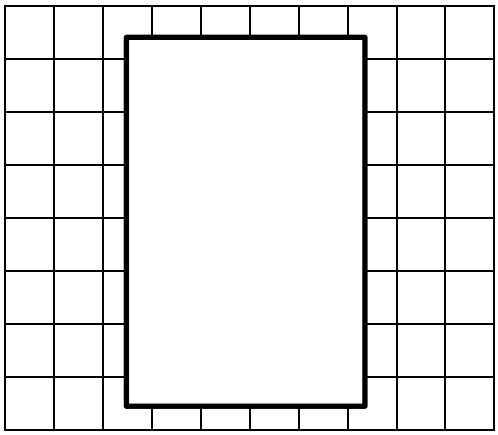
4. Abdul is creating a stained glass window with square-inch glass tiles as shown below. How many more square-inch glass tiles does Abdul need to finish his glass window? Explain your answer.



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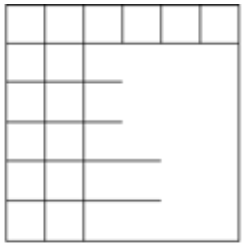
The tiled floor in Cayden's dining room has a rug on it as shown below. How many square tiles are on the floor, including the tiles under the rug?

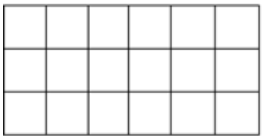


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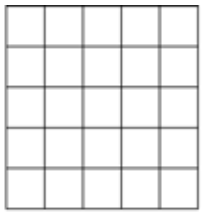
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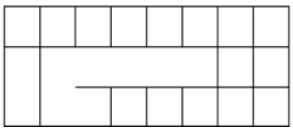
1. Each ☐ represents a 1-cm square. Draw to find the number of rows and columns in each array. Match it to its completed array. Then fill in the blanks to make a true equation to find each array's area.

a. 



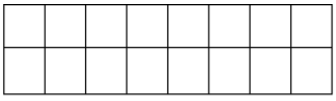
_____ × _____ = _____ sq cm



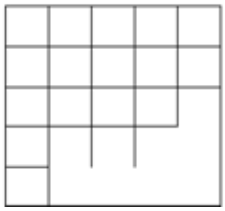
b. 

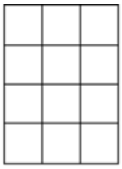
_____ × _____ = _____ sq cm

c. 

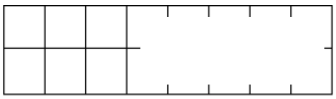


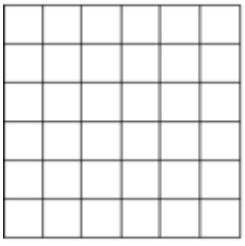
_____ × _____ = _____ sq cm

d. 

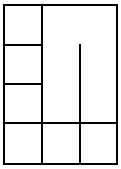


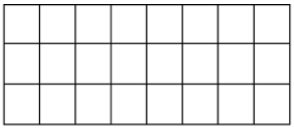
_____ × _____ = _____ sq cm

e. 



_____ × _____ = _____ sq cm

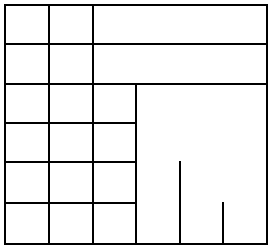
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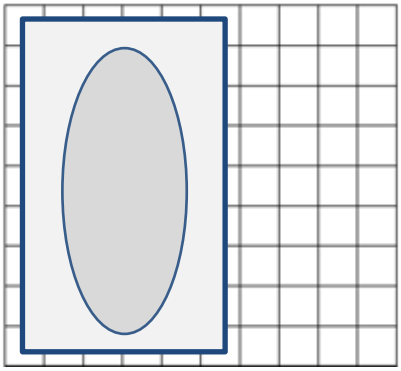
_____ × _____ = _____ sq cm

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2. Minh skip-counts by sixes to find the total square units in the rectangle below. She says there are 36 square units. Is she correct? Explain your answer.



3. The tub in Paige's bathroom covers the tile floor as shown below. How many square tiles are on the floor, including the tiles under the tub?

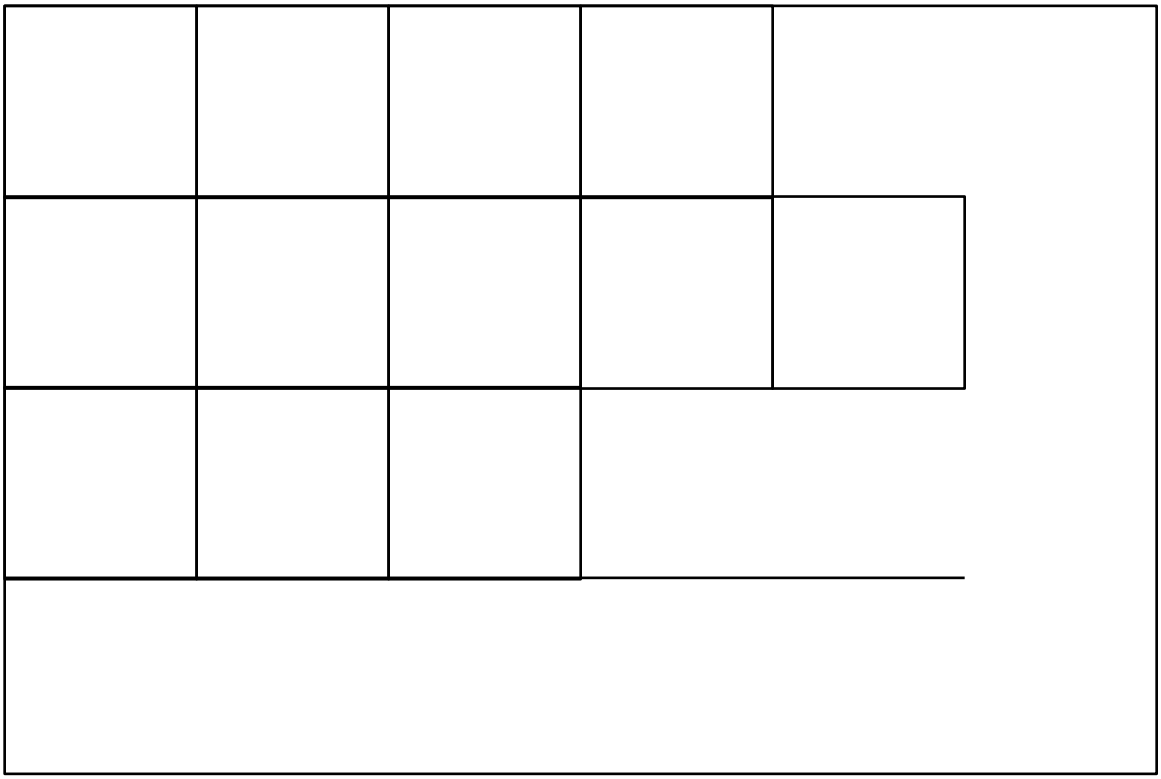


4. Frank sees a book on top of his chessboard. How many squares are covered by the book? Explain your answer.



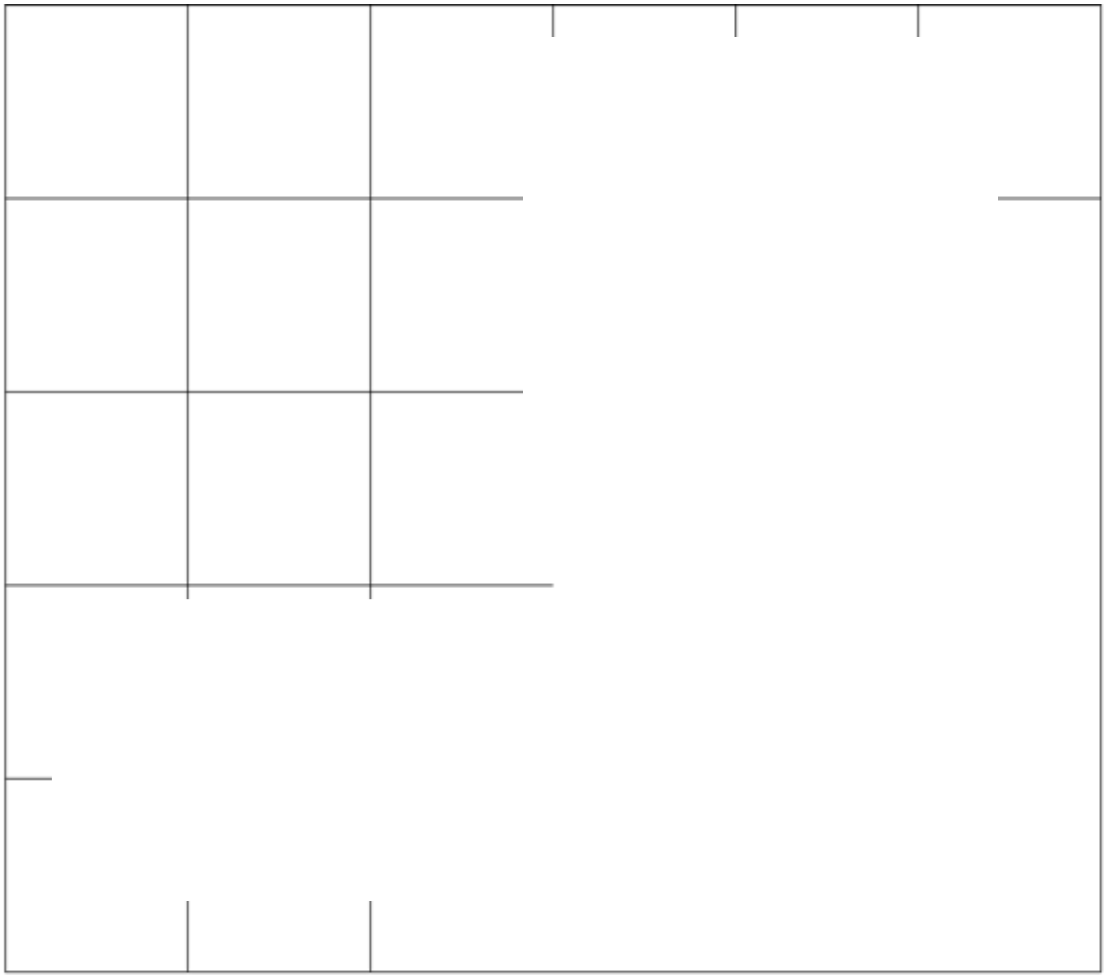
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Array 1



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Array 2

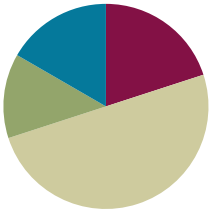


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Lesson 7

Objective: Interpret area models to form rectangular arrays.

Suggested Lesson Structure



Fluency Practice	(12 minutes)
Application Problem	(8 minutes)
Concept Development	(30 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**

Fluency Practice (12 minutes)

- Group Counting **3.OA.1** (4 minutes)
- Draw Rectangles **3.MD.5** (4 minutes)
- Draw Rectangular Arrays **3.MD.5** (4 minutes)

Group Counting (4 minutes)

Note: Group counting reviews interpreting multiplication as repeated addition.

Direct students to count forward and backward, occasionally changing the direction of the count.

- Sixes to 60
- Sevens to 70
- Eights to 80
- Nines to 90

Draw Rectangles (4 minutes)

Materials: (S) Grid paper

Note: This fluency reviews drawing a rectangle from a known area. Show student work that is correct, but looks different (e.g., a 6 × 2 unit rectangle juxtaposed with a 4 × 3 unit rectangle).

T: Draw a rectangle that has an area of 6 square units.

S: (Draw a 6 square unit rectangle.)

Continue with the following possible sequence: 10 square units, 12 square units, 16 square units, 24 square units, and 35 square units.

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Draw Rectangular Arrays (4 minutes)

Materials: (S) Grid paper

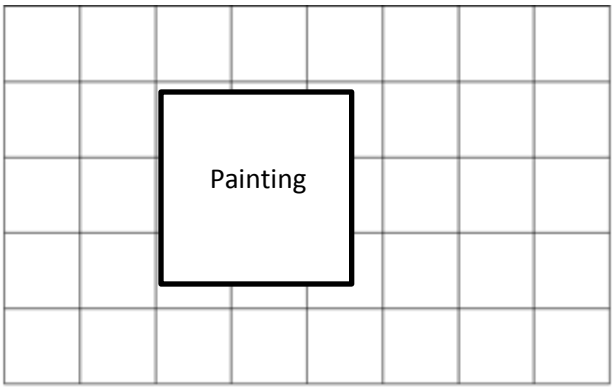
Note: This fluency reviews finding area using side lengths.

T: Draw a 4 × 2 rectangular array using the squares on your grid paper.
T: How many square units are in your array?
S: 8 square units.

Continue with the following possible sequence: 6 × 2 units, 4 × 3 units, 6 × 3 units, 9 × 2 units, 6 × 4 units, and 3 × 8 units.

Application Problem (8 minutes)

Lori wants to replace the square tiles on her wall. The square tiles are sold in boxes of 8 square tiles. Lori buys 6 boxes of tiles. Does she have enough to replace all the tiles, including the tiles under the painting? Explain your answer.



8 x 6 = 48
She bought 48 square tiles.

5 x 8 = 40
The area of the wall is 40 square tiles.

Yes, Lori will have enough tiles because she only needs 40 tiles, but she bought 48 tiles.

Note: This problem reviews multi-step word problems in the context of using square tiles to measure area. It also reviews finding the array of an incomplete array from G3–M4–Lesson 6.

Concept Development (30 minutes)

Materials: (T) Meter stick, 12-inch ruler, pad of square sticky notes (S) 1 set per pair of 12 square-inch and 12 square-centimeter paper tiles from G3–M4–Lesson 2, personal white boards, rulers, area model template

Part 1: Explore the relationship between units and area.

T: One partner will use square inches, and the other will use square centimeters. Work together to decide on how to arrange your tiles to make the same shape rectangle. Then make that rectangle with your pieces.

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S: (Decide on a rectangle and represent it using square inches and square centimeters.)

T: You and your partner each made the same shape rectangle. Is the area also the same?

S: Yes, because we both used the same number of pieces. → Yeah, but my pieces are smaller than yours. They're square centimeters, and look, my shape takes up less space on the table. → The area of the shape with square inches is bigger because inches are bigger than centimeters.

T: Turn your personal board horizontal and write the area of your rectangle.

S: (Write either 12 sq in or 12 sq cm.)

T: (Draw 1 square meter on the board.) This is 1 square meter. Suppose you used 12 square-meter tiles to make your rectangle instead. Would this rectangle have a larger area or a smaller area than your original rectangle?

MP.6

S: It would be much larger!

T: (Draw 1 square foot on the board.) How would your rectangle compare if you made it from 12 square feet?

S: It would be bigger than 12 square inches or centimeters, but smaller than 12 square meters.

T: (Hold up a pad of square sticky notes.) How about if you had used 12 sticky notes?

S: Still bigger than 12 square inches or centimeters, but smaller than 12 square feet or meters.

T: Why is it important to label the unit when you're talking about area?

S: Because how much area there is changes if the unit is small or big. → If you don't know the unit, you don't really know what the area means. → It's just like with length. Twelve of a shorter unit is shorter than 12 of a longer unit.

Part 2: Relate area to multiplication to draw rectangular arrays.

T: Let's draw a rectangular array with an area of 18 square centimeters. How might we find the side lengths?

S: We could use our tiles to make the array and see. → If you multiply side lengths you get area, so we can think about what numbers you can multiply to make 18.

T: Work with your partner to make a list of multiplication facts that equal 18.

S: (Possible list: 1 × 18, 18 × 1, 2 × 9, 9 × 2, 3 × 6, 6 × 3.)

T: Let's draw a 3 cm by 6 cm rectangular array. Use a ruler to measure the side lengths on your board. Draw hash marks for each centimeter and connect them to draw in all of the squares.



T: After you've drawn your squares, check your work by skip-counting the rows to find the total number of tiles you drew.

S: (Draw, label, and skip-count tiles in array.)

T: Turn your board so that it's vertical. Does the rectangle still have the same area?

S: Yes.

T: But the side lengths switched places! Tell your partner how you know the area is the same.

S: The side lengths didn't change, they just moved. → It's the commutative property. We learned before you can turn an array and it doesn't change how much is in it; the rows just turn into columns and columns turn into rows.

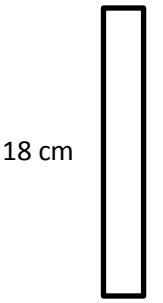
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Part 3: Interpret area models to find area.

T: The grid you drew inside of your 3 cm by 6 cm rectangle shows a picture of all the tiles that make up the area. Carefully erase the grid lines in your rectangle. (Pause.) The empty rectangle with labeled side lengths that's left is called an **area model**. How can you find the total area just using the labeled side lengths?

S: I can multiply! → I can multiply the side lengths, 3 cm and 6 cm, to get the area, 18 square cm.

T: (Project or draw the area model at right.) What is the total area of my pictured rectangle?



S: 18 square cm.

T: Tell your partner how you figured out the area.

S: It's easy. One side length is 18 and the other is 1. 18 × 1 = 18. The labels tell you the unit is centimeters, so the area is square centimeters.

T: (Pass out the area model template.) Slip the area model template into your board. Use your ruler to measure the side lengths of one of the squares on the grid. (Allow students time to measure.) What unit is this grid made up of?

S: Square inches!

T: The side lengths of this area model aren't labeled. Let's draw a grid inside it to help us find the side lengths. Earlier we drew a grid inside a rectangle by drawing hash marks and using our ruler to connect the hash marks. Do we need to draw hash marks on the area model to draw a grid inside it?

S: No, we can just use the grid lines. → No, the lines on the grid can act as hash marks because the area model is lined up with the grid.

T: Use your ruler and the lines on the grid to draw squares inside the area model. (Allow students time to work.) What size are the units inside the area model?

S: Square inches. → They're square inches because we used the square-inch grid paper to help us draw the squares.

T: Find and label the side lengths, then write an equation to find the area.

S: (Write 2 × 4 = 8 or 4 × 2 = 8.)

T: What is the area?

S: 8 square inches!

NOTES ON MULTIPLE MEANS FOR ACTION AND EXPRESSION:

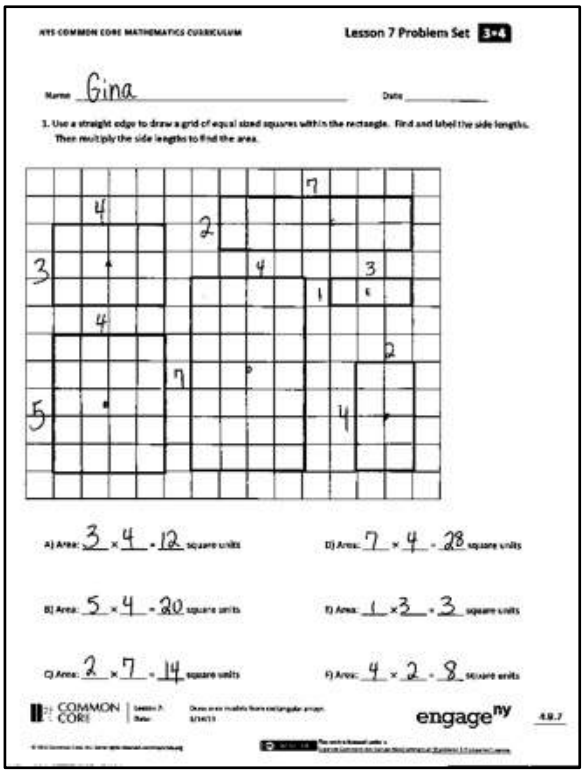
Consider offering the following adaptations of the Problem Set:

- Prompt students to approach Rectangle E first. Offer practice with 1 by *n* rectangles to build fluency and confidence.
- Remove side lengths to encourage closer investigation.
- Challenge students to devise an alternate method to finding the area of Benjamin's bedroom floor.

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Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students solve these problems using the RDW approach used for Application Problems.


NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 7 Problem Set 3•4

Name Gina Date

1. Use a straight edge to draw a grid of equal sized squares within the rectangle. Find and label the side lengths. Then multiply the side lengths to find the area.

a) Area: 3 × 4 = 12 square units

b) Area: 5 × 4 = 20 square units

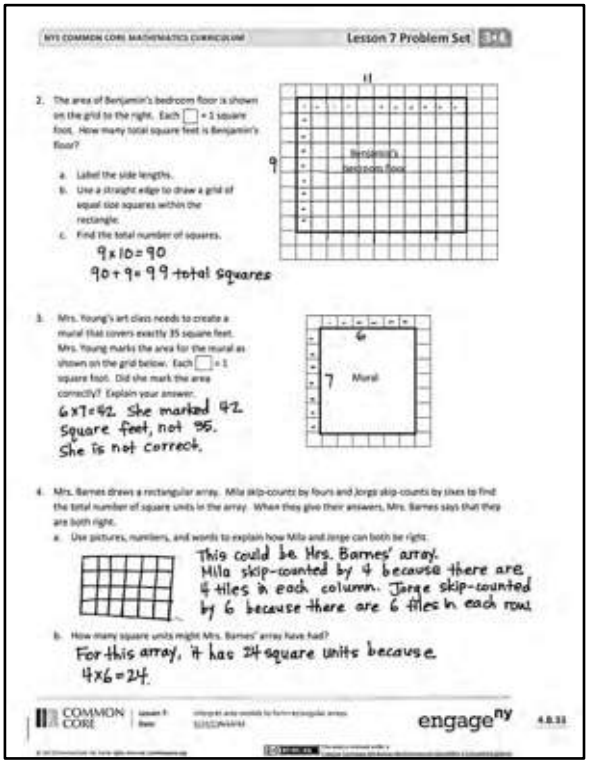
c) Area: 2 × 7 = 14 square units

d) Area: 7 × 4 = 28 square units

e) Area: 1 × 3 = 3 square units

f) Area: 4 × 2 = 8 square units

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NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 7 Problem Set 3•4

2. The area of Benjamin's bedroom floor is shown on the grid to the right. Each ☐ = 1 square foot. How many total square feet is Benjamin's floor?

a. Label the side lengths.
b. Use a straight edge to draw a grid of equal size squares within the rectangle.
c. Find the total number of squares.

9 × 10 = 90
90 + 9 = 99 total squares

3. Mrs. Young's art class needs to create a mural that covers exactly 35 square feet. Mrs. Young marks the area for the mural as shown on the grid below. Each ☐ = 1 square foot. Did she mark the area correctly? Explain your answer.

6 × 7 = 42. She marked 42 square feet, not 35. She is not correct.

4. Mrs. Barnes draws a rectangular array. Mila skip-counts by fours and Jorge skip-counts by sixes to find the total number of square units in the array. When they give their answers, Mrs. Barnes says that they are both right.

a. Use pictures, numbers, and words to explain how Mila and Jorge can both be right.

This could be Mrs. Barnes' array. Mila skip-counted by 4 because there are 4 tiles in each column. Jorge skip-counted by 6 because there are 6 tiles in each row.

b. How many square units might Mrs. Barnes' array have had?

For this array, it has 24 square units because 4 × 6 = 24.

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Student Debrief (10 minutes)

Lesson Objective: Interpret area models to form rectangular arrays.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

You may choose to use any combination of the questions below to lead the discussion.

- What was your strategy for finding the total number of squares in Problem 2(c)?
- Invite students who drew arrays that demonstrate commutativity for Problem 4(a) (possibly 4 × 6 and 6 × 4) to share their work. Guide students to articulate understanding that commutativity still applies in the context of area.
- For Problem 4(b), most students answered that Mrs. Barnes' array probably had 24 squares. Is there another answer that makes sense? (For example, 12, 48, 72.)
- Compare the **area model** to the array. How are they the same and different? (Guide discussion to include the commutativity of both models.)

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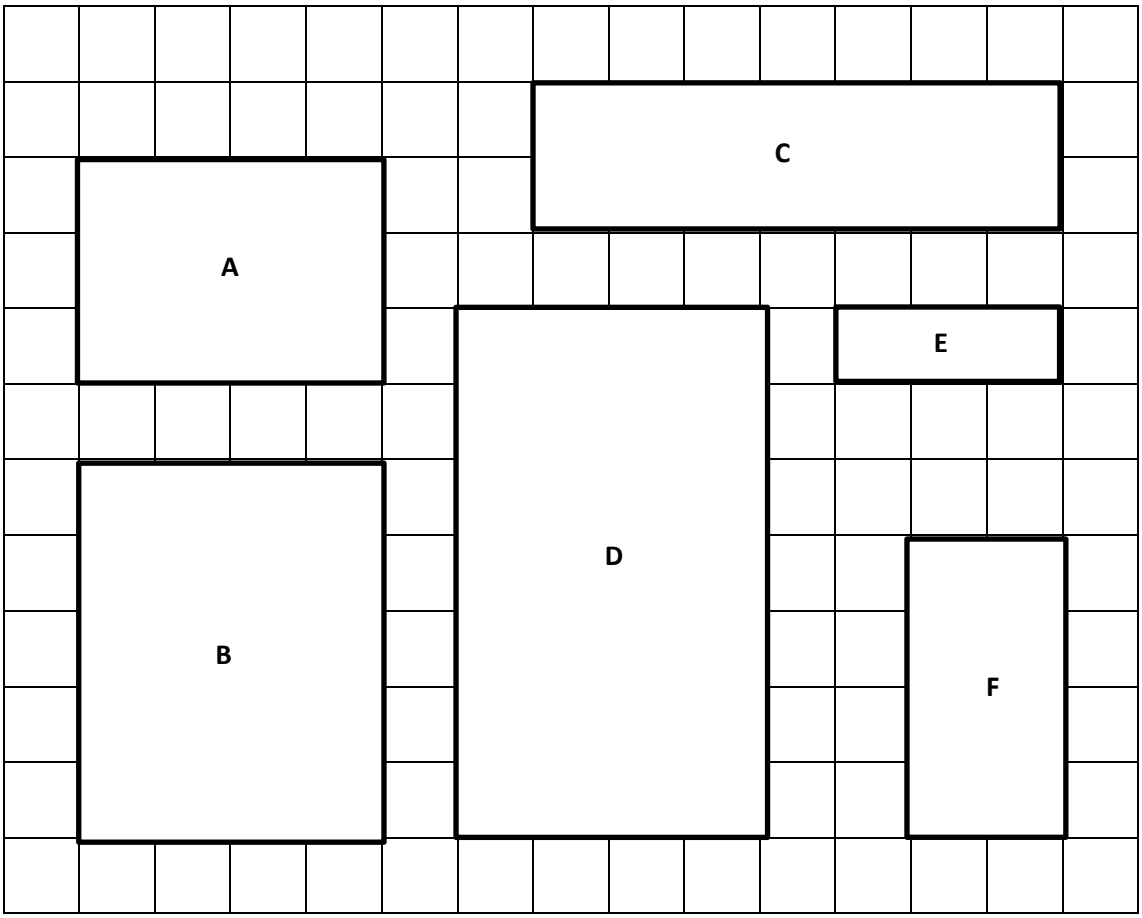
Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help you assess the students' understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the students.

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Name _____ Date _____

1. Use a straight edge to draw a grid of equal size squares within the rectangle. Find and label the side lengths. Then multiply the side lengths to find the area.



A. Area: _____ × _____ = _____ square units

B. Area: _____ × _____ = _____ square units

C. Area: _____ × _____ = _____ square units

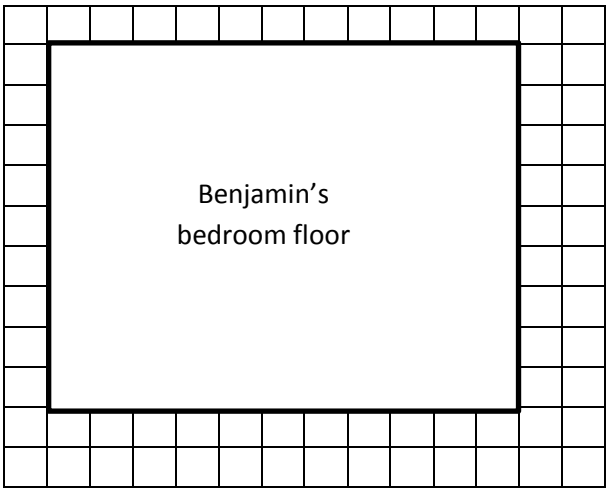
D. Area: _____ × _____ = _____ square units

E. Area: _____ × _____ = _____ square units

F. Area: _____ × _____ = _____ square units

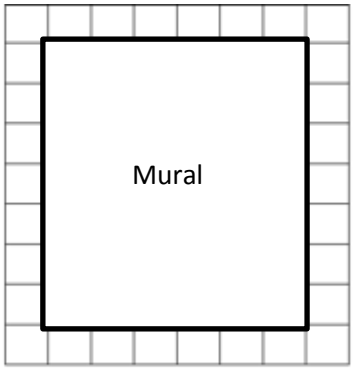
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2. The area of Benjamin's bedroom floor is shown on the grid to the right. Each ☐ = 1 square foot. How many total square feet is Benjamin's floor?



   a. Label the side lengths.
   b. Use a straight edge to draw a grid of equal size squares within the rectangle.
   c. Find the total number of squares.

3. Mrs. Young's art class needs to create a mural that covers exactly 35 square feet. Mrs. Young marks the area for the mural as shown on the grid below. Each ☐ = 1 square foot. Did she mark the area correctly? Explain your answer.



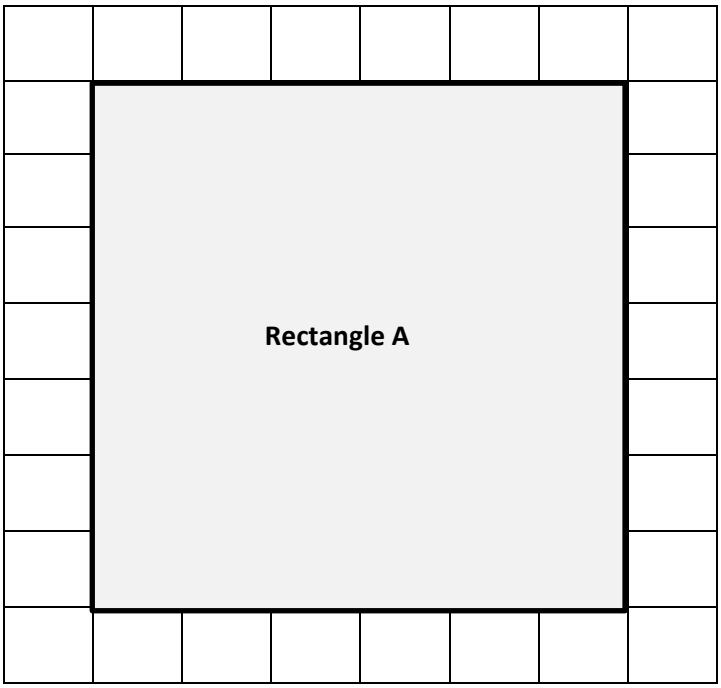
4. Mrs. Barnes draws a rectangular array. Mila skip-counts by fours and Jorge skip-counts by sixes to find the total number of square units in the array. When they give their answers, Mrs. Barnes says that they are both right.
   a. Use pictures, numbers, and words to explain how Mila and Jorge can both be right.

   b. How many square units might Mrs. Barnes' array have had?

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1. Label the side lengths of Rectangle A on the grid below. Use a straight edge to draw a grid of equal size squares within Rectangle A. Find the total area of Rectangle A.



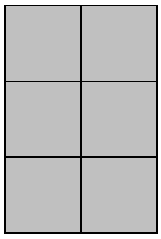
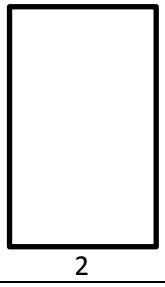
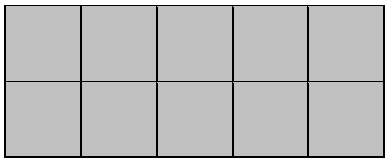
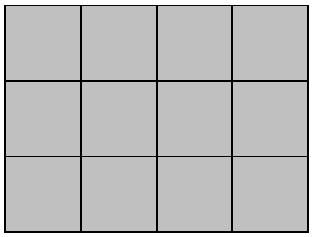
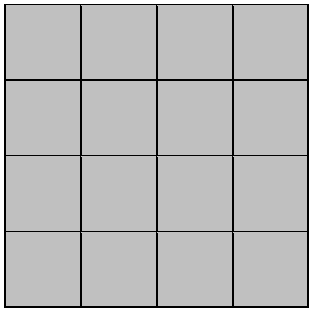
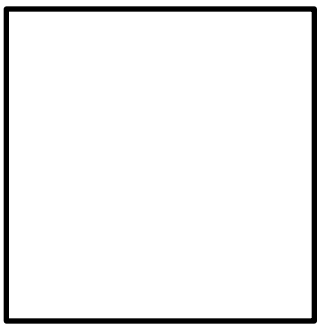
Area: _____ square units

2. Mark makes a rectangle with 36 square-centimeter tiles. Gia makes a rectangle with 36 square-inch tiles. Whose rectangle has a bigger area? Explain your answer.

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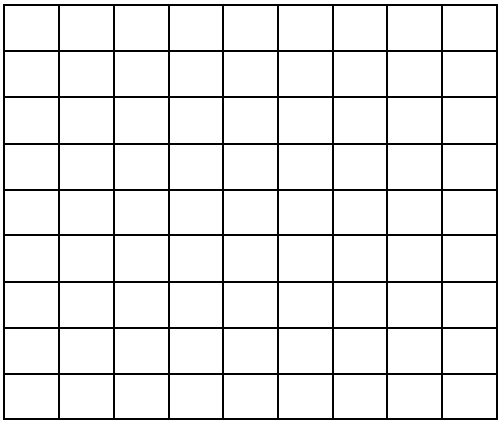
1. Find the area of each rectangular array. Label the side lengths of the matching area model and write a multiplication equation for each area model.

Rectangular Arrays	Area Models
a.  _____ square units	 3 2 3 × _____ = _____
b.  _____ square units	 _____ × _____ = _____
c.  _____ square units	 _____ × _____ = _____
d.  _____ square units	 _____ × _____ = _____

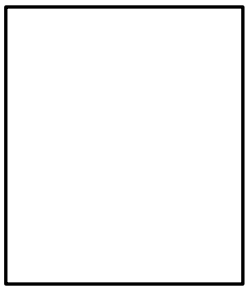
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3. Jillian arranges square pattern blocks into a 7 by 4 array. Draw Jillian's array on the the grid below. How many square units are in Jillian's rectangular array?

   a.



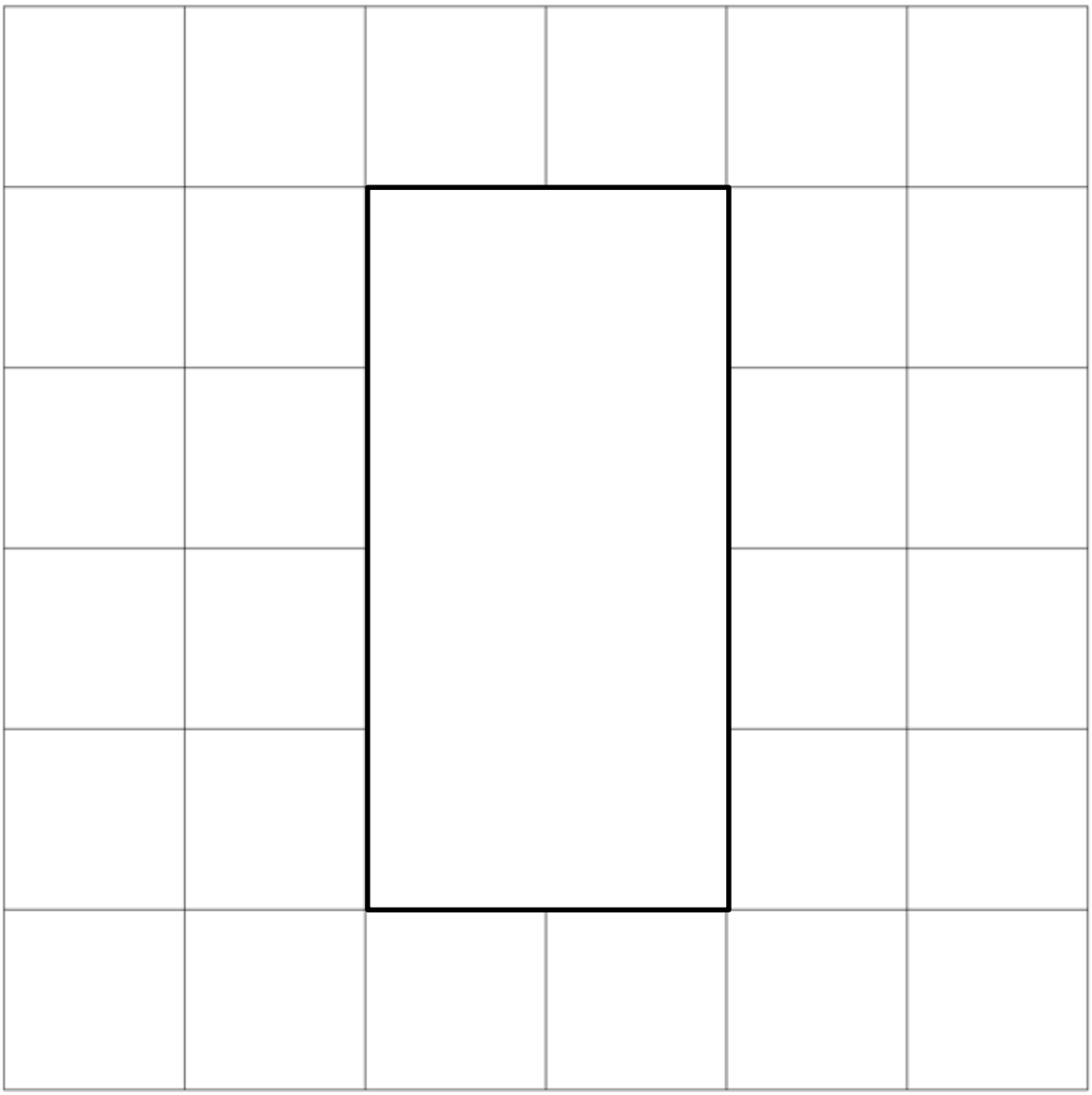
   b. Label the side lengths of Jillian's array from Part (a) on the rectangle below. Then write a multiplication sentence to represent the area of the rectangle.



4. Fiona draws a 24 square-centimeter rectangle. Gregory draws a 24 square-inch rectangle. Whose rectangle is larger in area? How do you know?

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Area Model Template

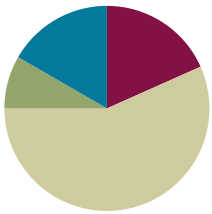


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Lesson 8

Objective: Find the area of a rectangle through multiplication of the side lengths.

Suggested Lesson Structure



Fluency Practice	(11 minutes)
Application Problem	(5 minutes)
Concept Development	(34 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**

Fluency Practice (11 minutes)

- Multiply by 6 **3.OA.7** (8 minutes)
- Group Counting **3.OA.1** (3 minutes)

Multiply by 6 (8 minutes)

Materials: (S) Multiply by 6 Pattern Sheet (6–10)

Note: This activity builds fluency with multiplication facts using units of 6. It works toward students knowing from memory all products of two one-digit numbers. See G3–M4–Lesson 2 for the directions for administration of a *Multiply By* pattern sheet.

T: (Write 7 × 6 = ____.) Let's skip-count up by sixes. (Count with fingers to 7 as students count.)
S: 6, 12, 18, 24, 30, 36, 42.
T: Let's see how we can skip-count down to find the answer, too. (Show 10 fingers.) Start at 60. (Count down with your fingers as students say numbers.)
S: 60, 54, 48, 42.

Continue with the following possible sequence: 9 × 6, 6 × 6, and 8 × 6.

T: (Distribute Multiply by 6 Pattern Sheet.) Let's practice multiplying by 6. Be sure to work left to right across the page.

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Group Counting (3 minutes)

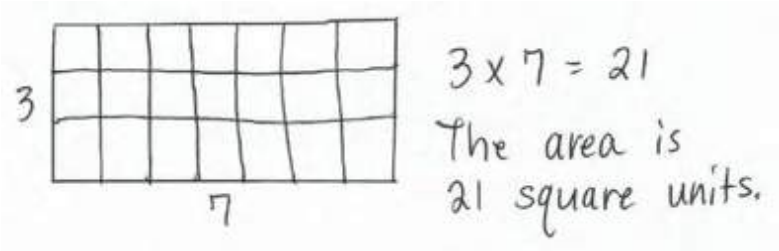
Note: Group counting reviews interpreting multiplication as repeated addition.

Direct students to count forward and backward, occasionally changing the direction of the count.

- Fours to 40
- Sevens to 70
- Eights to 80
- Nines to 90

Application Problem (5 minutes)

Marnie and Connor both skip-count square units to find the area of the same rectangle. Marnie counts, "3, 6, 9, 12, 15, 18, 21." Connor counts, "7, 14, 21." Draw what the rectangle might look like, then label the side lengths and find the area.

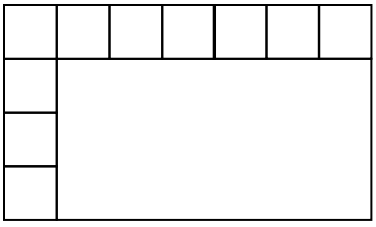


Note: This problem reinforces G3–M4–Lesson 7 and sets the foundation for today's Concept Development. Invite students to share their drawings and discuss how they are similar and how they are different.

Concept Development (34 minutes)

Materials: (S) Personal white board, inch ruler, grid template

Part 1: Relate side lengths to area.



T: (Project image shown to the right.) How many rows are in the incomplete array?

S: 4 rows.

T: How many square units are there in each row?

S: 7 square units.

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T: Talk to your partner: Do we need to complete the array to find the area of the rectangle? Why or why not?

S: Yes, then we can skip-count each row to find the total. → No, we already know the side lengths!

T: How are the side lengths related to the area?

S: If you multiply the side lengths together, the product is the same as the area.

T: Talk to a partner: Can you multiply any two side lengths to find the area?

MP.8 S: No, you have to multiply the side length that shows the number of rows times the side length that shows the number of squares in each row.

T: What multiplication equation can be used to find the area of this rectangle?

S: 4 × 7 = 28.

T: In order to check our answer, use your grid template to trace and shade in an area model that is 4 units high and 7 units wide. Label each side length.

S: (Draw and label.)

T: Was our answer correct?

S: Yes, I used the grid paper to count 28 squares inside. → I skip-counted 4 sevens to make 28.

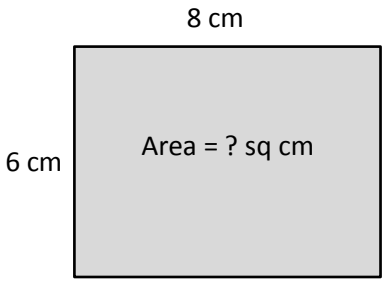
NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

You may want to help English language learners relate the number of square units in each row to the word *columns,* and relate *columns* and *rows* to side lengths. To some students it may appear that these words are used interchangeably. Help clarify meaning.

Continue with the following possible sequence: 6 by 5, 8 by 7, and 9 by 6.

Part 2: Use side lengths to find area.

(Draw or project the rectangle shown at right.)



T: What do you notice about this rectangle?

S: We know the side lengths, but there is no grid inside. → It's an area model.

T: Do we still have enough information to find the area of this rectangle, even without the grid lines inside?

S: Yes! We know both side lengths.

T: Write the multiplication equation to find the area of this rectangle.

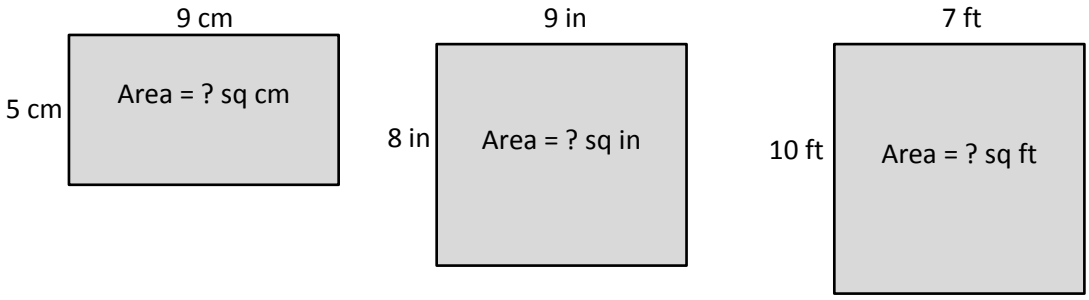
S: 6 × 8 = 48.

NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

You may choose to have students work through these examples independently or in pairs.

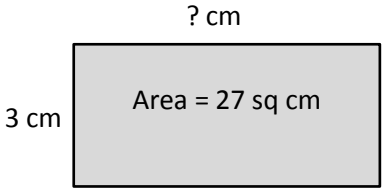
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Continue with the following suggested examples:



Part 3: Use area and side length to find unknown side length.

(Draw or project the rectangle shown at right.)



T: What do you notice about this rectangle?

S: We know the area, but not both side lengths. → One of the side lengths is unknown.

T: Write a multiplication equation on your board to show how to find the area of this rectangle. Use a question mark for the unknown side length.

S: (Write 3 × ? = 27.)

T: What is the value of the question mark?

S: 9!

T: How do you know?

S: I know that 3 times 9 equals 27!

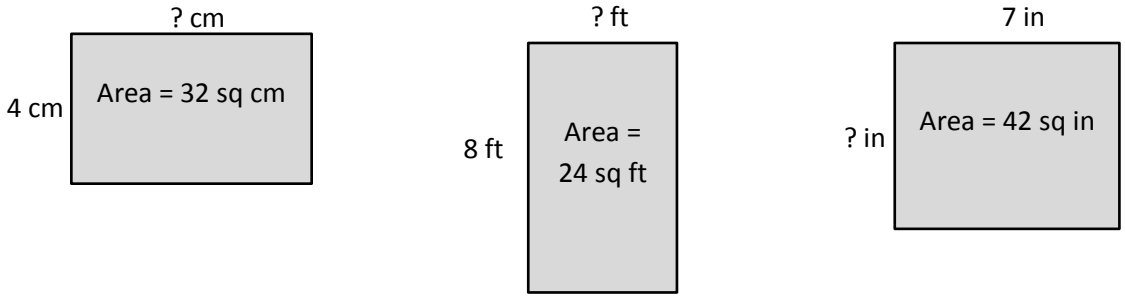
T: So what is the unknown side length?

S: 9 centimeters!

T: Write the related division equation on your board.

S: (Write 27 ÷ 3 = 9.)

Continue with the following suggested examples:



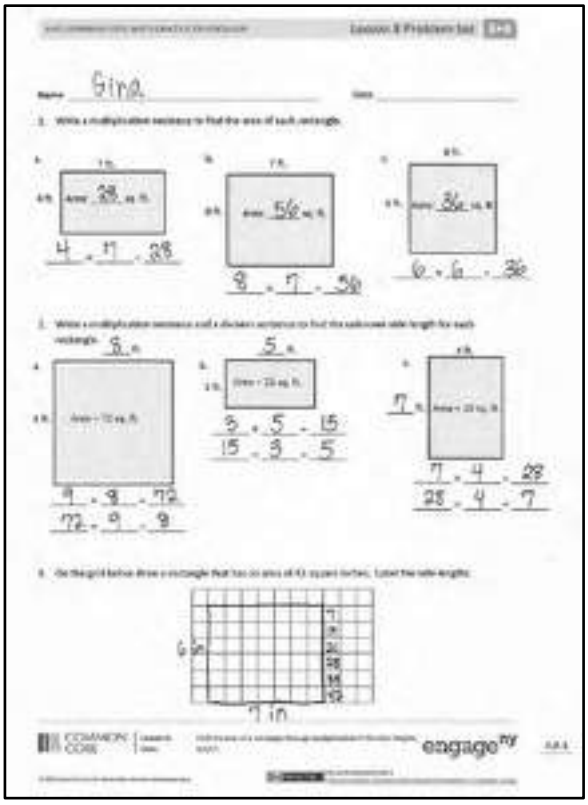
T: When you know the area and one side length of a rectangle, how can you find the other side length?

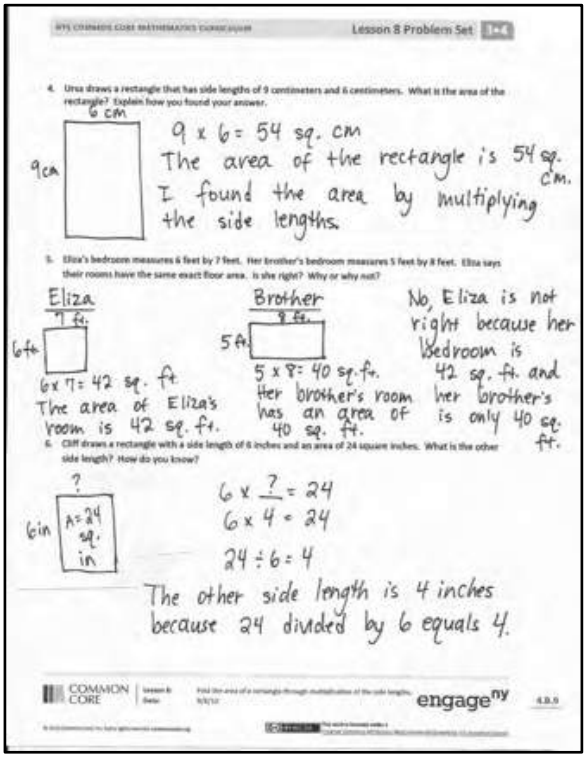
S: I can think of it as a multiplication equation with a missing factor. → Or, I can divide the area by the known side length.

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Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students solve these problems using the RDW approach used for Application Problems.





Student Debrief (10 minutes)

Lesson Objective: Find the area of a rectangle through multiplication of the side lengths.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

You may choose to use any combination of the questions below to lead the discussion.

- In what way is the area of Problem 1(b) related to the area of Problem 1(a)? (It is double.) How could you use the side lengths to help you figure out that 8 × 7 is double 4 × 7?
- Explain how you can tell a shape is a square just by looking at the side lengths (Problem 1(c)).
- How are the rectangles in Problem 1(a) and 2(c) similar? How are they different?
- Address the following possible misconception in Problem 4. Even though Eliza's bedroom has 1 side length (6 feet) that is 1 more than her brother's bedroom (5 feet), and 1 side length (7 feet) that is 1 less than her brother's bedroom (8 feet), the floor areas are not equal.
- Why is there a connection between a rectangle's side lengths and its area?

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Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help you assess the students' understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the students.

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Multiply.

6 x 1 = _____	6 x 2 = _____	6 x 3 = _____	6 x 4 = _____
6 x 5 = _____	6 x 6 = _____	6 x 7 = _____	6 x 8 = _____
6 x 9 = _____	6 x 10 = _____	6 x 5 = _____	6 x 6 = _____
6 x 5 = _____	6 x 7 = _____	6 x 5 = _____	6 x 8 = _____
6 x 5 = _____	6 x 9 = _____	6 x 5 = _____	6 x 10 = _____
6 x 6 = _____	6 x 5 = _____	6 x 6 = _____	6 x 7 = _____
6 x 6 = _____	6 x 8 = _____	6 x 6 = _____	6 x 9 = _____
6 x 6 = _____	6 x 7 = _____	6 x 6 = _____	6 x 7 = _____
6 x 8 = _____	6 x 7 = _____	6 x 9 = _____	6 x 7 = _____
6 x 8 = _____	6 x 6 = _____	6 x 8 = _____	6 x 7 = _____
6 x 8 = _____	6 x 9 = _____	6 x 9 = _____	6 x 6 = _____
6 x 9 = _____	6 x 7 = _____	6 x 9 = _____	6 x 8 = _____
6 x 9 = _____	6 x 8 = _____	6 x 6 = _____	6 x 9 = _____
6 x 7 = _____	6 x 9 = _____	6 x 6 = _____	6 x 8 = _____
6 x 9 = _____	6 x 7 = _____	6 x 6 = _____	6 x 8 = _____

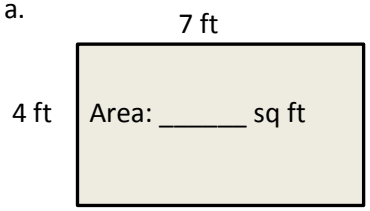
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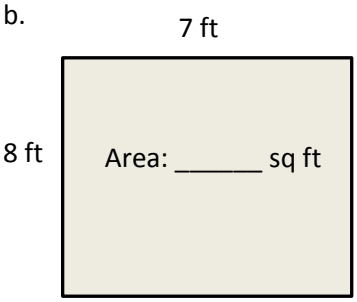
1. Write a multiplication sentence to find the area of each rectangle.

a.



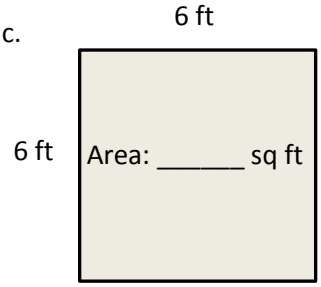
_____ × _____ = _____

b.



_____ × _____ = _____

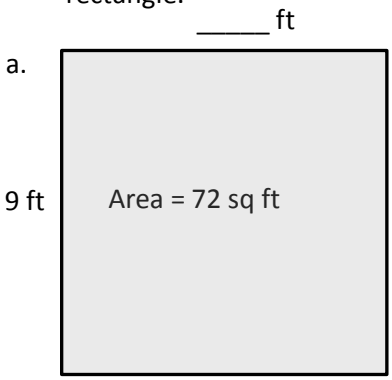
c.



_____ × _____ = _____

2. Write a multiplication sentence and a division sentence to find the unknown side length for each rectangle.

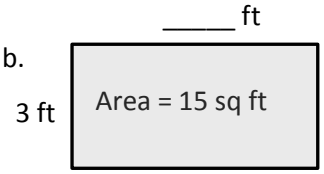
a.



_____ × _____ = _____

_____ ÷ _____ = _____

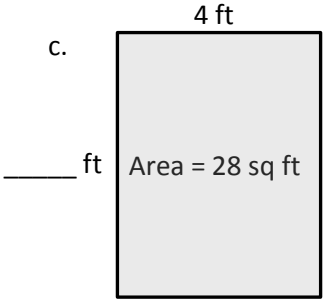
b.



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_____ ÷ _____ = _____

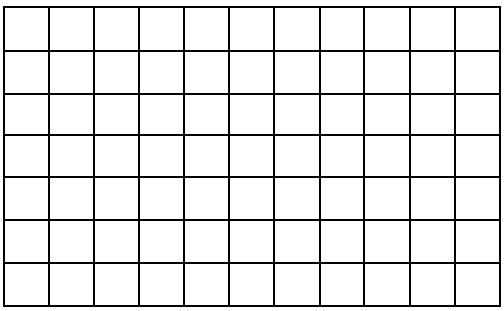
c.



_____ × _____ = _____

_____ ÷ _____ = _____

3. On the grid below, draw a rectangle that has an area of 42 square inches. Label the side lengths.



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4. Ursa draws a rectangle that has side lengths of 9 centimeters and 6 centimeters. What is the area of the rectangle? Explain how you found your answer.

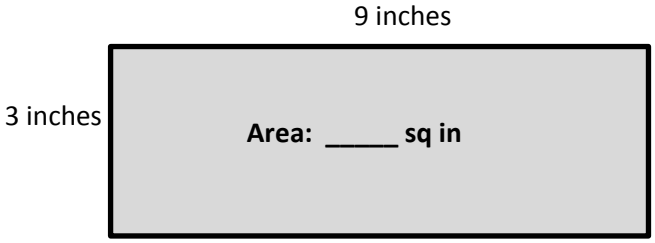
5. Eliza's bedroom measures 6 feet by 7 feet. Her brother's bedroom measures 5 feet by 8 feet. Eliza says their rooms have the same exact floor area. Is she right? Why or why not?

6. Cliff draws a rectangle with a side length of 6 inches and an area of 24 square inches. What is the other side length? How do you know?

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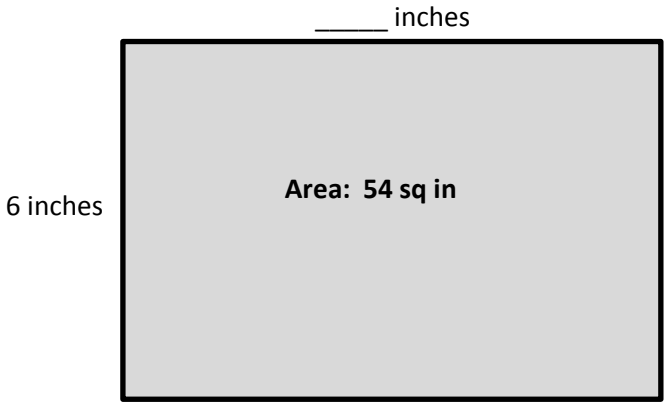
Name _____ Date _____

1. Write a multiplication sentence to find the area of the rectangle below.



_____ × _____ = _____

2. Write a multiplication sentence and a division sentence to find the unknown side length for the rectangle below.



_____ × _____ = _____

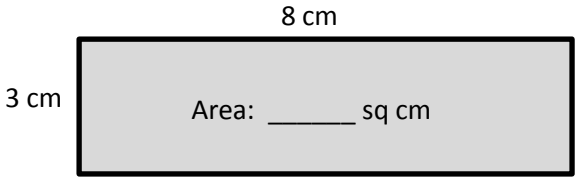
_____ ÷ _____ = _____

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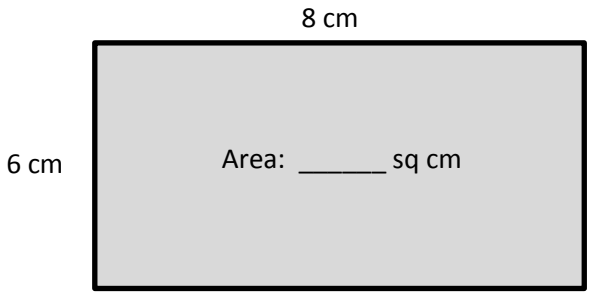
1. Write a multiplication sentence to find the area of each rectangle.

a.



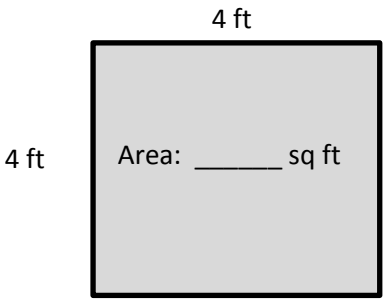
_____ × _____ = _____

b.



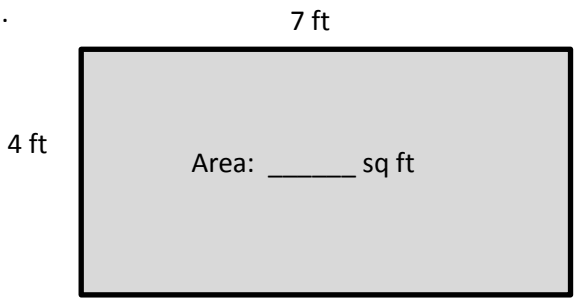
_____ × _____ = _____

c.



_____ × _____ = _____

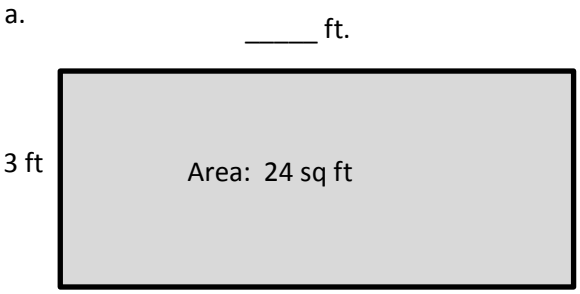
d.



_____ × _____ = _____

2. Write a multiplication sentence and a division sentence to find the unknown side length for each rectangle.

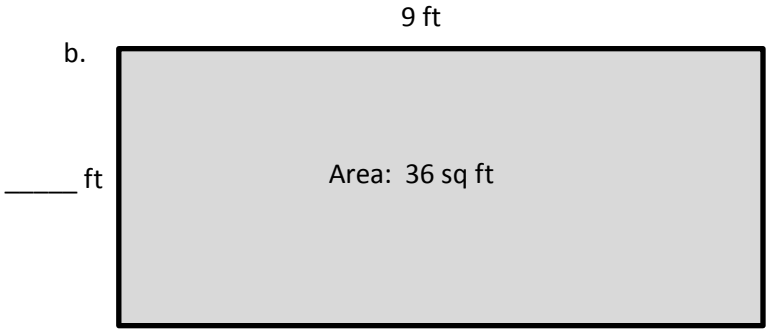
a.



_____ × _____ = _____

_____ ÷ _____ = _____

b.

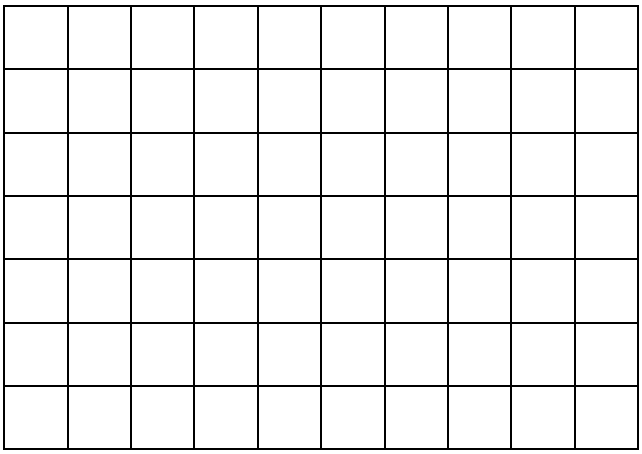


_____ × _____ = _____

_____ ÷ _____ = _____

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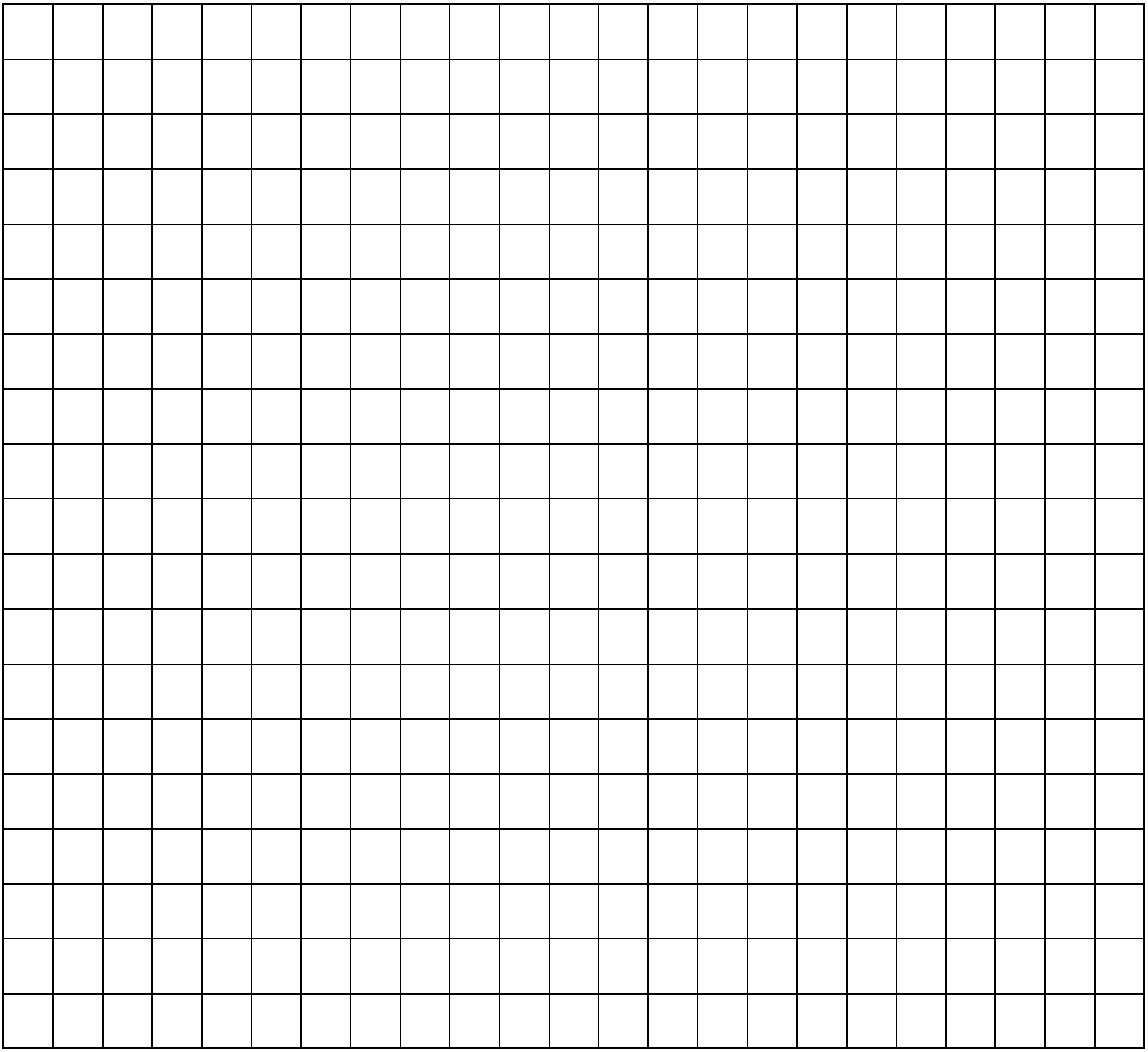
2. On the grid below draw a rectangle that has an area of 32 square centimeters. Label the side lengths.



3. Patricia draws a rectangle that has side lengths of 4 centimeters and 9 centimeters. What is the area of the rectangle? Explain how you found your answer.

4. Charles draws a rectangle with a side length of 9 inches and an area of 27 square inches. What is the other side length? How do you know?

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Topic C

Arithmetic Properties Using Area Models

3.MD.5, 3.MD.6, 3.MD.7

Focus Standard:	3.MD.5	Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.
	3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
	3.MD.7	Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
Instructional Days:	3	
Coherence -Links from:	G2–M2	Addition and Subtraction of Length Units
	G3–M1	Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10
	G3–M3	Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10
-Links to:	G4–M3	Multi-Digit Multiplication and Division
	G4–M7	Exploring Multiplication

Topic C begins with a concrete study of arithmetic properties. Students cut apart rectangular grids and rearrange the parts to create new rectangles with the same area. Lesson 9 lays the foundation for the work to come in Lessons 10 and 11.

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In Lesson 10, students apply knowledge of the distributive property from Modules 1 and 3 to find area. In previous modules, they learned to decompose an array of discrete items into two parts, determine the number of units in each part, and then find the sum of the parts. Now students connect this experience to using the distributive property to determine the missing side length of an array that may, for example, have an area of 72 square units. They might decompose the area into an 8 by 5 rectangle and an 8 by 4 rectangle. The sum of the side lengths, 5 + 4, gives them the length of the missing side.

In Lesson 11, students use a given number of square units to determine all possible whole number side lengths of rectangles with that area. They engage in MP.3 as they justify that they have found all possible solutions for each given area using the associative property. Areas of 24, 36, 48, and 72 are chosen to reinforce multiplication facts that are often more difficult. Students realize that different factors give the same product. For example, they find that 4 by 12, 6 by 8, 1 by 48, and 2 by 24 arrays all have an area of 48 square units. They use understanding of the commutative property to recognize that area models can be rotated similar to the arrays in Modules 1 and 3.

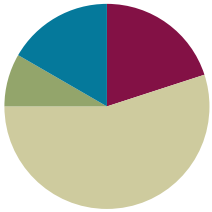
A Teaching Sequence Towards Mastery of Arithmetic Properties Using Area Models	
Objective 1:	**Analyze different rectangles and reason about their area. (Lesson 9)**
Objective 2:	**Apply the distributive property as a strategy to find the total area of a larger rectangle by adding two products. (Lesson 10)**
Objective 3:	**Demonstrate the possible whole number side lengths of rectangles with areas of 24, 36, 48, or 72 square units using the associative property. (Lesson 11)**

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Lesson 9

Objective: Analyze different rectangles and reason about their area.

Suggested Lesson Structure



Fluency Practice	(12 minutes)
Application Problems	(5 minutes)
Concept Development	(33 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**

Fluency Practice (12 minutes)

- Group Counting **3.OA.1** (4 minutes)
- Find the Area **3.MD.6** (4 minutes)
- Decompose the Multiplication Sentence **3.OA.5** (4 minutes)

Group Counting (4 minutes)

Note: Group counting reviews interpreting multiplication as repeated addition.

Direct students to count forward and backward, occasionally changing the direction of the count.

- Fours to 40
- Sevens to 70
- Eights to 80Nines to 90

Find the Area (4 minutes)

Note: This fluency reviews strategies for finding the area of a rectangle.

T: (Project a rectangular array with 2 rows of 4 units. Write 1 tile = 1 square meter.) What does 1 tile equal?
S: 1 square meter.
T: (Point to the side length of 4 units.) This is the **length** of the rectangle. What is its value?
S: 4 meters.
T: (Point to the side length of 2 units.) This is the **width** of the rectangle. What is its value?
S: 2 meters.
T: Write a multiplication sentence to represent the area of the rectangle.
S: (Write 2 m × 4 m = 8 sq m or 4 m × 2 m = 8 sq m.)

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Continue with the following possible sequence: 3 rows of 5 units, 3 rows of 7 units, 4 rows of 6 units, 4 rows of 9 units, and 6 rows of 8 units.

Decompose the Multiplication Sentence (4 minutes)

Materials: (S) Personal white boards

Note: This activity anticipates the distributive property used in G3–M4–Lesson 10, while reviewing G3–Module 3 concepts.

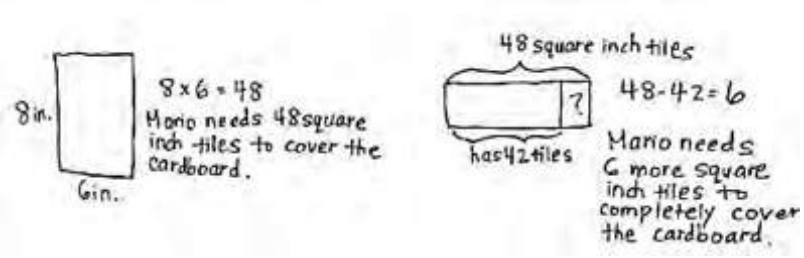
T: (Write 8 × 6 = (5 + ___) × 6.) On your boards, complete the number sentence.
S: (Write 8 × 6 = (5 + 3) × 6.)
T: (Write = (___ × 6) + (___ × 6).) Complete the number sentence.
S: (Write (5 × 6) + (3 × 6).)
T: Solve the multiplication problems and write an addition sentence. Below it, write your answer.
S: (Write 30 + 18 and 48 below it.)

8 × 6	= (5 + 3) × 6
	= (5 × 6) + (3 × 6)
	= 30 + 18
	= 48

Continue with the following possible sequence: 7 × 6, 6 × 6, and 9 × 6.

Application Problem (5 minutes)

Mario plans to completely cover his 8-inch by 6-inch cardboard with square-inch tiles. He has 42 square-inch tiles. How many more square-inch tiles does Mario need to cover the cardboard without any gaps or overlap? Explain your answer.



Note: This problem reviews the concept of finding area. Students will likely solve by multiplying side lengths (shown above), having just practiced this strategy in G3–M4–Lesson 8.

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Concept Development (33 minutes)

Materials: (S) Centimeter grid, personal white boards, Problem Set

Problems 1 and 2 in the Problem Set:

T: How can we cut this grid to get 2 equal rectangles?

S: Cut it in half. → If we cut on the line between the fifth and sixth squares, we'll have 2 equal rectangles. → If we fold the grid in half and cut along the fold, we can make 2 equal rectangles.

T: Do that now, and then answer Problem 1(a).



T: How can you find the area of one of the rectangles?

S: Multiply the side lengths. → Multiply 5 times 10.

T: Answer Problem 1(b). (Allow students time to work.) What is the area of one of the rectangles?

S: 50 square centimeters!

T: What is the area of the other rectangle? How do you know?

S: 50 square centimeters because the rectangles are equal.

T: How can you find the total area of the rectangles?

S: Add 50 square centimeters plus 50 square centimeters.

T: Answer Problem 1(c). (Allow students time to work.) What is the total area?

S: 100 square centimeters.

T: Place your rectangles next to each other to make 1 long rectangle. Talk to a partner. What do you think the area of this long rectangle is? Why?



S: 100 square centimeters because I added 50 square centimeters plus 50 square centimeters. → 100 square centimeters because that's the total area of the smaller rectangles and that doesn't change when we move them to make the longer rectangle.

NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Cutting paper with scissors may be a challenge for some learners. Precision is important to this lesson. Please try the following tips:

- Provide centimeter grids on cardstock or thicker paper.
- Darken and thicken the cutting lines.
- Provide left-handed, loop, spring, self-opening, or other adaptive scissors, if needed.
- Instruct students to turn the paper, not the scissors.
- Offer precut centimeter grids.

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T: Let's see if you are right! Answer Problem 2(a). (Allow students time to work.) What multiplication fact can help you find the area of this longer rectangle?

S: 5 × 20.

T: How can you solve this multiplication fact?

S: We can think of it as 5 times 2 tens. → We could think of it as 5 × (2 × 10), which is the same as (5 × 2) × 10. → We can think of it the same way as before, as 2 equal rectangles.

T: Choose a strategy and use it to answer Problem 2(b). (Allow students time to work.) What is the area of this longer rectangle?

S: 100 square centimeters!

T: Was your prediction about the area of this longer rectangle correct?

MP.3

S: Yes!

Repeat this process, instructing students to fold 2 columns behind one of the rectangles, so they now have a 5 by 8 rectangle and a 5 by 10 rectangle. They can use their boards to record the total area of the 2 separate rectangles and the area of the longer rectangle that is made by joining the 2 smaller rectangles.

T: What did you notice about the sum of the areas of the 2 small rectangles and the area of the longer rectangle?

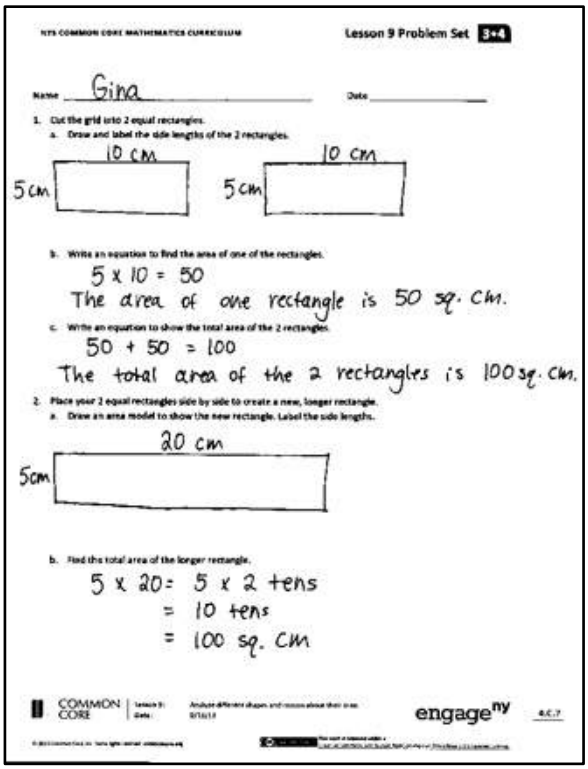
S: They're the same!

T: How can we use the areas of 2 small rectangles that form a longer rectangle to find the area of the longer rectangle?

S: Add the areas of the smaller rectangles!

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students solve these problems using the RDW approach used for Application Problems.


NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 9 Problem Set 3•4

Name Gina Date

1. Cut the grid into 2 equal rectangles.
a. Draw and label the side lengths of the 2 rectangles.

10 cm 10 cm
5 cm 5 cm

b. Write an equation to find the area of one of the rectangles.
5 x 10 = 50
The area of one rectangle is 50 sq. cm.

c. Write an equation to show the total area of the 2 rectangles.
50 + 50 = 100
The total area of the 2 rectangles is 100 sq. cm.

2. Place your 2 equal rectangles side by side to create a new, longer rectangle.
a. Draw an area model to show the new rectangle. Label the side lengths.

20 cm
5cm

b. Find the total area of the longer rectangle.
5 x 20 = 5 x 2 tens
= 10 tens
= 100 sq. cm

COMMON CORE engage^ny 4.C.7

Student Debrief (10 minutes)

Lesson Objective: Analyze different rectangles and reason about their area.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

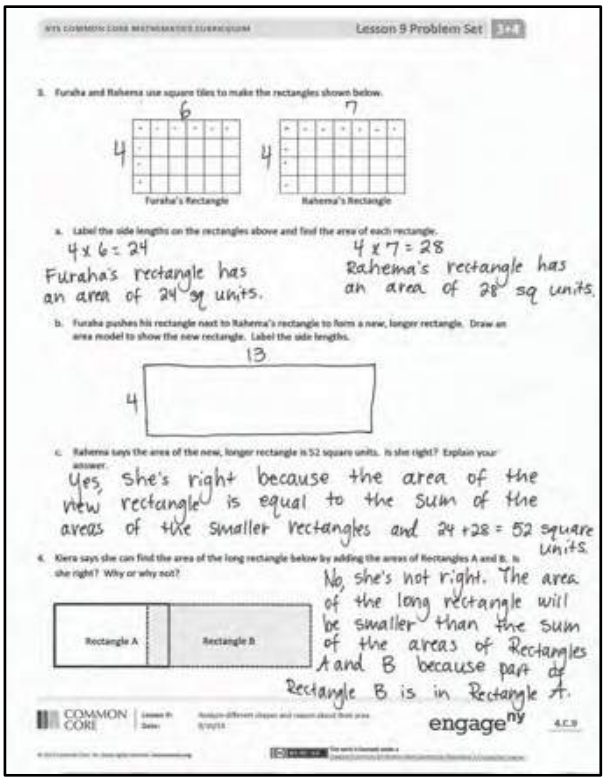
Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be

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addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

You may choose to use any combination of the questions below to lead the discussion.

- Talk to a partner: In Problem 1(a) how does knowing the side lengths of the grid help you find the side lengths of the small rectangles without counting?
- Did anyone use the break apart and distribute strategy to solve Problem 2(b)? Explain what you broke apart. Why did you make that choice? (In anticipation of G3–M4–Lesson 10, which uses the distributive property, ask students how the paper rectangles show the distributive property.)
- Compare the equations you used to solve Problems 1(b) and 2(b). How are they the same? How are they different?
- Explain to a partner how you found the **length** and **width** for the new rectangle in Problem 3(b).
- Did anyone multiply the side lengths to solve Problem 3(c)? What strategy did you use to multiply 4 × 13?
- How was Problem 4 different from the rest of the problems?


Lesson 9 Problem Set 3•4

3. Furaha and Raheema use square tiles to make the rectangles shown below.

Furaha's Rectangle: 4 × 6

Raheema's Rectangle: 4 × 7

a. Label the side lengths on the rectangles above and find the area of each rectangle.

4 x 6 = 24

Furaha's rectangle has an area of 24 sq units.

4 x 7 = 28

Raheema's rectangle has an area of 28 sq units.

b. Furaha pushes his rectangle next to Raheema's rectangle to form a new, longer rectangle. Draw an area model to show the new rectangle. Label the side lengths.

13

4

c. Raheema says the area of the new, longer rectangle is 52 square units. Is she right? Explain your answer.

Yes, she's right because the area of the new rectangle is equal to the sum of the areas of the smaller rectangles and 24 + 28 = 52 square units.

4. Kiera says she can find the area of the long rectangle below by adding the areas of Rectangles A and B. Is she right? Why or why not?

Rectangle A | Rectangle B

No, she's not right. The area of the long rectangle will be smaller than the sum of the areas of Rectangles A and B because part of Rectangle B is in Rectangle A.

COMMON CORE engage^ny 4.C.9

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help you assess the students' understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the students.

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Name _____ Date _____

1. Cut the grid into 2 equal rectangles.
   a. Draw and label the side lengths of the 2 rectangles.

   b. Write an equation to find the area of 1 of the rectangles.

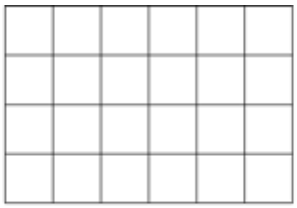
   c. Write an equation to show the total area of the 2 rectangles.

2. Place your 2 equal rectangles side by side to create a new, longer rectangle.
   a. Draw an area model to show the new rectangle. Label the side lengths.

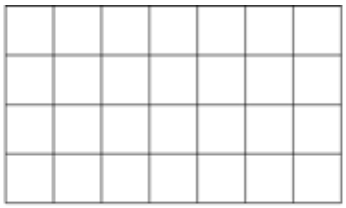
   b. Find the total area of the longer rectangle.

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3. Furaha and Rahema use square tiles to make the rectangles shown below.



Furaha's Rectangle



Rahema's Rectangle

a. Label the side lengths on the rectangles above and find the area of each rectangle.

b. Furaha pushes his rectangle next to Rahema's rectangle to form a new, longer rectangle. Draw an area model to show the new rectangle. Label the side lengths.

c. Rahema says the area of the new, longer rectangle is 52 square units. Is she right? Explain your answer.

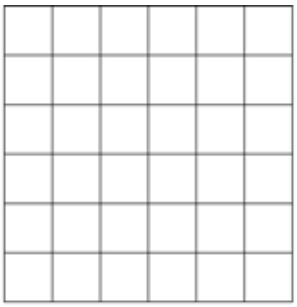
4. Kiera says she can find the area of the long rectangle below by adding the areas of Rectangles A and B. Is she right? Why or why not?



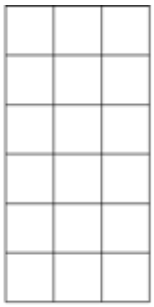
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Name _____ Date _____

Lamar uses square tiles to make the 2 rectangles shown below.



Rectangle A



Rectangle B

a. Label the side lengths of the 2 rectangles.

b. Write equations to find the areas of the rectangles.

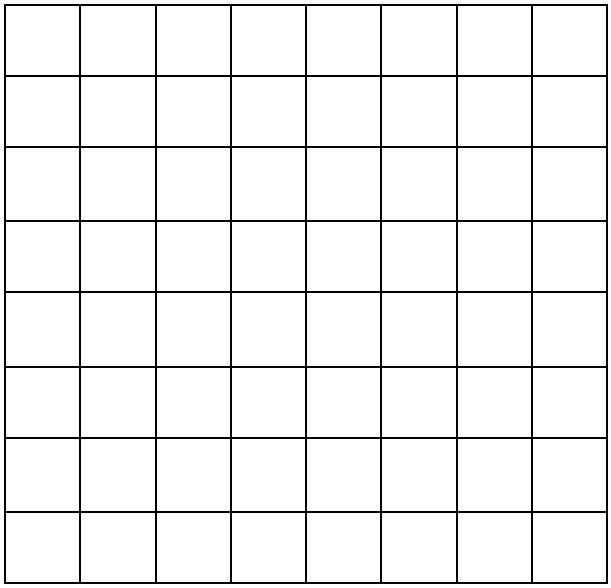
Area of Rectangle A: _____ Area of Rectangle B: _____

c. Lamar pushes Rectangle A next to Rectangle B to make a bigger rectangle. What is the area of the bigger rectangle? How do you know?

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1. Use the grid to answer the questions below.



a. Draw a line to show how to divide the grid into 2 equal rectangles. Shade in 1 of the rectangles.

b. Label the side lengths of each rectangle.

c. Write an equation to show the total area of the 2 rectangles.

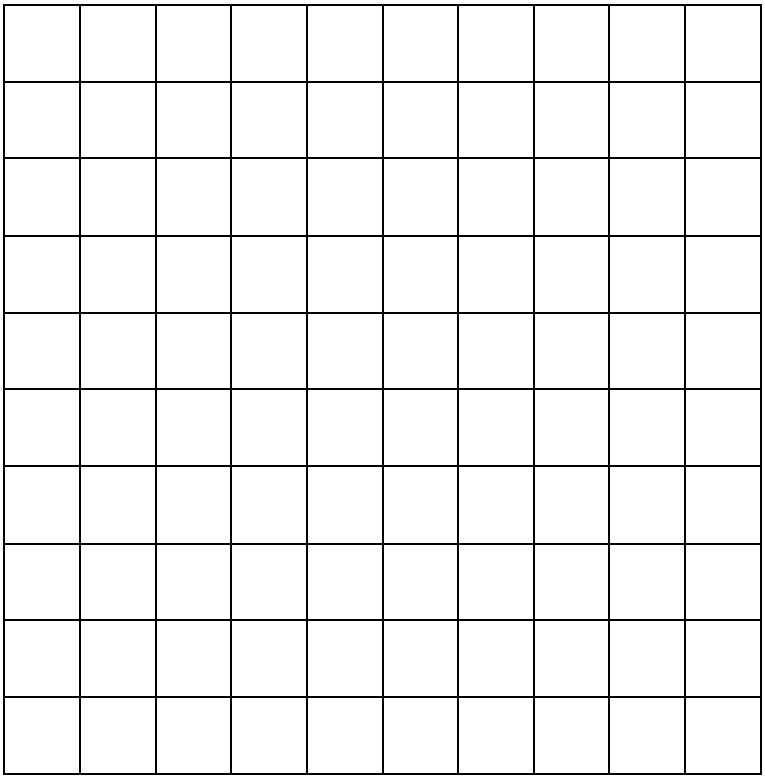
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2. Alexa cuts out the 2 equal rectangles from Problem 1(a) and puts the two shorter sides together.
   a. Draw Alexa's new rectangle and label the side lengths below.

   b. Find the total area of the new, longer rectangle.

   c. Is the area of the new, longer rectangle equal to the total area in Problem 1(c)? Explain why or why not.

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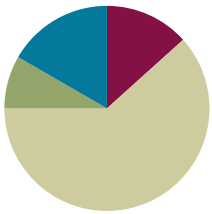
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Lesson 10

Objective: Apply the distributive property as a strategy to find the total area of a large rectangle by adding two products.

Suggested Lesson Structure

Fluency Practice	(8 minutes)
Application Problem	(5 minutes)
Concept Development	(37 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Fluency Practice (8 minutes)

- Group Counting **3.OA.1** (3 minutes)
- Find the Unknown Factor **3.OA.4** (5 minutes)

Group Counting (3 minutes)

Note: Group counting reviews interpreting multiplication as repeated addition.

Direct students to count forward and backward, occasionally changing the direction of the count.

- Sixes to 60
- Sevens to 70
- Eights to 80
- Nines to 90

Find the Unknown Factor (5 minutes)

Materials: (S) Personal white boards

Note: This fluency anticipates finding all possible side lengths of rectangles with areas of 12, 24, 36, 48, and 72 square units in G3–M4–Lesson 11.

T: (Write 4 × ___ = 12.) Fill in the unknown factor to make a true number sentence.

S: 4 × 3 = 12.

Continue with the following possible sequence: 6 × ___ = 12, 2 × ___ = 12, and 3 × ___ = 12.

T: (Write 8 × ___ = 24.) Fill in the unknown factor to make a true number sentence.

S: (Write 8 × 3 = 24.)

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Continue with the following possible sequence:

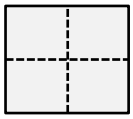
6 × ___ = 24, 3 × ___= 24, 6 × ___= 36, 9 × ___= 36, 4 × ___= 24, 4 × ___= 36, 8 × ___= 72, 8 × ___= 48, 9 × ___= 72, 6 × ___= 48, 2 × ___= 24, 12 × ___= 24, 12 × ___= 36, 12 × ___= 48, 12 × ___= 72, 3 × ___= 36, 4 × ___= 48, 6 × ___= 72, and 3 × ___= 72.

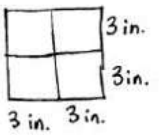
A NOTE ON 12 AS A FACTOR:

The suggested sequence for this fluency activity leads students to solve number sentences with 12 as a factor. While some students might be fluent with these facts, others might rely on the distributive property to write true number sentences. The expectation is for students to become familiar with 12 as a factor, since these number sentences will be seen in G3–M4–Lesson 11.

Application Problem (5 minutes)

Sonya folds a 6 by 6 square inch piece of paper into 4 equal parts, shown below. What is the area of 1 of the parts?





3 × 3 = 9 sq. in.
The area of 1 part is 9 sq. inches. or

6 × 6 = 36
The piece of paper has an area of 36 square inches

36 ÷ 4 = 9
The area of 1 folded part is 9 square inches.

Note: This problem reviews the concept of finding area.

Concept Development (37 minutes)

Materials: (S) Personal white boards, square-centimeter tiles, tiling template

Students start with the tiling template in their personal white boards.

T: (Project the tiling template.) There are 3 rectangles we are going to focus on: the large rectangle (trace the outside of the large rectangle with your finger), the shaded rectangle (trace the shaded rectangle), and the unshaded rectangle (trace the unshaded rectangle).

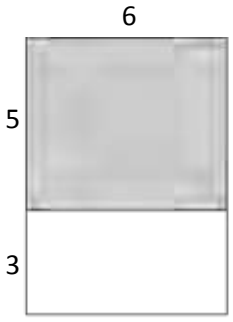
T: Use square-centimeter tiles to find the area of the large rectangle. (Allow students time to work.) What is the area of the large rectangle?

S: 48 square centimeters!

T: Use square-centimeter tiles to find the side lengths of the shaded rectangle. (Allow students time to work.) What are the side lengths?

S: 5 centimeters and 6 centimeters!

T: Label the side lengths. (Allow students time to label the side lengths.) What multiplication expression can you



(5 × 6) + (3 × 6)
= 30 + 18
= 48 square units

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use to find the area of the shaded rectangle?

S: 5 × 6!

T: Write that expression next to the shaded rectangle. (Allow students time to write expression.) What side length do we already know for the unshaded rectangle?

S: 6 centimeters!

T: Use square-centimeter tiles to find the other side length of the unshaded rectangle. (Allow students time to work.) What is the other side length?

S: 3 centimeters!

T: Label the side length. (Allow students time to label the side length.) What multiplication expression can you use to find the area of the unshaded rectangle?

S: 3 × 6!

T: Write that expression next to the unshaded rectangle. (Allow students time to write expression.) How can we use these two expressions to help us find the area of the large rectangle?

S: We can add them! → The area of the shaded rectangle plus the area of the unshaded rectangle equals the area of the large rectangle.

T: Write an expression on your board to show this.

S: (Write (5 × 6) + (3 × 6).)

T: Read your expression to a partner, and then find its value. (Allow students time to solve.) What is the area of the large rectangle?

S: 48 square units!

T: Is that the answer you got when you tiled the large rectangle?

S: Yes!

T: Write the value of the length of the large rectangle as an addition expression.

S: (Write 5 + 3.)

T: What will you multiply by to find the area?

S: 6!

T: Write that in your expression. Where should we put parentheses?

S: Around 5 + 3, because we need to add first to find the side length, then we can multiply.

MP.7 T: Add the parentheses to your expression. What is 5 + 3?

S: 8!

T: What is the new expression?

S: 8 × 6.

T: What is the area?

S: 48 square units!

T: Is that the same answer we just got?

S: Yes!

T: (Write the expressions as shown.) How are these three expressions related?

S: They all show the area of the large rectangle. → Oh

8 × 6

(5 + 3) × 6

(5 × 6) + (3 × 6)

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look, they show the break apart and distribute strategy! → Yeah, they show that the side length 8 is broken apart into 5 plus 3. Then 5 and 3 are multiplied by the other side length, 6.

MP.7

T: Discuss with a partner how the large rectangle on your board also shows the break apart and distribute strategy.

S: (Discuss.)

Repeat the process with the following possible suggestions, providing pictures of rectangles with grid lines:

- A 15 by 8 rectangle. (Students can partition as (10 + 5) × 8. This will help students see that this strategy is helpful when they cannot multiply the side lengths because they do not know these facts.)
- An 18 by 9 rectangle. (Students can decompose as double 9 × 9 or (10 + 8) × 9.)

T: We broke apart the 18 by 9 rectangle into two 9 by 9 rectangles. What other ways could we break apart this rectangle?

S: I would do 10 by 9 and 8 by 9 rectangles.

T: Explain to a partner the process you use to decide how to break apart a side length.

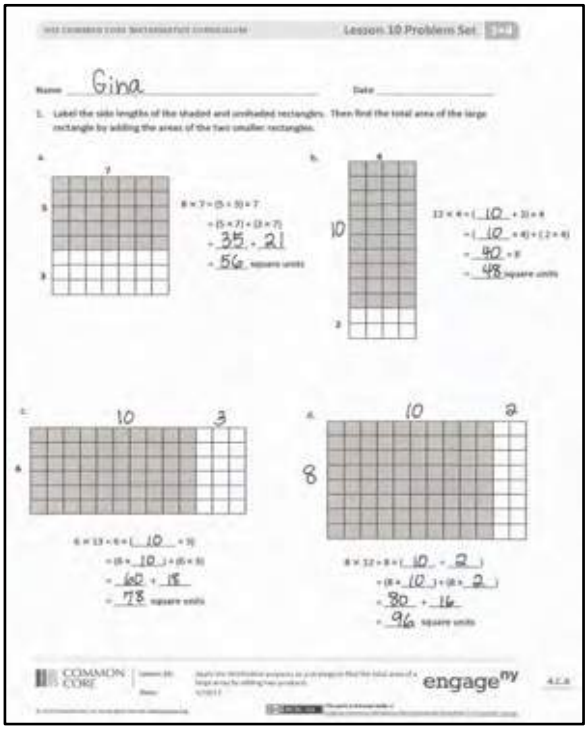
S: I look for facts I know. → I try to find a way to make a 5 or 10 because they're easy facts.

NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Consider directing students who may not complete the Problem Set within the allotted time to Problem 2 for valuable application and demonstration of understanding of today's objective. Offer planning and strategy development support to learners, if needed. Model a think-aloud in which you consider two or more possibilities, reason about your selection, and solve.

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students solve these problems using the RDW approach used for Application Problems.



Student Debrief (10 minutes)

Lesson Objective: Apply the distributive property as a strategy to find the total area of a large rectangle by adding two products.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

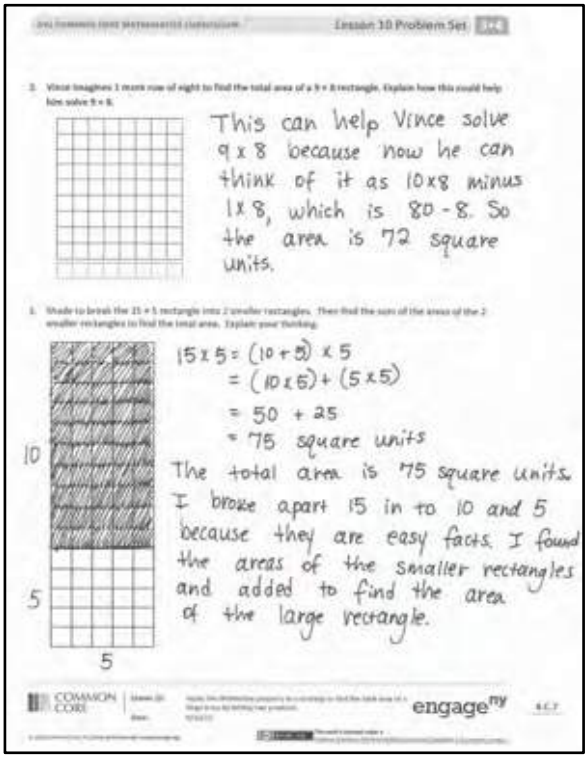
Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a

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partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

You may choose to use any combination of the questions below to lead the discussion.

- What are the side lengths of the large rectangle in Problem 1(c)? Can you multiply these side lengths to find the area? How does the break apart and distribute strategy help you?
- Without multiplying the side lengths of the large rectangle in Problem 1(d), how could you check to make sure your answer is right? (Students might say count the squares or skip-count by eight 12 times.) Discuss with a partner, which strategy is most efficient, counting squares, skip-counting, or using the break apart and distribute strategy?
- How was setting up and solving Problem 2 different from the rest of the problems?
- What side length did you break apart in Problem 3, and how did you break it apart? Why?
- With a partner, list as many possibilities as you can for how you could use the break apart and distribute strategy to find the area of a rectangle with side lengths of 20 and 7. Can we break it into 3 parts if we want to? Which one of your possibilities would you use to solve this problem? Why?



Exit Ticket (3 minutes)

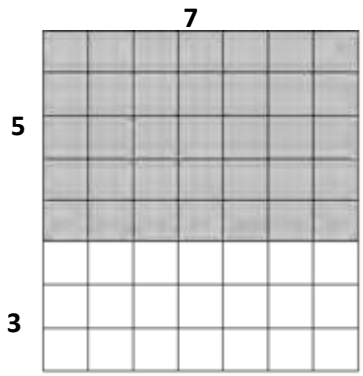
After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help you assess the students' understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the students.

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Name _____ Date _____

1. Label the side lengths of the shaded and unshaded rectangles. Then find the total area of the large rectangle by adding the areas of the two smaller rectangles.

a.



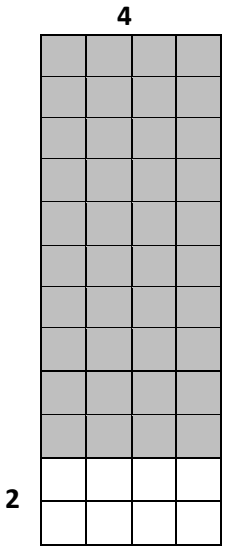
$8 \times 7 = (5 + 3) \times 7$

$= (5 \times 7) + (3 \times 7)$

$=$ _____ + _____

$=$ _____ square units

b.



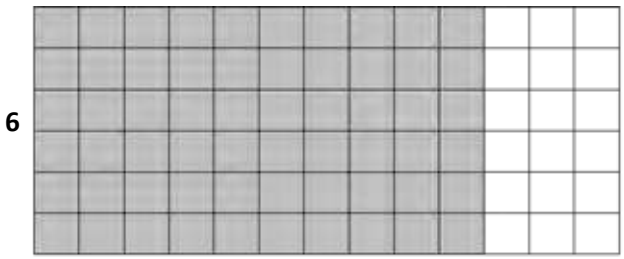
$12 \times 4 = (_____ + 2) \times 4$

$= (_____ \times 4) + (2 \times 4)$

$=$ _____ + 8

$=$ _____ square units

c.



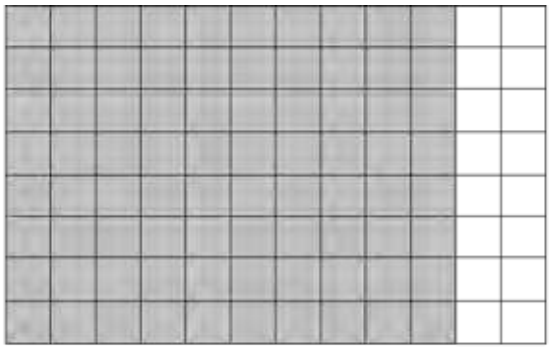
$6 \times 13 = 6 \times (_____ + 3)$

$= (6 \times _____) + (6 \times 3)$

$=$ _____ + _____

$=$ _____ square units

d.



$8 \times 12 = 8 \times (____ + ____)$

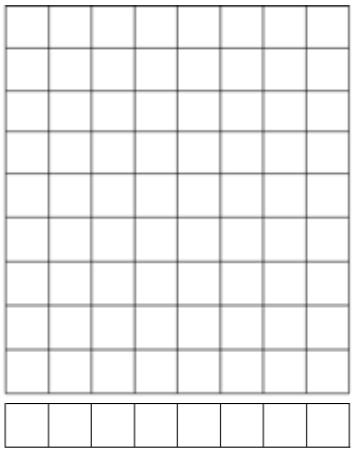
$= (8 \times ____) + (8 \times ____)$

$=$ _____ + _____

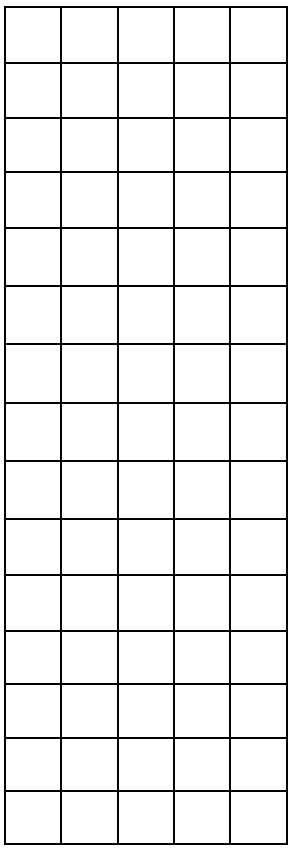
$=$ _____ square units

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2. Vince imagines 1 more row of eight to find the total area of a 9 × 8 rectangle. Explain how this could help him solve 9 × 8.



3. Shade to break the 15 × 5 rectangle into 2 smaller rectangles. Then find the sum of the areas of the 2 smaller rectangles to find the total area. Explain your thinking.

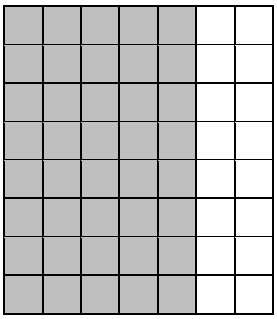


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Name _____ Date _____

Label the side lengths of the shaded and unshaded rectangles. Then find the total area of the large rectangle by adding the areas of the 2 smaller rectangles.

a.



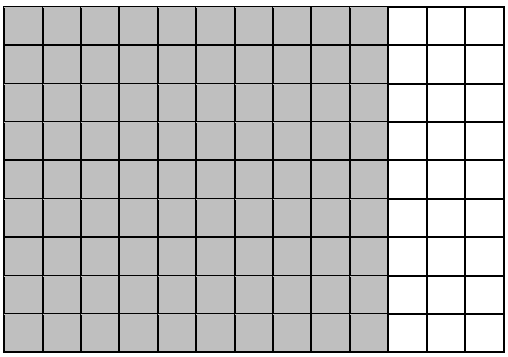
8 × 7 = 8 × (_____ + _____)

= (8 × _____) + (8 × _____)

= _____ + _____

= _____ square units

b.



9 × 13 = 9 × (_____ + _____)

= (____ × _____) + (_____ × _____)

= _____ + _____

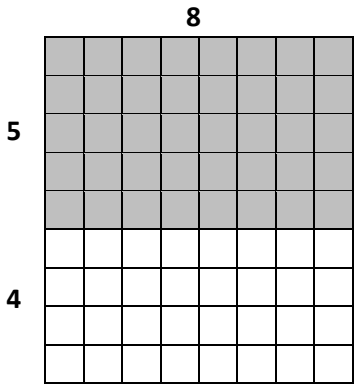
= _____ square units

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Name _____ Date _____

1. Label the side lengths of the shaded and unshaded rectangles. Then find the total area of the large rectangle by adding the areas of the 2 smaller rectangles.

a.



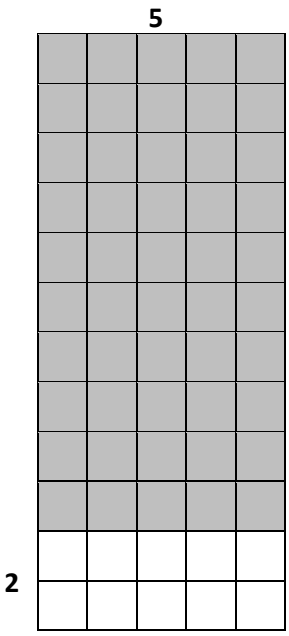
$9 \times 8 = (5 + 4) \times 8$

$= (5 \times 8) + (4 \times 8)$

$=$ _____ + _____

$=$ _____ square units

b.



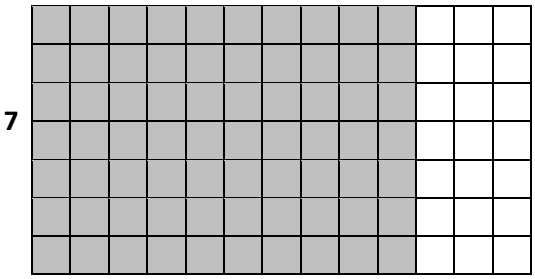
$12 \times 5 = (_____ + 2) \times 5$

$= (_____ \times 5) + (2 \times 5)$

$=$ _____ + 10

$=$ _____square units

c.



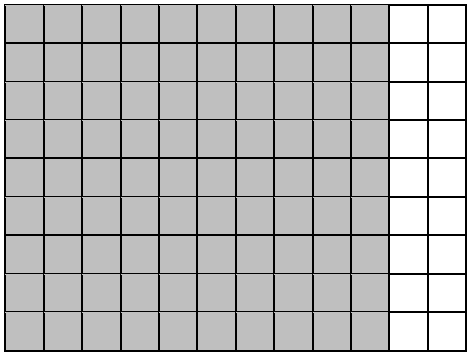
$7 \times 13 = 7 \times (_____ + 3)$

$= (7 \times _____) + (7 \times 3)$

$=$ _____ + _____

$=$ _____ square units

d.



$9 \times 12 = 9 \times (_____ + _____)$

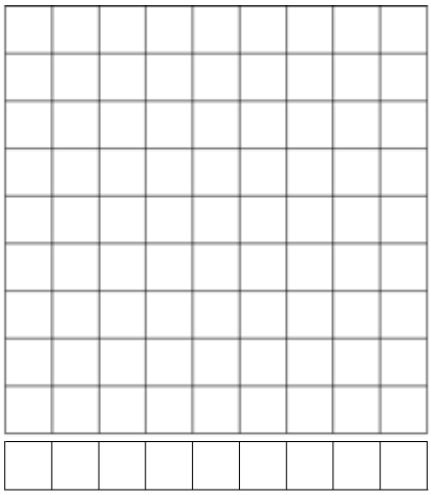
$= (9 \times _____) + (9 \times _____)$

$=$ _____ + _____

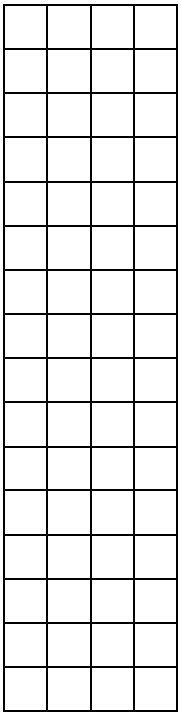
$=$ _____ square units

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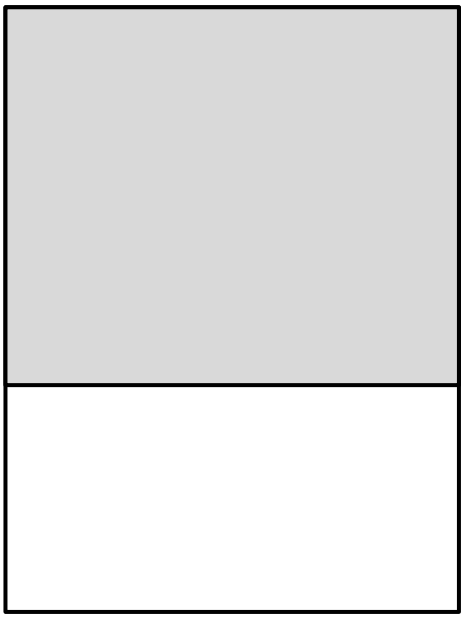
2. Finn imagines 1 more row of nine to find the total area of 9 × 9 rectangle. Explain how this could help him solve 9 × 9.



3. Shade to break the 16 × 4 rectangle into 2 smaller rectangles. Then find the sum of the areas of the 2 smaller rectangles to find the total area. Explain your thinking.



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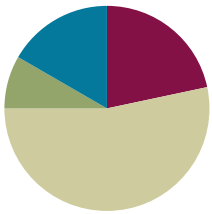
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Lesson 11

Objective: Demonstrate possible whole number side lengths of rectangles with areas of 24, 36, 48, or 72 square units using the associative property.

Suggested Lesson Structure

Fluency Practice	(13 minutes)
Application Problem	(5 minutes)
Concept Development	(32 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Fluency Practice (13 minutes)

- Group Counting **3.OA.1** (3 minutes)
- Find the Unknown Factor **3.OA.4** (5 minutes)
- Find the Area **3.MD.7** (5 minutes)

Group Counting (3 minutes)

Note: Group counting reviews interpreting multiplication as repeated addition.

Direct students to count forward and backward, occasionally changing the direction of the count.

- Sixes to 60
- Sevens to 70
- Eights to 80
- Nines to 90

Find the Unknown Factor (5 minutes)

Materials: (S) Personal white boards

Note: This fluency anticipates the objective of today's lesson.

T: (Write 6 × ___ = 12.) Fill in the unknown factor to make a true number sentence.
S: 6 × 2 = 12.

Continue with the following possible sequence: 4 × ___= 12, 2 × ___= 12, and 3 × ___= 12.

T: (Write 3 × ___= 24.) Fill in the unknown factor to make a true number sentence.
S: (Write 3 × 8 = 24.)

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Continue with the following possible sequence: 4 × ___ = 24, 8 × ___ = 24, 6 × ___ = 36, 4 × ___ = 36, 6 × ___ = 24, 9 × ___ = 36, 9 × ___ = 72, 6 × ___ = 48, 8 × ___ = 72, 8 × ___ = 48, and 2 × ___ = 24.

Find the Area (5 minutes)

Materials: (S) Personal white boards

Note: This fluency reviews using the distributive property from G3–M4–Lesson 10.

T: (Project the rectangle as shown.) On your boards, write an expression that we could use to find the area of the shaded rectangle.

S: (Write 3 × 5.)

T: On your boards, write an expression that we could use to find the area of the unshaded rectangle.

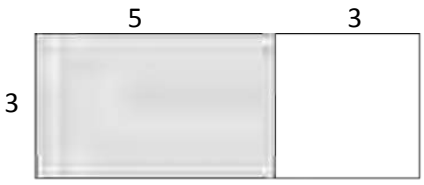
S: (Write 3 × 3.)

T: How can you use these expressions to find the area of the large rectangle?

S: Add them!

T: Write an equation, showing the sum of the shaded and unshaded rectangles. Below it, write the area of the entire rectangle.

S: (Write 15 + 9 = 24 square units.)



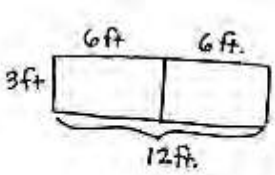
(3 × 5) + (3 × 3)
= 15 + 9
= 24 square units

Continue with the following possible sequence: 9 × 5 = (5 × 5) + (4 × 5), 13 × 4 = (10 × 4) + (3 × 4), and 17 × 3 = (10 × 3) + (7 × 3).

Application Problem (5 minutes)

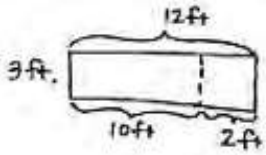
The restaurant's banquet table measures 3 feet by 6 feet. For a large party, workers at the restaurant place 2 banquet tables side by side to create 1 long table. Find the area of the new, longer table.





3 × 12 = (3 × 6) + (3 × 6)
= 18 + 18
= 36
The total area of 2 banquet tables is 36 sq. ft.

or



3 × 12 = (3 × 10) + (3 × 2)
= 30 + 6
= 36
The total area of 2 banquet tables is 36 sq. ft.

NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Alternatively, challenge students working above grade level with this *length unknown* version:

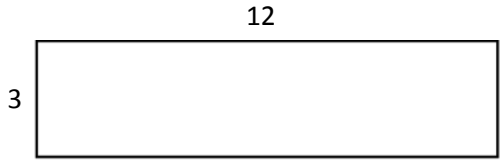
One fourth of the banquet table has an area of 9 square feet. If the width of the table is 3 feet, what is the length? What is the area of the table?

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Note: This problem reviews G3–M4–Lesson 10's concept of applying the distributive property to find the total area of a large rectangle by adding two products. It also reviews factors of 36 and multiples of 12 that lead into the Concept Development.

Concept Development (32 minutes)

Materials: (S) Personal white boards



T: Write an expression to show how to find the area of a rectangle with side lengths 3 and 12.
S: (Write 3 × 12.)
T: In the Application Problem, you found that 3 times 12 is?
S: 36!
T: So, the area of this rectangle is?
S: 36 square units!
T: (Write 3 × (2 × 6).) Is this expression equal to the one you just wrote?
S: Yes, you just wrote 12 as 2 × 6.
T: Write this expression on your board with the parentheses in a different place. At my signal, show me your board. (Signal.)
S: (Show (3 × 2) × 6.)
T: Solve 3 × 2 and write the new expression on your board. (Allow students time to work.) Whisper the new expression to a partner.
S: 6 × 6.
T: What new side lengths did we find for a rectangle with an area of 36 square units?
S: 6 and 6!
T: Let's look at our expression, (3 × 2) × 6, again. Use the commutative property and switch the order of the factors in the parentheses.
S: (Write (2 × 3) × 6.)
T: Will you be able to find new side lengths by moving the parentheses?
S: (Write 2 × (3 × 6).) Yes, it'll be 2 and 18!
T: (Write 3 × (3 × 4).) Is this expression equal to our first one, 3 × 12?
S: Yes, now you wrote 12 as 3 × 4.
T: Write this expression on your board with the parentheses in a different place. At my signal, show me your board. (Signal.)
S: (Show (3 × 3) × 4.)
T: Solve 3 × 3 and write the expression on your board. (Allow students time to work.) Whisper the new expression to a partner.
S: 9 × 4.

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T: What new side lengths did we find for a rectangle with an area of 36 square units?
S: 9 and 4!
T: Let's look at our expression, (3 × 3) × 4 again. If I use the commutative property and switch the order of the factors in the parentheses, will I be able to find new side lengths by moving the parentheses?
S: No, it'll still be 9 and 4. → No, because both factors in the parentheses are 3, so switching their order won't change the numbers you get when you move the parentheses.
T: Do you think we found all the possible whole number side lengths for this rectangle?
S: Yes. → I'm not sure.
T: Let's look at our side lengths. Do you have a side length of 1?
S: No! We forgot the easiest one. → It's 1 and 36!
T: Do we have a side length of 2?
S: Yes.
T: 3?
S: Yes.
T: Work with a partner to look at the rest of your side lengths to see if you have the numbers 4 through 10. (Allow students time to work.) Which of these numbers, 4 through 10, aren't included in your side lengths? MP.3
S: 5, 7, 8, and 10.
T: Discuss with a partner why these numbers aren't in your list of side lengths.
S: 5, 7, 8, and 10 can't be side lengths because there aren't any whole numbers we can multiply these numbers by to get 36.
T: Would any two-digit times two-digit number work?
S: No, they would be too big. → No, because we know 10 × 10 equals 100 and that's bigger than 36.
T: Now do you think we found all the possible side whole number side lengths for a rectangle with an area of 36 square units?
S: Yes!

Repeat the process with rectangles that have areas of 24, 48, and 72 square units.

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students solve these problems using the RDW approach used for Application Problems.

NOTES ON MULTIPLE MEANS OF REPRESENTATION:

Extend Problem 1 for students working above grade level by inviting experimentation and choice in placing parentheses, as well as number order, in the multiplication sentences. For example, ask, "What would happen if we changed it to 4 × 6 × 2?" Encourage students to discuss or journal about their discoveries.

Assist English language learners by rephrasing Problem 4 in multiple ways. You might ask, "How does the difference between the length and width of the rectangle change the shape?"

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Student Debrief (10 minutes)

Lesson Objective: Demonstrate possible whole number side lengths of rectangles with areas of 24, 36, 48, or 72 square units using the associative property.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

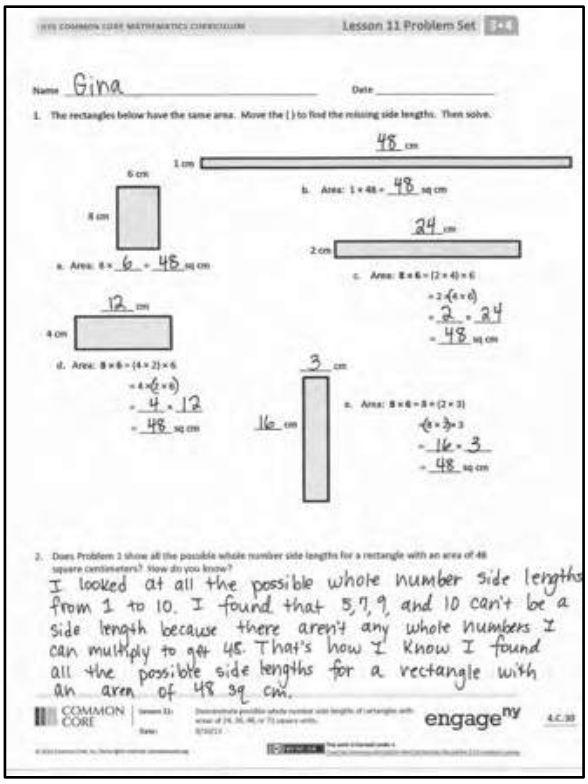
Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

You may choose to use any combination of the questions below to lead the discussion.

- Turn your paper horizontally and look at Problem 1. What property does this show?
- Share your answer to Problem 2.
- Discuss your answer to Problem 4 with a partner. What would the rectangle look like if the difference between side lengths was 0? How do you know?
- Compare your answer to Problem 5(c) with a partner's. Did you both come up with the same side lengths? Why or why not?
- Explain to a partner how to use the strategy we learned today to find all possible side lengths for a rectangle with an area of 60 square units.

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help you assess the students' understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the students.


Lesson 11 Problem Set 3•4

Name Gina Date

1. The rectangles below have the same area. Move the ( ) to find the missing side lengths. Then solve.

a. Area: 8 × 6 = 48 sq cm

b. Area: 1 × 48 = 48 sq cm

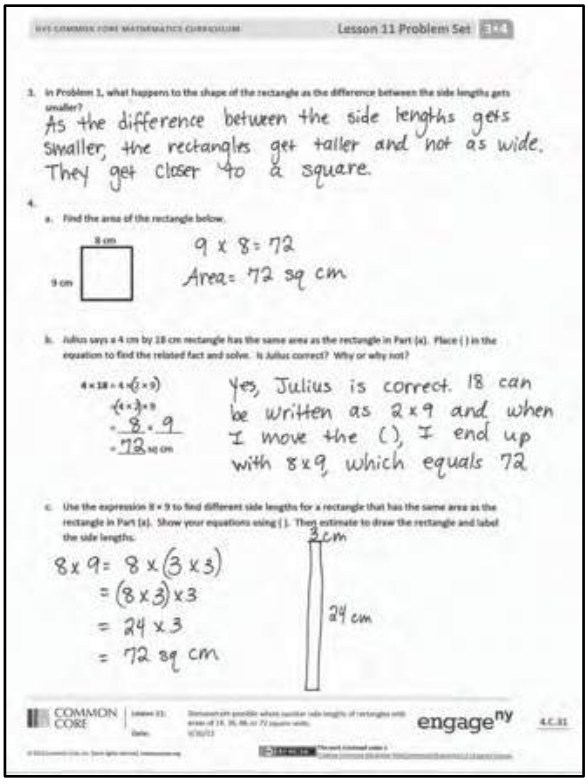
c. Area: 8 × 6 = (2 × 4) × 6 = 2 × (4 × 6) = 2 × 24 = 48 sq cm

d. Area: 8 × 6 = (4 × 2) × 6 = 4 × (2 × 6) = 4 × 12 = 48 sq cm

e. Area: 8 × 6 = 8 × (2 × 3) = (8 × 3) × 3 = 16 × 3 = 48 sq cm

2. Does Problem 1 show all the possible whole number side lengths for a rectangle with an area of 48 square centimeters? How do you know?

I looked at all the possible whole number side lengths from 1 to 10. I found that 5, 7, 9, and 10 can't be a side length because there aren't any whole numbers I can multiply to get 48. That's how I know I found all the possible side lengths for a rectangle with an area of 48 sq cm.


Lesson 11 Problem Set 3•4

3. In Problem 1, what happens to the shape of the rectangle as the difference between the side lengths gets smaller?

As the difference between the side lengths gets smaller, the rectangles get taller and not as wide. They get closer to a square.

4. a. Find the area of the rectangle below.

9 × 8 = 72

Area = 72 sq cm

b. Julius says a 4 cm by 18 cm rectangle has the same area as the rectangle in Part (a). Place ( ) in the equation to find the related fact and solve. Is Julius correct? Why or why not?

4 × 18 = 4 × (6 × 3) = (4 × 3) × 9 = 8 × 9 = 72 sq cm

Yes, Julius is correct. 18 can be written as 2 × 9 and when I move the ( ), I end up with 8 × 9, which equals 72

c. Use the expression 8 × 9 to find different side lengths for a rectangle that has the same area as the rectangle in Part (a). Show your equations using ( ). Then estimate to draw the rectangle and label the side lengths.

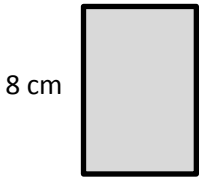
8 × 9 = 8 × (3 × 3) = (8 × 3) × 3 = 24 × 3 = 72 sq cm

3 cm, 24 cm

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Name _____ Date _____

1. The rectangles below have the same area. Move the ( ) to find the missing side lengths. Then solve.



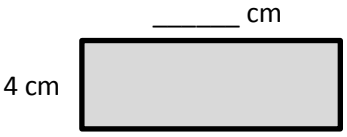
a. Area: 8 × _____ = _____sq cm



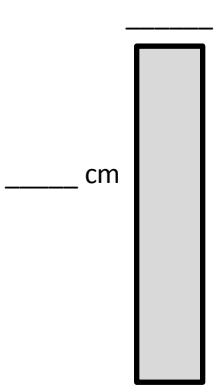
b. Area: 1 × 48 = _____ sq cm



c. Area: **8 × 6** = (2 × 4) × 6
= 2 × 4 × 6
= _____ × _____
= _____ sq cm



d. Area: **8 × 6** = (4 × 2) × 6
= 4 × 2 × 6
= _____ × _____
= _____ sq cm



e. Area: **8 × 6** = 8 × (2 × 3)
= 8 × 2 × 3
= _____ × _____
= _____ sq cm

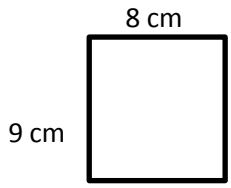
2. Does Problem 1 show all the possible whole number side lengths for a rectangle with an area of 48 square centimeters? How do you know?

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3. In Problem 1, what happens to the shape of the rectangle as the difference between the side lengths gets smaller?

4.

a. Find the area of the rectangle below.



b. Julius says a 4 cm by 18 cm rectangle has the same area as the rectangle in Part (a). Place ( ) in the equation to find the related fact and solve. Is Julius correct? Why or why not?

4 × 18 = 4 × 2 × 9

= 4 × 2 × 9

= _____ × _____

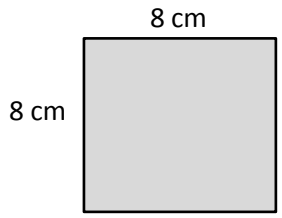
= _____ sq cm

c. Use the expression 8 × 9 to find different side lengths for a rectangle that has the same area as the rectangle in Part (a). Show your equations using ( ). Then estimate to draw the rectangle and label the side lengths.

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Name _____ Date _____

1. Find the area of the rectangle.



2. The rectangle below has the same area as the rectangle in Problem 1. Move the ( ) to find the missing side lengths. Then solve.



Area: **8 × 8** = (4 × 2) × 8

= 4 × 2 × 8

= _____ × _____

= _____ sq cm

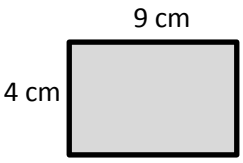
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Name _____ Date _____

1. The rectangles below have the same area. Move the ( ) to find the missing side lengths. Then solve.



b. Area: 1 × 36 = _____ sq cm



a. Area: 4 × _____ = _____sq cm

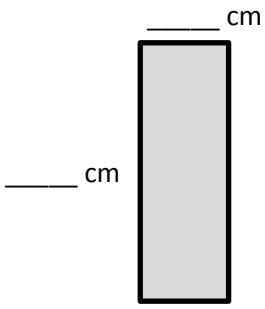


b. Area: **4 × 9** = (2 × 2) × 9

= 2 × 2 × 9

= _____ × _____

= _____ sq cm

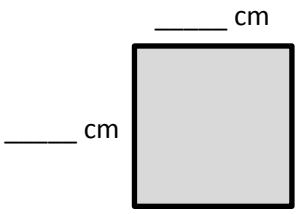


c. Area: **4 × 9** = 4 × (3 × 3)

= 4 × 3 × 3

= _____ × _____

= _____ sq cm



d. Area: **12 × 3** = (6 × 2) × 3

= 6 × 2 × 3

= _____ × _____

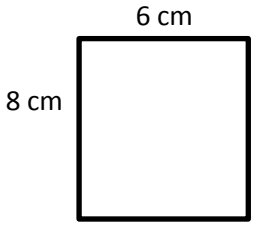
= _____ sq cm

2. Does Problem 1 show all the possible whole number side lengths for a rectangle with an area of 36 square centimeters? How do you know?

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3.

a. Find the area of the rectangle below.



b. Hilda says a 4 cm by 12 cm rectangle has the same area as the rectangle in Part (a). Place ( ) in the equation to find the related fact and solve. Is Hilda correct? Why or why not?

4 × 12 = 4 × 2 × 6

= 4 × 2 × 6

= _____ × _____

= _____ sq cm

c. Use the expression 8 × 6 to find different side lengths for a rectangle that has the same area as the rectangle in Part (a). Show your equations using ( ). Then estimate to draw the rectangle and label the side lengths.

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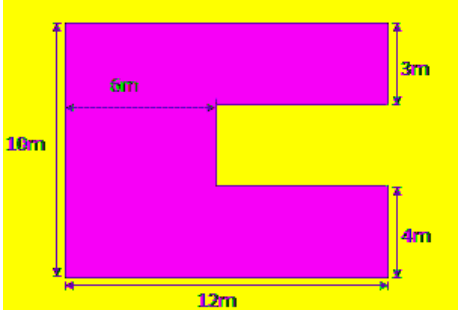
Topic D

Applications of Area Using Side Lengths of Figures

3.MD.6, 3.MD.7, 3.MD.5

Focus Standards:	3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
	3.MD.7	Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
Instructional Days:	5	
Coherence -Links from:	G2–M2	Addition and Subtraction of Length Units
	G3–M1	Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10
	G3–M3	Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10
-Links to:	G4–M3	Multi-Digit Multiplication and Division
	G4–M7	Exploring Multiplication

Topic D requires students to synthesize and apply their knowledge of area. Lesson 12 begins the topic with an emphasis on real world applications by providing students with opportunities to apply their understanding of area to solving word problems. Students may practice *unknown product*, *group size unknown*, and *number of groups unknown* types of problems. (See examples of problem types in the chart on page 19 of the Geometric Measurement progression.) The word problems provide a stepping stone for the real world project based application with composite shapes and the area floor plan in Topic D.



Lessons 13 and 14 introduce students to finding the area of composite shapes. They learn to find the missing measurements

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using the given side lengths and then make decisions about whether to decompose the tiled region into smaller rectangles and add the areas (**3.MD.7c**), or complete the composite figures and then subtract.

In Lessons 15 and 16, students apply their work with composite shapes from the previous two lessons to a real word application to determine areas of rooms in a given floor plan.

A Teaching Sequence Towards Mastery of Applications of Area Using Side Lengths of Figures	
Objective 1:	**Solve word problems involving area. (Lesson 12)**
Objective 2:	**Find areas by decomposing into rectangles or completing composite figures to form rectangles. (Lessons 13–14)**
Objective 3:	**Apply knowledge of area to determine areas of rooms in a given floor plan. (Lessons 15–16)**

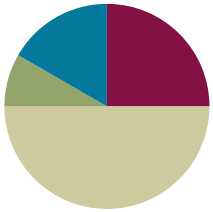
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Lesson 12

Objective: Solve word problems involving area.

Suggested Lesson Structure

Fluency Practice	(15 minutes)
Application Problem	(5 minutes)
Concept Development	(30 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Fluency Practice (15 minutes)

- Group Counting **3.OA.1** (3 minutes)
- Multiply by 7 **3.OA.7** (7 minutes)
- Find the Side Length **3.MD.7** (5 minutes)

Group Counting (3 minutes)

Note: Group counting reviews interpreting multiplication as repeated addition.

Direct students to count forward and backward, occasionally changing the direction of the count.

- Fours to 40
- Sixes to 60
- Eights to 80
- Nines to 90

Multiply by 7 (7 minutes)

Materials: (S) Multiply by 7 Pattern Sheet (6–10)

Note: This activity builds fluency with multiplication facts using units of 7. It works toward students knowing from memory all products of two one-digit numbers. See G3–M4–Lesson 2 for the directions for administration of a *Multiply By* pattern sheet.

T: (Write 7 × 7 = ___.) Let's skip-count up by sevens. (Count with fingers to 7 as students count.)
S: 7, 14, 21, 28, 35, 42, 49.
T: Let's see how we can skip-count down to find the answer, too. (Show 10 fingers.) Start at 70. (Count down with your fingers as students say numbers.)
S: 70, 63, 56, 49.

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Continue with the following possible sequence: 9 × 7, 6 × 7, and 8 × 7.

T: (Distribute Multiply by 7 Pattern Sheet.) Let's practice multiplying by 7. Be sure to work left to right across the page.

Find the Side Length (5 minutes)

Materials: (S) Personal white boards

Note: This fluency reviews the relationship between side lengths and area.

T: (Project a rectangle with a width of 2 units and an unknown length. Inside the rectangle, write *Area = 10 square units*.) Say the area of the rectangle.

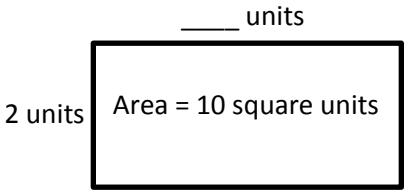
S: 10 square units.

T: What's the width of the rectangle?

S: 2 units.

T: (Write 2 units × __ units = 10 square units.) On your boards, complete the equation, filling in the unknown length.

S: (Write 2 units × 5 units = 10 square units.)

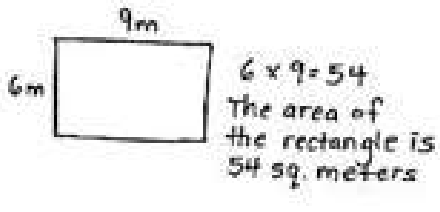


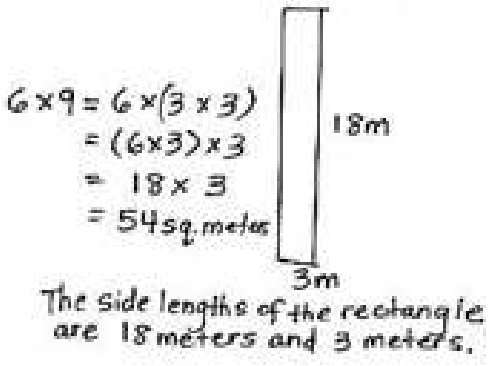
Continue with the following possible sequence: 1 unit × __ units = 8 square units, 5 units × __ = 15 square units, 3 units × __ units = 18 square units, and 6 units × __ units = 24 square units.

Application Problem (5 minutes)

a. Find the area of a 6 m by 9 m rectangle.

b. Use the side lengths, 6 m × 9 m, to find different side lengths for a rectangle that has the same area. Show your equations using parentheses. Then estimate to draw the rectangle and label the side lengths.





Note: This problem reviews using the associative property to generate whole number side lengths of rectangles with a given area.

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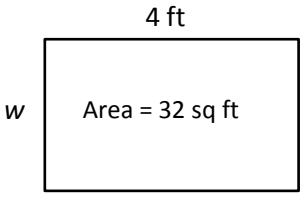
Concept Development (30 minutes)

Materials: (S) Personal white boards

Problem 1: Solve area word problems with 1 side length unknown.

Write or project the following problem: The area of Theo's banner is 42 square feet. If the length of his banner measures 4 feet, how wide is his banner?

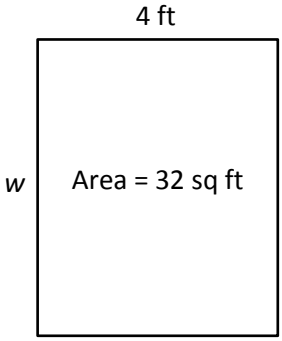
T: What information is known?
S: The area and length of Theo's banner.
T: What information is unknown?
S: The width.
T: I'll draw an area model and use a letter for the unknown. (Draw an incorrectly scaled model like the one shown at right.)



T: If the length is 4 feet and the area is 32 square feet, can the width be less than 4 feet?
S: No, the width needs to be more than 4 feet. → The width should be more than 4 feet because 4 times 4 only equals 16, but the area is 32 square feet.

MP.6

T: Talk to your partner: Is the area model I drew an accurate representation of the rectangle in the problem? How do you know?
S: No, because the width should be much longer than the length.
T: Work with your partner to correctly redraw my area model on your board.
S: (Draw as shown at right.)



T: How can we find the value of *w*?
S: Divide 32 by 4!
T: Write a division equation to find the value of *w*.
S: (Write 32 ÷ 4 = *w*.)
T: What is the value of *w*?
S: 8!
T: So the width of Theo's banner is just 8? 8 what?
S: 8 feet!

Repeat the process with the following suggestions:

- The area of a piece of paper is 72 square inches. Margo measures the length of the paper and says it is 8 inches. What is the width of the piece of paper?
- Jillian needs to draw a rectangle with an area of 56 square centimeters and a width of 7 inches. What is the length of the rectangle that Jillian needs to draw?

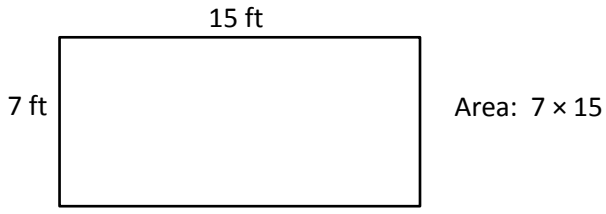
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Problem 2: Choose a strategy to find the area of a larger rectangle.

Write or project the following problem: Amir is getting carpet in his bedroom, which measures 7 feet by 15 feet. How many square feet of carpet will Amir need?

T: Draw an area model to represent Amir's bedroom. Write an expression that shows how to find the area.

S: (Draw as shown at right.)



T: Talk to your partner: How can we find the area of Amir's bedroom since the measurements are so large?

S: We can break the room up into two smaller rectangles and add their areas together. → We can also break apart one of the factors in 7 × 15 to come up with a multiplication sentence that is easier to solve.

T: Decide with your partner which strategy you'll use to find the area. Then solve.

S: (Decide on a strategy and solve.)

T: What is the area of Amir's bedroom?

S: 105 square feet!

Invite students to share which strategy they chose and why, and to articulate how they used the strategy to solve the problem. For the break apart and distribute strategy, students may have broken the rectangle apart several different ways.

Continue with the following suggested examples, encouraging students to try different strategies:

- Maya helps her family tile the bathroom wall. It measures 12 feet by 11 feet. How many square-foot tiles does Maya need to cover the wall?
- Francis washes all of the windows outside his parents' bookstore. There are 5 windows, each one is 6 feet wide and 8 feet high. What is the total area of the windows that Francis washes?

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students solve these problems using the RDW approach used for Application Problems.

NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Offer planning and strategy development support to learners if needed. Some learners may use a method simply because they are not fluent in an alternative method. Model a think-aloud in which you consider two or more strategies, reason about your selection, and solve. This may take more time than allotted here. You may want to pre-teach to preserve the pace of the lesson and to maximize every student's participation.

NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

During the Problem Set, extend Problem 4 for students working above grade level. Have students model all possible rectangles with an area of 64. Or, have students model up to eight ways of breaking their rectangle (Part b) into two smaller rectangles. Make it an exciting, perhaps timed, competition. Always offer challenges and extensions to learners as alternatives, rather than additional "busy" work.

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Student Debrief (10 minutes)

Lesson Objective: Solve word problems involving area.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

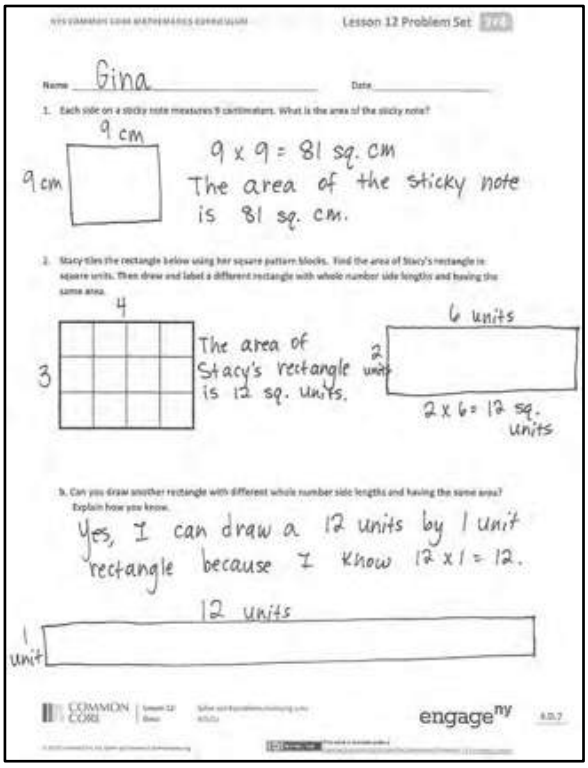
Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

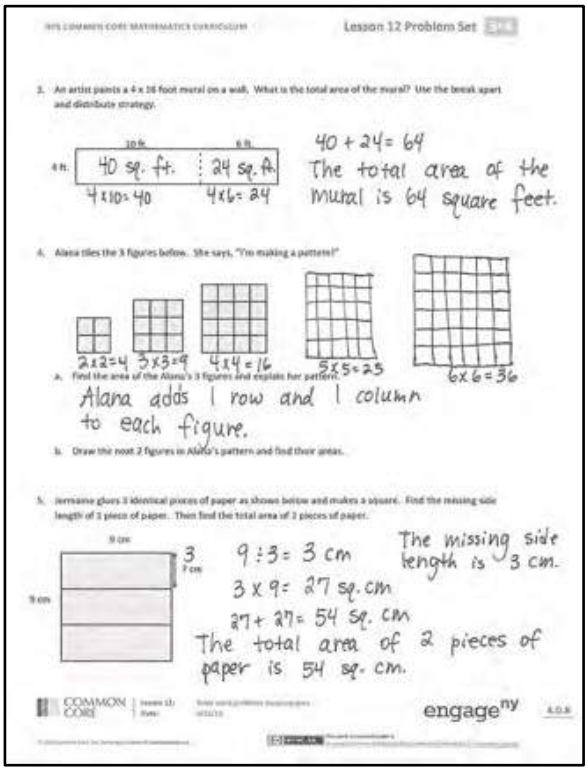
You may choose to use any combination of the questions below to lead the discussion.

- What shape is the sticky note in Problem 1? How do you know?
- Share student explanations to Problem 2(b).
- What is another way the artist's mural in Problem 3 could have been broken apart?
- How did you identify Alana's pattern in Problem 4?
- Discuss how you found the area of two pieces of Jermaine's paper in Problem 5. Why was it necessary to find the missing side length first? Are there any other ways to find the area of the two pieces of paper? (81 – 27 = 54 sq cm.)
- How were all of today's word problems related? Does the unknown in a problem change the way you solve it? Why or why not?

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help you assess the students' understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the students.





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Multiply.

7 x 1 = _____	7 x 2 = _____	7 x 3 = _____	7 x 4 = _____
7 x 5 = _____	7 x 6 = _____	7 x 7 = _____	7 x 8 = _____
7 x 9 = _____	7 x 10 = _____	7 x 5 = _____	7 x 6 = _____
7 x 5 = _____	7 x 7 = _____	7 x 5 = _____	7 x 8 = _____
7 x 5 = _____	7 x 9 = _____	7 x 5 = _____	7 x 10 = _____
7 x 6 = _____	7 x 5 = _____	7 x 6 = _____	7 x 7 = _____
7 x 6 = _____	7 x 8 = _____	7 x 6 = _____	7 x 9 = _____
7 x 6 = _____	7 x 7 = _____	7 x 6 = _____	7 x 7 = _____
7 x 8 = _____	7 x 7 = _____	7 x 9 = _____	7 x 7 = _____
7 x 8 = _____	7 x 6 = _____	7 x 8 = _____	7 x 7 = _____
7 x 8 = _____	7 x 9 = _____	7 x 9 = _____	7 x 6 = _____
7 x 9 = _____	7 x 7 = _____	7 x 9 = _____	7 x 8 = _____
7 x 9 = _____	7 x 8 = _____	7 x 6 = _____	7 x 9 = _____
7 x 7 = _____	7 x 9 = _____	7 x 6 = _____	7 x 8 = _____
7 x 9 = _____	7 x 7 = _____	7 x 6 = _____	7 x 8 = _____

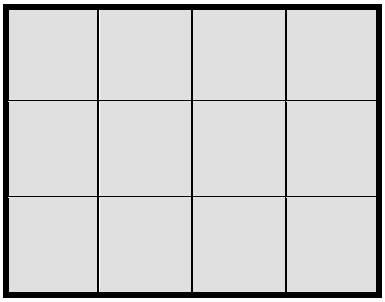
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Name _____ Date _____

1. Each side on a sticky note measures 9 centimeters. What is the area of the sticky note?

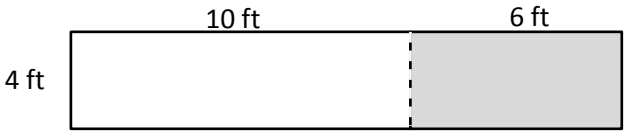
2. Stacy tiles the rectangle below using her square pattern blocks. Find the area of Stacy's rectangle in square units. Then draw and label a different rectangle with whole number side lengths and having the same area.



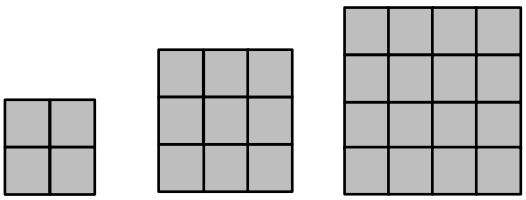
b. Can you draw another rectangle with different whole number side lengths and having the same area? Explain how you know.

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3. An artist paints a 4 × 16 foot mural on a wall. What is the total area of the mural? Use the break apart and distribute strategy.



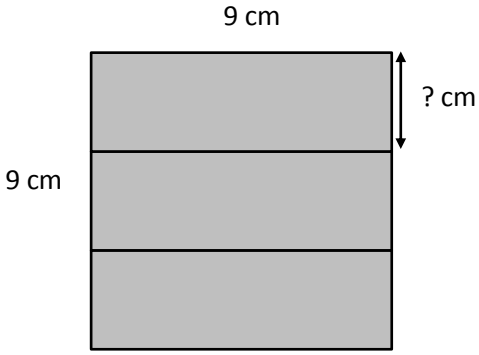
4. Alana tiles the 3 figures below. She says, "I'm making a pattern!"



a. Find the area of the Alana's 3 figures and explain her pattern.

b. Draw the next 2 figures in Alana's pattern and find their areas.

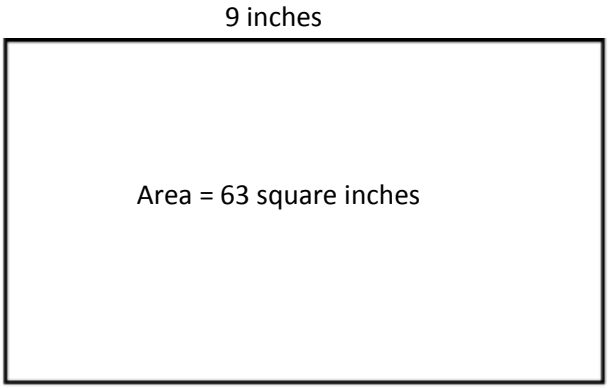
5. Jermaine glues 3 identical pieces of paper as shown below and makes a square. Find the missing side length of 1 piece of paper. Then find the total area of 2 pieces of paper.



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Name _____ Date _____

1. A painting has an area of 63 square inches. One side length is 9 inches. What is the other side length?

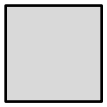


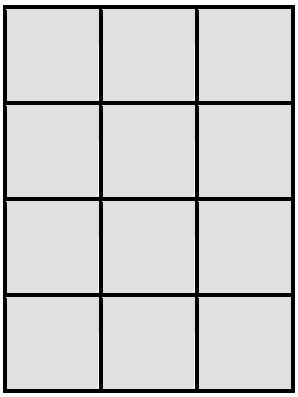
2. Judy's mini dollhouse measures 4 inches by 16 inches. What is the total area of the dollhouse?

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Name _____ Date _____

1. A square calendar has sides that are 9 inches long. What is the calendar's area?

2. Each  is 1 square unit. Sienna uses the same square units to draw a 6 × 2 rectangle and says that it has the same area as the rectangle below. Is she correct? Explain why or why not.

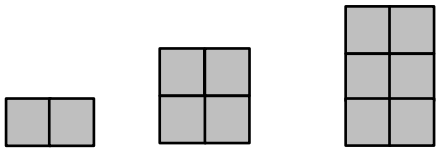


3. The surface of an office desk has an area of 15 square feet. Its length is 5 feet. How wide is the office desk?

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4. A rectangular garden has a total area of 48 square yards. Draw and label two possible rectangular gardens with different side lengths having the same area.

5. Lila makes the pattern below. Find and explain her pattern. Then draw the **fifth** figure in her pattern.



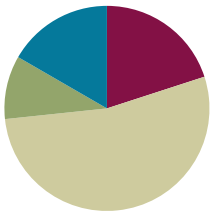
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Lesson 13

Objective: Find areas by decomposing into rectangles or completing composite figures to form rectangles.

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Application Problem	(6 minutes)
Concept Development	(32 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Fluency Practice (12 minutes)

- Group Counting **3.OA.1** (4 minutes)
- Find the Common Products **3.OA.7** (8 minutes)

Group Counting (4 minutes)

Note: Group counting reviews interpreting multiplication as repeated addition.

Direct students to count forward and backward, occasionally changing the direction of the count.

- Threes to 30
- Sixes to 60
- Eights to 80
- Nines to 90

Find the Common Products (8 minutes)

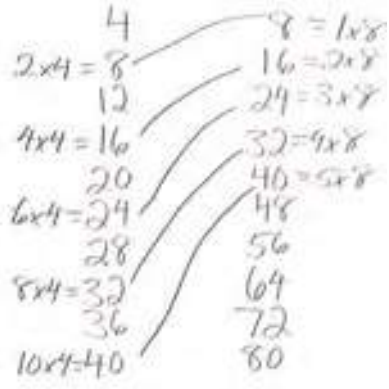
Materials: (S) Blank paper

Note: This fluency reviews multiplication patterns.

After listing the multiples of 4 and 8, guide students through the following steps.

T: Draw a line to match the numbers that appear in both columns.

S: (Match 8, 16, 24, 32, and 40.)



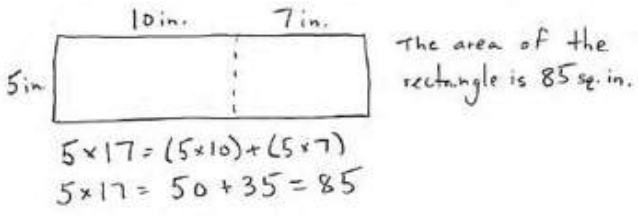


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T: (Write 2 × 4 = 8, etc., next to each matched number on the left half of the paper.) Write the rest of the number sentences like I did.
S: (Write number sentences.)
T: (Write 8 = 1 × 8, etc., next to each matched number on the right half of the paper.) Write the rest of the number sentences like I did.
S: (Write number sentences.)
T: (Write 2 × 4 = __ × 8.) Say the true number sentence.
S: 2 × 4 = 1 × 8.
T: (Write 2 × 4 = 1 × 8.) Write the remaining equal facts as number sentences.
S: (Write 4 × 4 = 2 × 8, 6 × 4 = 3 × 8, 8 × 4 = 4 × 8, and 10 × 4 = 5 × 8.)
T: Discuss the patterns in your number sentences.

Application Problem (6 minutes)

Anil finds the area of a 5 inch by 17 inch rectangle by breaking it into 2 smaller rectangles. Show one way that he could have solved the problem. What is the area of the rectangle?



NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Students who solve the Application Problem quickly may enjoy comparing their solution strategy with others. They may discuss or journal about their reasoning.

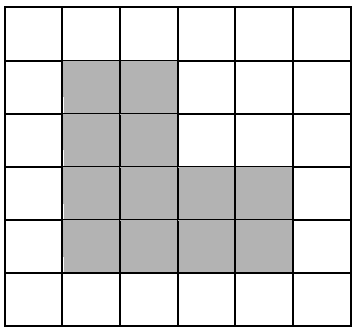
Note: This problem reinforces the strategy of breaking a larger shape apart into 2 smaller shapes to find the total area.

Concept Development (32 minutes)

Materials: (S) Personal white boards, grid template

Problem 1: Add using the break apart strategy to find area of a composite shape.

Distribute one grid template to each student. Draw or project the shape shown at right.



T: Draw and shade the shape on your grid template.
S: (Draw and shade.)
T: How do you find the area of a rectangle?
S: Multiply the side lengths!

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T: Talk to your partner: Can we find the area of the shaded figure by multiplying side lengths? How do you know?

S: No, because it isn't a rectangle. → We can count the unit squares inside, though.

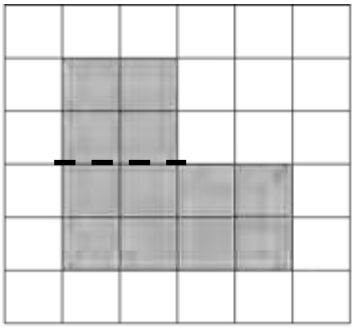
T: In the Application Problem, we used the break apart and distribute strategy to find the area of a larger rectangle by breaking it into smaller rectangles. Turn and talk to your partner: How might we use a strategy like that to find the area of the shaded figure?

S: We can break it into a square and a rectangle. → We can break it into three squares.

T: Draw a dotted line to show how to break the shaded figure apart into a square and rectangle.

S: (Draw.)

T: (Model as shown at right.) What equation tells you the area of the square on top?



S: 2 × 2 = 4!

T: What equation tells you the area of the rectangle on bottom?

S: 2 × 4 = 8!

T: How do we use those measurements to find the area of the shaded figure?

MP.7

S: Add them together!

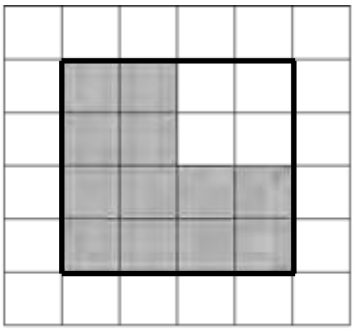
T: What is the sum of 8 and 4?

S: 12.

T: What is the area of the shaded figure?

S: 12 square units!

Draw or project the shape shown at right.

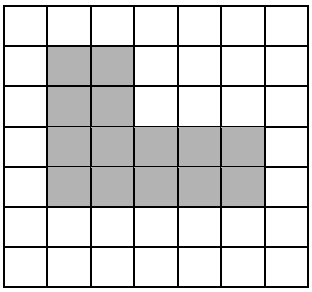


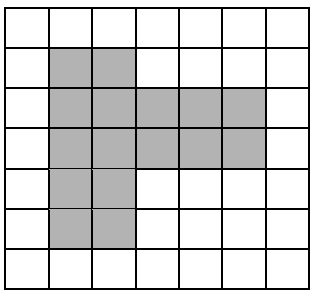
T: We can also find the area of the shaded figure by thinking about a 4 × 4 square with missing units. Turn and talk to your partner: How can we find the shaded area using our square?

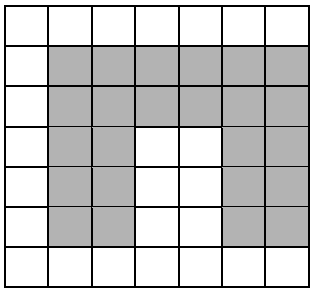
S: The area of the square is 16 square units. → Since the entire square isn't shaded, we need to subtract the 4 units that are unshaded. → 16 – 4 = 12 square units.

T: There are different strategies of finding the area of a figure. It just depends on how you choose to look at it.

Continue with the following suggested examples:



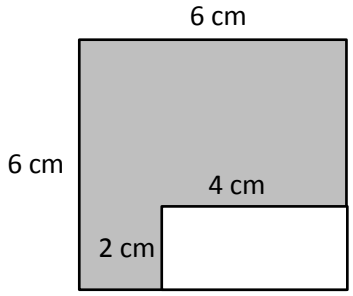




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Problem 2: Subtract to find area of a composite shape.

Draw or project the shape shown at right.



T: This figure shows a small rectangle cut out of a larger, shaded rectangle. How can we find the area of the shaded figure?

S: We can break apart the shaded part. → Or we can subtract the unshaded area from the shaded square.

T: (Shade in the white shape.) We now have a large, shaded square. Write a number sentence to find the area of the large square.

S: (Write 6 × 6 = 36.)

T: What is the area of the square?

S: 36 square centimeters.

T: (Erase the shading inside the white rectangle.) Beneath the number sentence you just wrote, write a number sentence to find the area for the shape we "cut out."

S: (Write 2 × 4 = 8.)

T: What is the area of the white shape?

S: 8 square centimeters.

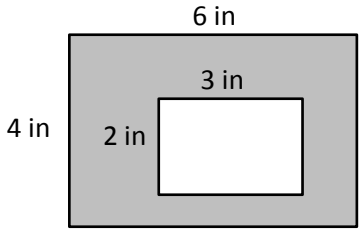
T: The area of the square is 36 square centimeters. We cut out, or took away, 8 square centimeters of shading. Turn and talk to you partner. How can we find the area of the shaded region?

S: Subtract 8 square centimeters from 36 square centimeters!

T: Write a number sentence to find the area of the shaded region.

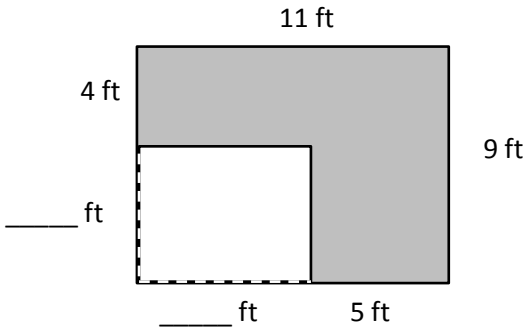
S: (Write 36 – 8 = 28.)

Continue with the following example:



Problem 3: Subtract to find area of a composite shape with missing side lengths.

Draw or project the shape shown at right.



T: This figure also shows a small rectangle cut out of a larger, shaded rectangle, but what is missing?

S: The side lengths of the smaller rectangle.

T: Do we have enough information to find the side lengths of the smaller rectangle?

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S: No, I don't think so. → We know the side lengths of the larger rectangle. → Maybe we can subtract to the find the missing side lengths.

T: Opposite sides of a rectangle are equal. Since we know the length of the rectangle is 9 feet, what is the opposite side length?

S: 9 feet.

T: You can then find the missing lengths by subtracting the total, 9 feet, from the known length, 4 feet.

S: The missing length is 5 feet!

T: Use the same strategy to find the missing width.

S: (Write 11 – 5 = 6.)

T: What is the missing width?

S: 6 feet!

T: Can we now find the area of the shaded figure?

S: Yes!

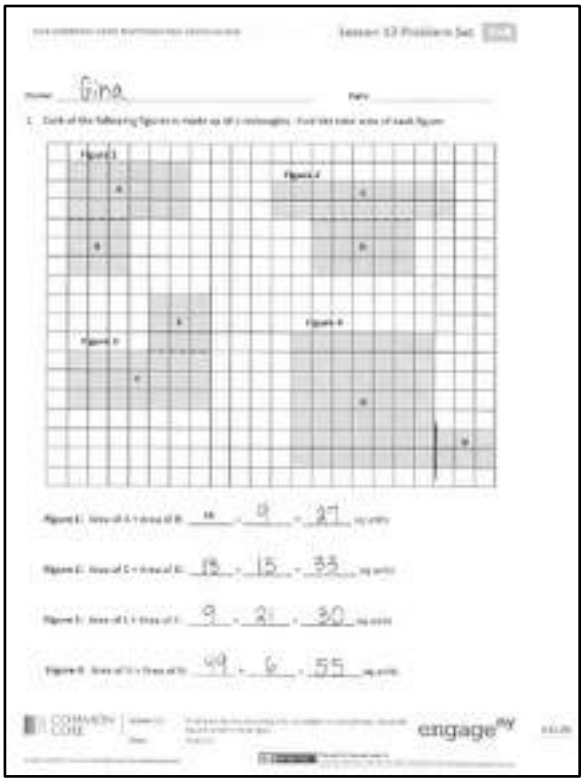
T: With your partner, find the area of the shaded figure.

NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Extend Problem 3 for students working above grade level. Challenge students to think about a real life scenario in which this model might be used and to write a word problem to match. Always offer challenges and extensions to learners as alternatives. Here, a student might be given the option of solving one other problem in addition to this extension. Another option would be to direct students to solve the problem you intend to discuss in the Student Debrief.

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students solve these problems using the RDW approach used for Application Problems.



Student Debrief (10 minutes)

Lesson Objective: Find areas by decomposing into rectangles or completing composite figures to form rectangles.

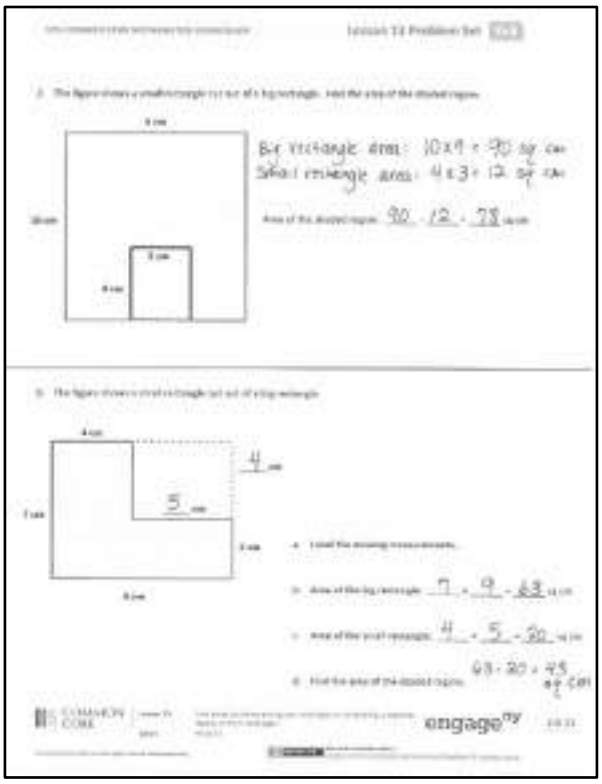
The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

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You may choose to use any combination of the questions below to lead the discussion.

- How did you break apart the rectangles in Figure 4?. Did anyone break apart the rectangles in a different way? (A rectangle of 10 by 2).
- In Problem 2, a 4-cm by 3-cm rectangle was cut out of a bigger rectangle. What other measurements could have been cut out to keep the same area for the shaded region?
- How did you find the unknown measurements in Problem 3?
- How were today's strategies examples of using what we know to solve new types of problems?



Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help you assess the students' understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the students.

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Name _____ Date _____

1. Each of the following figures is made up of 2 rectangles. Find the total area of each figure.

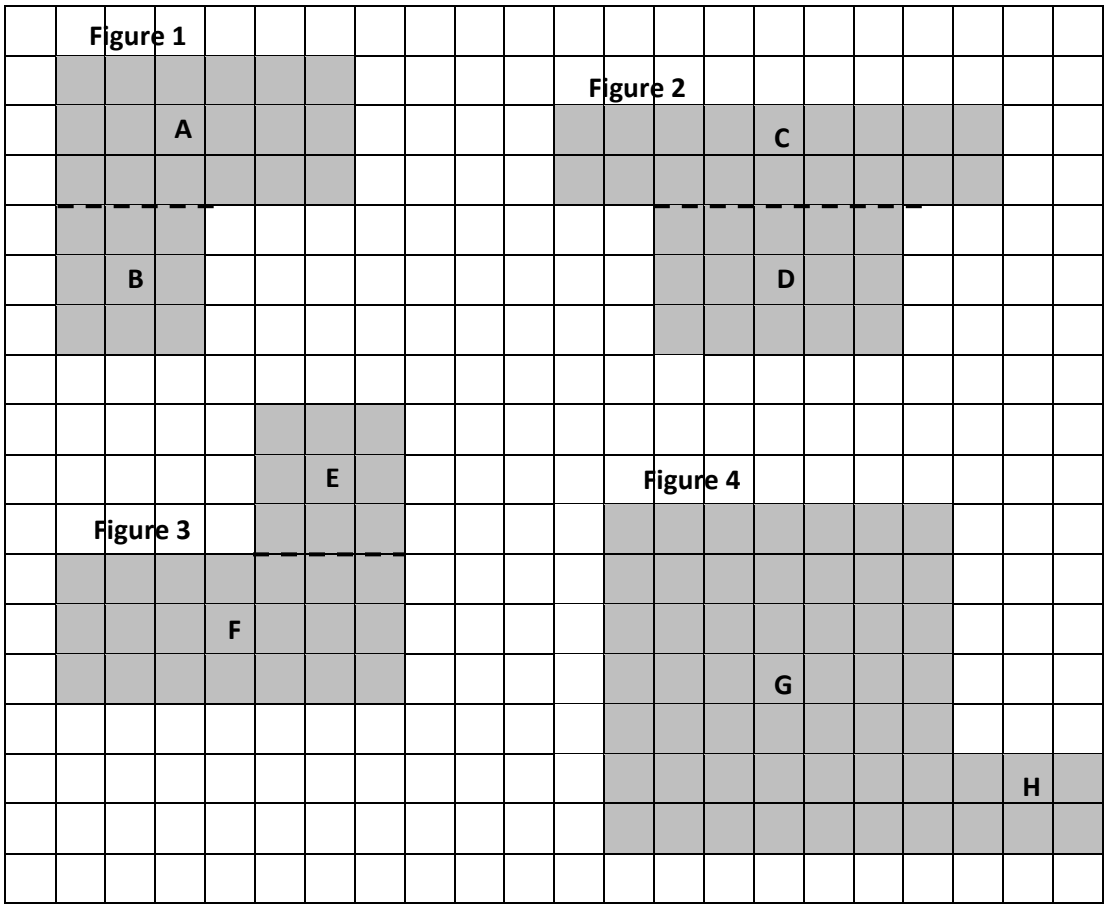


Figure 1: Area of A + Area of B: 18 + _____ = _____ sq units

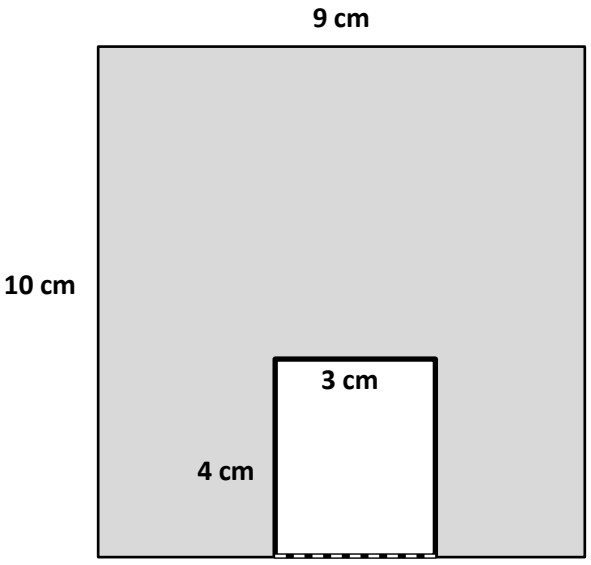
Figure 2: Area of C + Area of D: _____ + _____ = _____ sq units

Figure 3: Area of E + Area of F: _____ + _____ = _____ sq units

Figure 4: Area of G + Area of H: _____ + _____ = _____ sq units

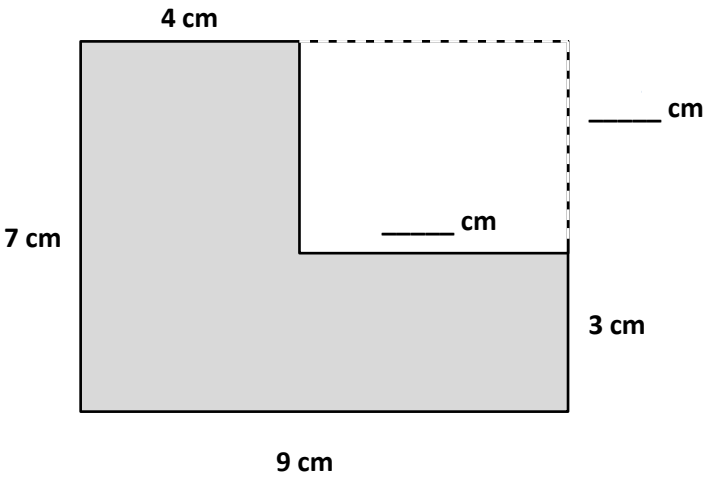
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2. The figure shows a small rectangle cut out of a big rectangle. Find the area of the shaded region.



Area of the shaded region: _____ – _____ = _____ sq cm

3. The figure shows a small rectangle cut out of a big rectangle.



a. Label the missing measurements.

b. Area of the big rectangle: _____ × _____ = _____ sq cm

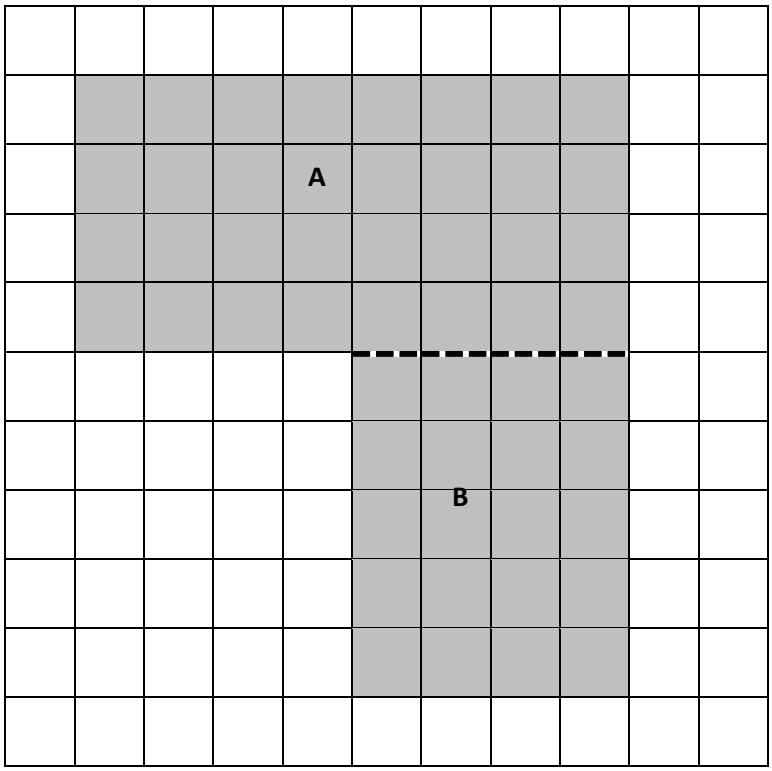
c. Area of the small rectangle: _____ × _____ = _____ sq cm

d. Find the area of the shaded region.

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Name _____ Date _____

The following figure is made up of 2 rectangles. Find the total area of the figure.



Area of A + Area of B: _____ + _____ = _____ sq units

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Name _____ Date _____

1. Each of the following figures is made up of 2 rectangles. Find the total area of each figure.

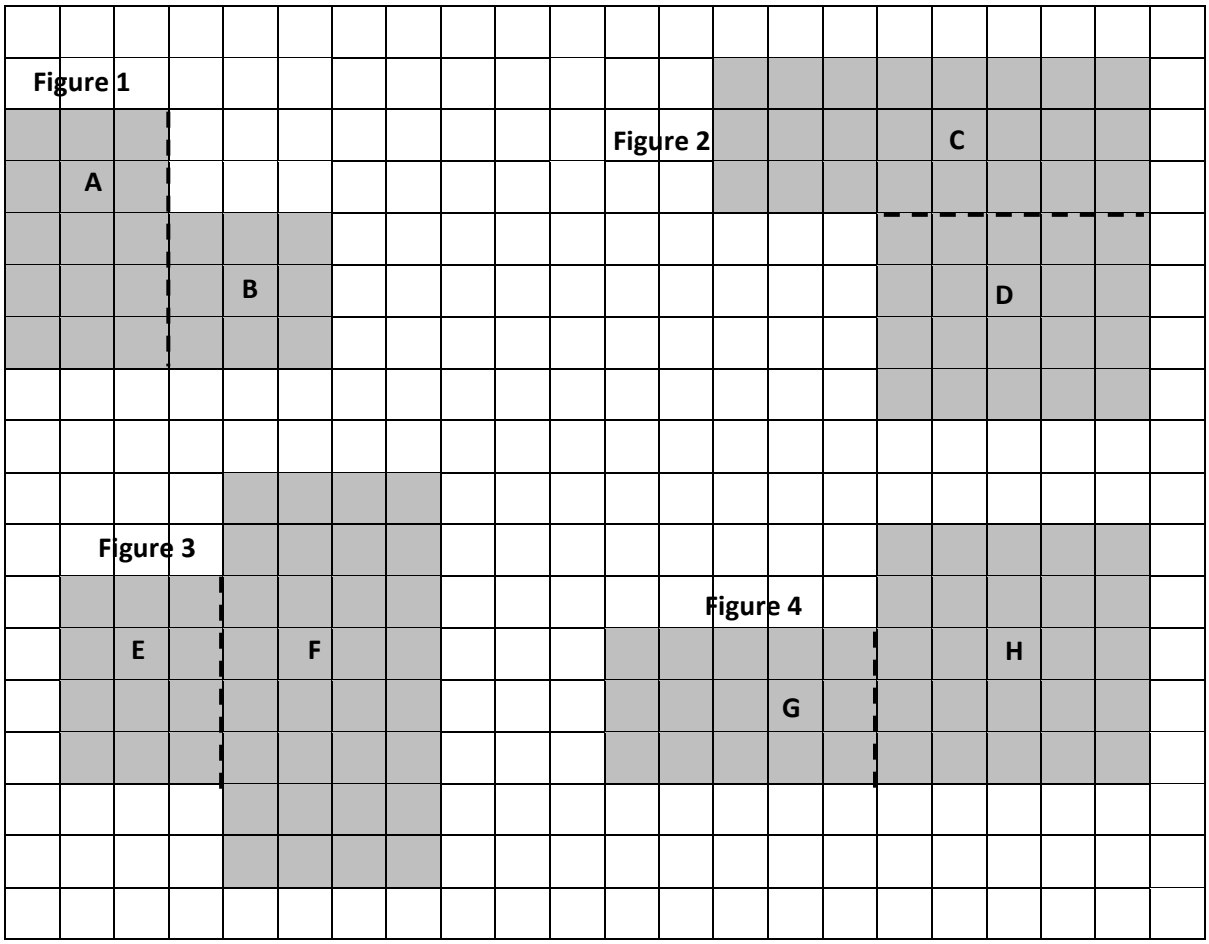


Figure 1: Area of A + Area of B: _____ + _____ = _____ sq units

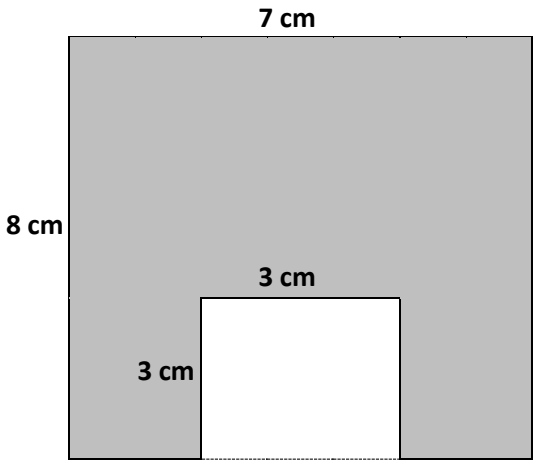
Figure 2: Area of C + Area of D: _____ + _____ = _____ sq units

Figure 3: Area of E + Area of F: _____ + _____ = _____ sq units

Figure 4: Area of G + Area of H: _____ + _____ = _____ sq units

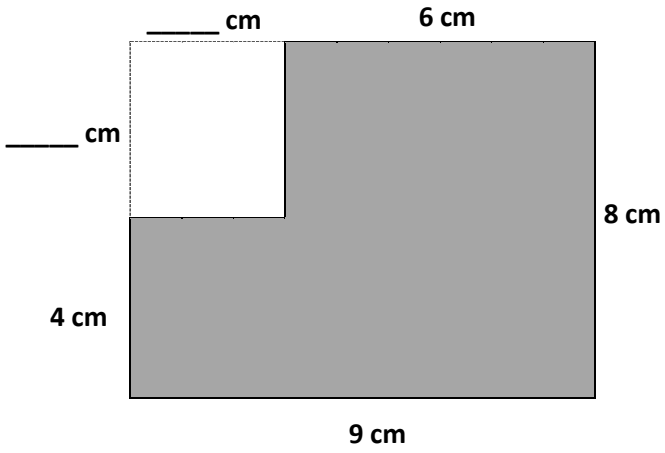
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2. The figure shows a small rectangle cut out of a big rectangle. Find the area of the shaded region.



Area of the shaded region: _____ - _____ = _____ sq cm

3. The figure shows a small rectangle cut out of a big rectangle.



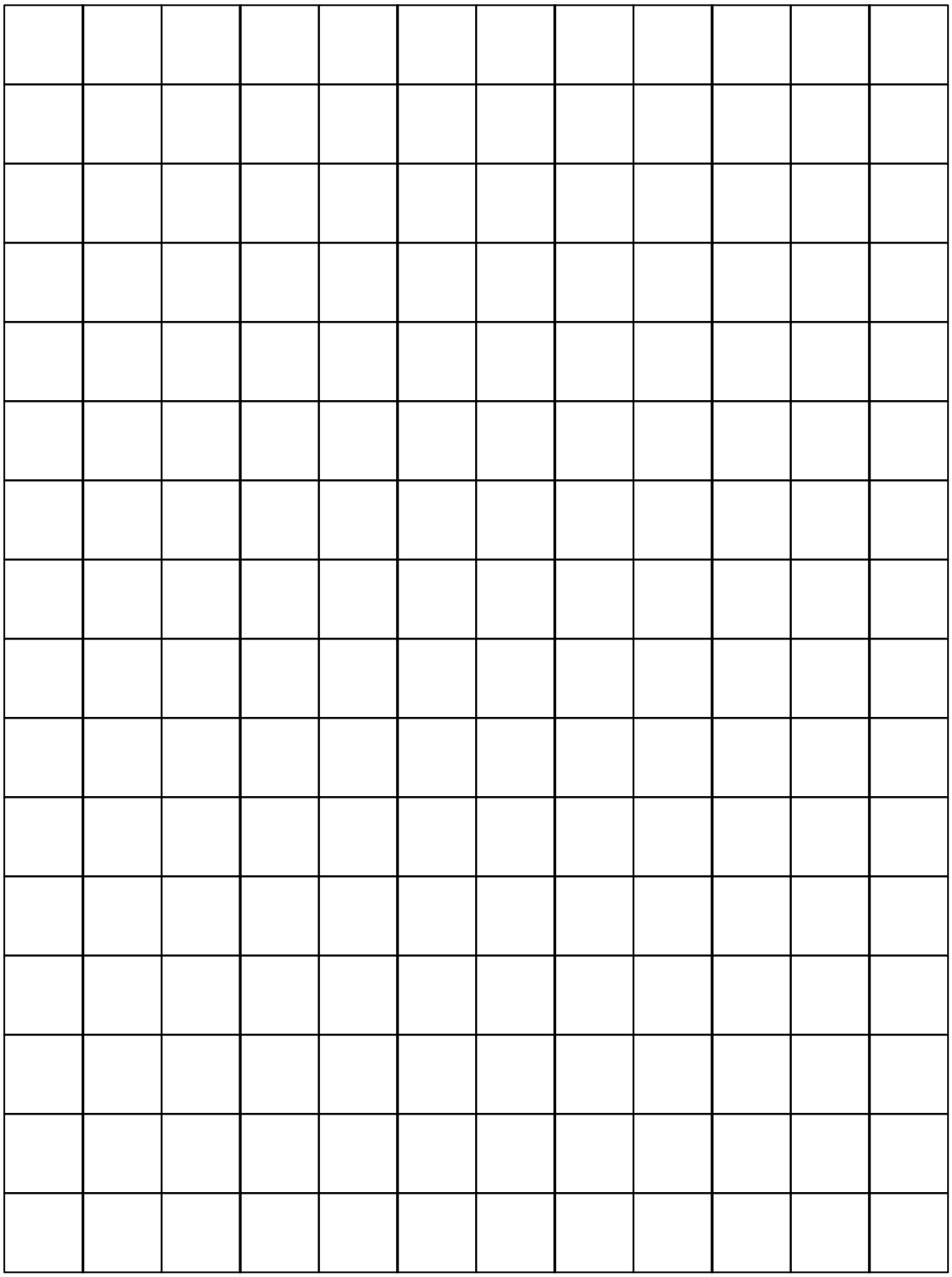
a. Label the missing measurements.

b. Area of the big rectangle: _____ × _____ = _____ sq cm

c. Area of the small rectangle: _____ × _____ = _____ sq cm

d. Find the area of the shaded region.

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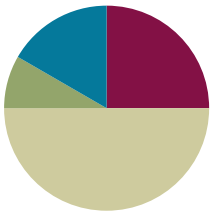
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Lesson 14

Objective: Find areas by decomposing into rectangles or completing composite figures to form rectangles.

Suggested Lesson Structure

Fluency Practice	(15 minutes)
Application Problem	(5 minutes)
Concept Development	(30 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Fluency Practice (15 minutes)

- Group Counting **3.OA.1** (3 minutes)
- Multiply by 8 **3.OA.7** (7 minutes)
- Find the Area **3.MD.7** (5 minutes)

Group Counting (3 minutes)

Note: Group counting reviews interpreting multiplication as repeated addition.

Direct students to count forward and backward, occasionally changing the direction of the count.

- Fours to 40
- Sixes to 60
- Sevens to 70
- Nines to 90

Multiply by 8 (7 minutes)

Materials: (S) Multiply By 8 Pattern Sheet (6–10)

Note: This activity builds fluency with multiplication facts using units of 8. It works toward students knowing from memory all products of two one-digit numbers. See G3–M4–Lesson 2 for the directions for administration of a *Multiply By* pattern sheet.

T: (Write 6 × 8 = ___.) Let's skip-count up by eights to solve. (Count with fingers to 6 as students count.)

S: 8, 16, 24, 32, 40, 48.

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T: Let's skip-count down to find the answer, too. Start at 80. (Count down with fingers as students count.)

S: 80, 72, 64, 56, 48.

T: Let's skip-count up again to find the answer, but this time start at 40. (Count up with fingers as students count.)

S: 40, 48.

Continue with the following possible sequence: 8 × 8, 7 × 8, and 9 × 8.

T: (Distribute Multiply by 8 pattern sheet.) Let's practice multiplying by 8. Be sure to work left to right across the page.

Find the Area (5 minutes)

Materials: (S) Personal white boards

Note: This fluency reviews the relationship between side lengths and area and supports the perception of the composite shapes by moving from part to whole using a grid.

T: (Project the first figure on the right.) On your boards, write a number sentence to show the area of the shaded rectangle.

S: (Write 5 × 2 = 10 square units or 2 × 5 = 10 square units.)

T: Write a number sentence to show the area of the unshaded rectangle.

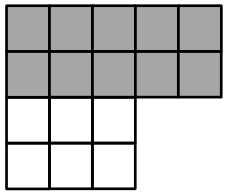
S: (Write 3 × 2 = 6 square units or 2 × 3 = 6 square units.)

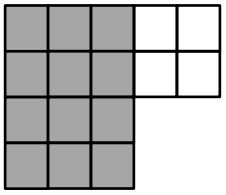
T: (Write __ sq units + __ sq units = __ sq units.) Using the areas of the shaded and unshaded rectangle, write an addition sentence to show the area of the entire figure.

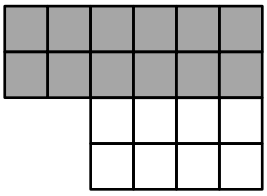
S: (Write 10 sq units + 6 sq units = 16 sq units or 6 sq units + 10 sq units = 16 sq units.)

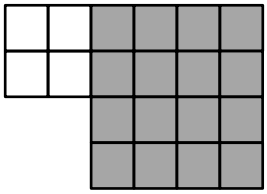
Continue with the other figures.

Figures for *Find the Area*









Application Problem (5 minutes)

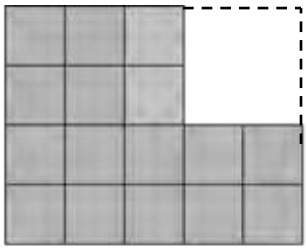
MP.7

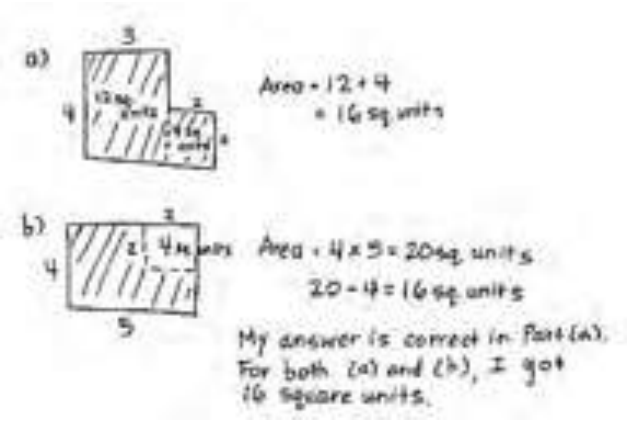
a. Break apart the shaded figure into 2 rectangles. Then add to find the area of the shaded figure below.

b. Subtract the area of the unshaded rectangle from the area of the large rectangle to check your answer in Part (a).

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MP.7





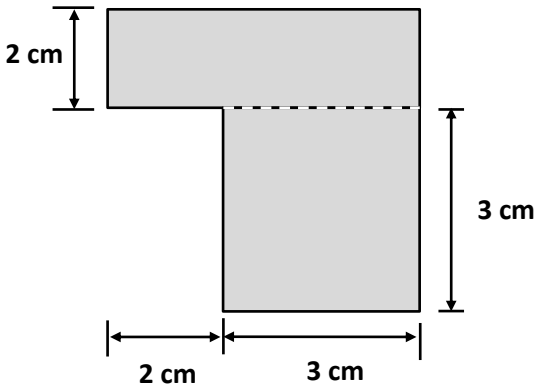
Note: This problem reviews G3–M4–Lesson 13's concept of finding area of composite shapes. Students may choose to break apart their rectangles in different ways for Part (a).

Concept Development (30 minutes)

Materials: (S) Personal white boards, Problem Set

Problem 1: Choose an appropriate method for finding the area of a composite shape.

Distribute one Problem Set to each student. Project the shape to the right.



- T: What two strategies did we learn yesterday to find the area of a non-rectangular shape?
- S: We can break the shape apart into smaller rectangles and then add the areas of the smaller rectangles together. → Or, find the area of the larger rectangle and subtract the area of the "missing" part.
- T: Look at the figure in Problem 1(a).
- T: What is the unknown width?
- S: 5 centimeters! → 2 centimeters plus 3 centimeters is 5 centimeters.
- T: Label that on your figure. Then write the equation used to find the area of each of the smaller rectangles.
- S: (Record on Problem Set.)
- T: What is the area of the top rectangle?
- S: 10 square centimeters!
- T: What is the area of the bottom rectangle?
- S: 9 square centimeters!
- T: On your Problem Set, write the number sentence used to find the area of the whole figure. Be sure to answer

NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Students working below grade level may benefit from sentence frames to assist their writing the equations to find the area in Problem 1. You may provide the following:

____ ×____=____square centimeters

____ ×____=____square centimeters

____ sq cm + ____ sq cm =____square centimeters

The area is ____square centimeters.

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in a complete sentence!

T: What is the total area of the figure?

S: 19 square centimeters!

Continue with Problem 1(b) from the Problem Set.

Problem 2: Solve a word problem involving area of non-rectangular shapes.

Write or project the following problem: Fanny has a piece of fabric 8 feet long and 5 feet wide. She cuts out a rectangular piece that measures 3 feet by 2 feet. How many square feet of fabric does Fanny have left?

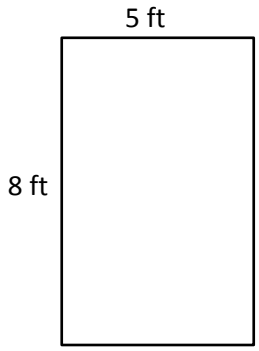
T: Draw and label Fanny's fabric.

T: How big is the piece that Fanny cuts out?

S: 3 ft by 2 ft.

T: Work with your partner to draw the piece of fabric that Fanny cuts out. Label the measurements of the piece being cut out.

S: (Draw as shown at right. Note: The 3 ft by 2 ft piece can be taken out of any part of the original rectangle, including at an angle.)



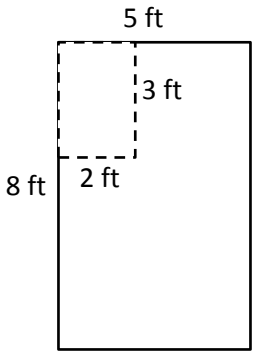
T: What's the best way for us to find the area of the remaining fabric?

S: Find the area of the original piece, then subtract the area of what was cut out.

T: Write an equation to find the area of the original piece of fabric.

S: (Write 8 × 5 = 40 sq ft.)

T: Beneath what you just wrote, write a number sentence to find the area of the piece of fabric Fanny cuts out.



T: What is the area of the piece that is cut out?

S: 6 square feet!

T: What expression tells us the area of the remaining fabric?

S: 40 – 6.

T: 40 – 6 equals?

S: 34!

T: How much fabric does Fanny have left?

S: 34 square feet!

NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Adjust the numbers in Problem 2 of the Concept Development to challenge students working above grade level. Or, offer an alternative challenge, such as scripting and recording the steps to find the area of a non-rectangular shape that they can refer back to when needed.

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students solve these problems using the RDW approach used for Application Problems.

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Student Debrief (10 minutes)

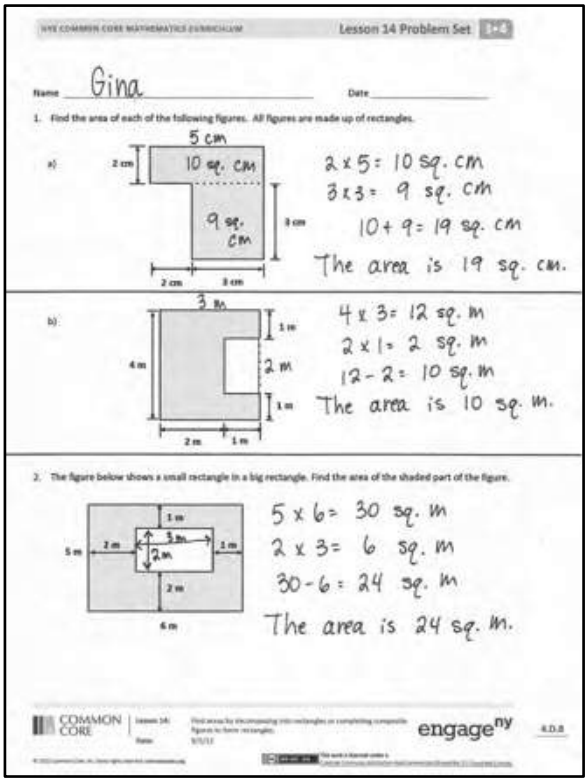
Lesson Objective: Find areas by decomposing into rectangles or completing composite figures to form rectangles.

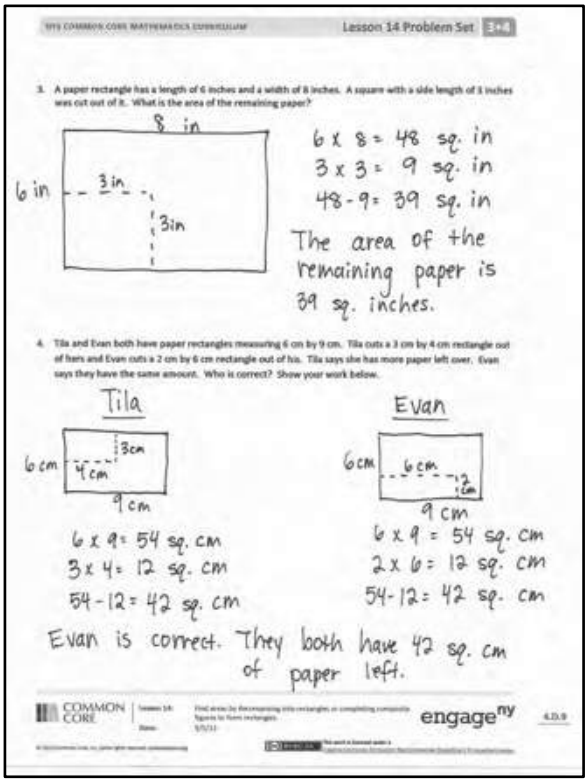
The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

You may choose to use any combination of the questions below to lead the discussion.

- Lead a discussion about the strategy choice for Problems 1(a) and 1(b). Could the strategies have been reversed for these two problems?
- What steps did you need to follow to solve Problem 2? How were you able to find the area of the smaller rectangle?
- Invite students to share their drawings for Problem 3. In what ways are they similar? In what ways are they different?
- Why did Tila and Evan wind up with the same amount of paper in Problem 4? If they both cut their rectangles from the corners of their papers, would they both be able to cut out a 4 cm by 8 cm rectangle with their remaining paper? (Guide students to reason that even though they both have 42 sq cm left and the 4 × 8 rectangle only measures 32 sq cm, only Evan can cut out such a rectangle from his remaining paper.)





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Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help you assess the students' understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the students.

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Multiply.

8 x 1 = _____	8 x 2 = _____	8 x 3 = _____	8 x 4 = _____
8 x 5 = _____	8 x 6 = _____	8 x 7 = _____	8 x 8 = _____
8 x 9 = _____	8 x 10 = _____	8 x 5 = _____	8 x 6 = _____
8 x 5 = _____	8 x 7 = _____	8 x 5 = _____	8 x 8 = _____
8 x 5 = _____	8 x 9 = _____	8 x 5 = _____	8 x 10 = _____
8 x 6 = _____	8 x 5 = _____	8 x 6 = _____	8 x 7 = _____
8 x 6 = _____	8 x 8 = _____	8 x 6 = _____	8 x 9 = _____
8 x 6 = _____	8 x 7 = _____	8 x 6 = _____	8 x 7 = _____
8 x 8 = _____	8 x 7 = _____	8 x 9 = _____	8 x 7 = _____
8 x 8 = _____	8 x 6 = _____	8 x 8 = _____	8 x 7 = _____
8 x 8 = _____	8 x 9 = _____	8 x 9 = _____	8 x 6 = _____
8 x 9 = _____	8 x 7 = _____	8 x 9 = _____	8 x 8 = _____
8 x 9 = _____	8 x 8 = _____	8 x 6 = _____	8 x 9 = _____
8 x 7 = _____	8 x 9 = _____	8 x 6 = _____	8 x 8 = _____
8 x 9 = _____	8 x 7 = _____	8 x 6 = _____	8 x 8 = _____

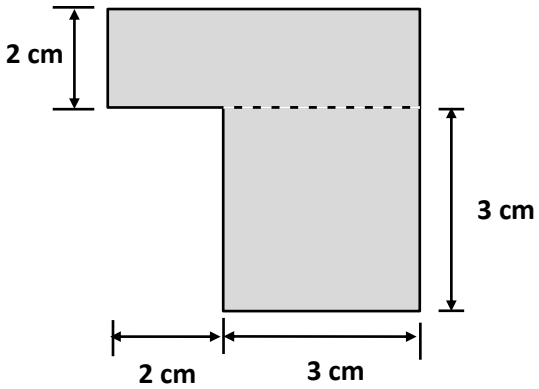
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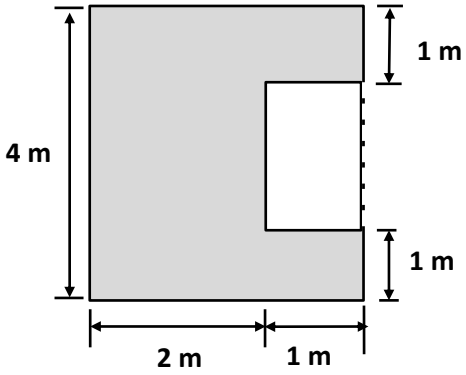
Name _____ Date _____

1. Find the area of each of the following figures. All figures are made up of rectangles.

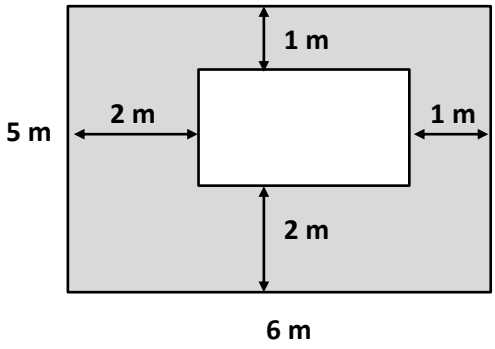
a.



b.



2. The figure below shows a small rectangle in a big rectangle. Find the area of the shaded part of the figure.



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3. A paper rectangle has a length of 6 inches and a width of 8 inches. A square with a side length of 3 inches was cut out of it. What is the area of the remaining paper?

4. Tila and Evan both have paper rectangles measuring 6 cm by 9 cm. Tila cuts a 3 cm by 4 cm rectangle out of hers and Evan cuts a 2 cm by 6 cm rectangle out of his. Tila says she has more paper left over. Evan says they have the same amount. Who is correct? Show your work below.

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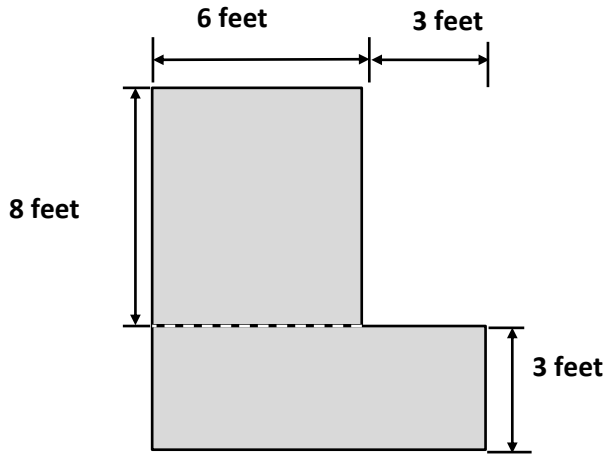
Mary draws an 8 cm by 6 cm rectangle on her grid paper. She shades a square with a side length of 4 cm inside her rectangle. What area of the rectangle is left unshaded?

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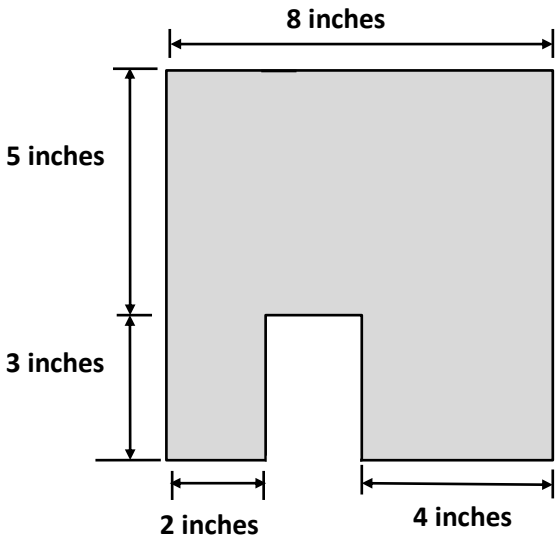
Name _____ Date _____

1. Find the area of each of the following figures. All figures are made up of rectangles.

a.

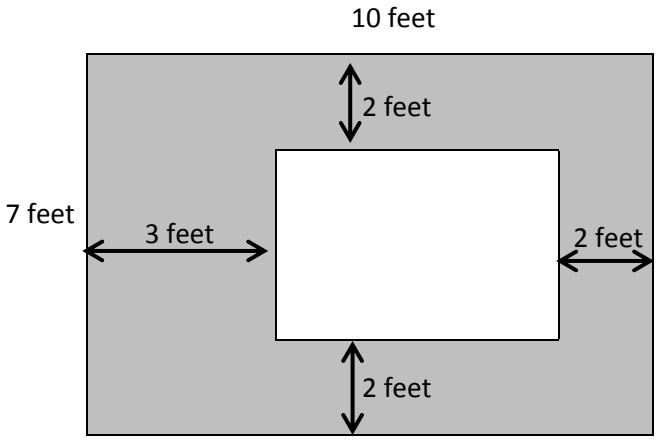


b.



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2. The figure below shows a small rectangle cut out of a big rectangle.



a. Label the side lengths of the unshaded region.

b. Find the area of the shaded region.

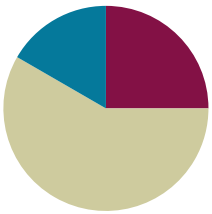
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Lesson 15

Objective: Apply knowledge of area to determine areas of rooms in a given floor plan.

Suggested Lesson Structure

Fluency Practice	(15 minutes)
Concept Development	(35 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Fluency Practice (15 minutes)

- Group Counting **3.OA.1** (3 minutes)
- Multiply by 9 **3.OA.7** (7 minutes)
- Find the Area **3.MD.7** (5 minutes)

Group Counting (3 minutes)

Note: Group counting reviews interpreting multiplication as repeated addition.

Direct students to count forward and backward, occasionally changing the direction of the count.

- Threes to 43
- Sixes to 60
- Sevens to 70
- Eights to 80

Multiply by 9 (7 minutes)

Materials: (S) Multiply by 9 Pattern Sheet (1–5)

Note: This activity builds fluency with multiplication facts using units of 9. It works toward students knowing from memory all products of two one-digit numbers. See G3–M4–Lesson 2 for the directions for administration of a *Multiply By* pattern sheet.

T: (Write 5 × 9 = ____.) Let's skip-count by nines to find the answer. (Count with fingers to 5 as students count.)

S: 9, 18, 27, 36, 45. (Record on the board as students count.)

T: (Circle 45 and write 5 × 9 = 45 above it. Write 3 × 9 = ____.) Let's skip-count up by nines again. (Count with fingers to 3 as students count.)

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S: 9, 18, 27.

T: Let's see how we can skip-count down to find the answer, too. Start at 45 with 5 fingers, 1 for each nine. (Count down with your fingers as students say numbers.)

S: 45 (5 fingers), 36 (4 fingers), 27 (3 fingers).

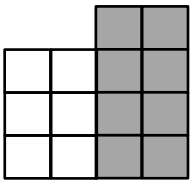
Repeat the process for 4 × 9.

T: (Distribute Multiply by 9 Pattern Sheet.) Let's practice multiplying by 9. Be sure to work left to right across the page.

Find the Area (5 minutes)

Materials: (S) Personal white boards

Note: This fluency reviews the relationship between side lengths and area and supports the perception of the composite shapes by moving from part to whole using a grid.



T: (Project the figure on the right.) On your boards, write a number sentence to show the area of the shaded rectangle.

S: (Write 4 × 2 = 8 square units or 2 × 4 = 8 square units.)

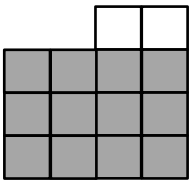
T: Write a number sentence to show the area of the unshaded rectangle.

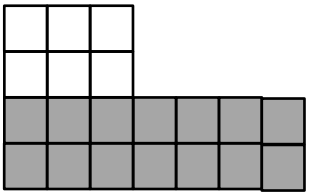
S: (Write 3 × 2 = 6 square units or 2 × 3 = 6 square units.)

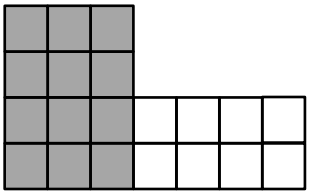
T: (Write __ sq units + __ sq units = __ sq units.) Using the areas of the shaded and unshaded rectangles, write an addition sentence to show the area of the entire figure.

S: (Write 8 sq units + 6 sq units = 14 sq units or 6 sq units + 8 sq units = 14 sq units.)

Continue with the figures below:







Concept Development (35 minutes)

Materials: (S) Problem Set, ruler

T: For the next two days, you are going to be architects. Today you are going to use a floor plan that your clients designed to find the area in square centimeters of each room in the house. Look at the floor plan. What will you need to do before you can find the areas?

A NOTE TO THE TEACHER:

This lesson is designed to be completed in two days. For early finishers, please refer to the optional activities suggested in G3–M4–Lesson 16.

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S: We need to find the side lengths of each room. → We need to know the lengths and widths of the rooms.

T: Use your ruler to measure the side lengths of Bedroom 1 in centimeters. What is the length?

S: 5 cm.

T: What is the width?

S: 12 cm.

T: Write an expression to show how to find the area of Bedroom 1.

S: (Write 5 × 12.)

T: (Write *Multiply Side Lengths* on a chart labeled *Strategies We Can Use to Find Area.*) What strategy can you use to find the area since this fact is so large?

S: The break apart and distribute strategy!

T: (Add the strategy to the chart.) What about the rooms that aren't rectangles, how will you find their areas?

S: We can find the areas of smaller rectangles and add them together to get the area of a room that isn't rectangular. → Yeah, that's the break apart and add strategy we just learned. → Or, we might be able to find the area of a large rectangle and then subtract the area of a smaller rectangle.

T: (Add the strategies to the chart.) Look at the floor plan and use what we've learned about area to help you answer Problem 1. (Allow students time to answer Problem 1.) Work with a partner to find the areas of the rooms and the hallway in the floor plan. Record the areas and the strategy you use to find each area in the chart in Problem 2.

Problem Set (20 minutes)

Students should do their personal best to complete the Problem Set within the allotted 20 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students solve these problems using the RDW approach used for Application Problems.

NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Some students may benefit from a review of how to use a ruler to measure. Have them try the following:

- Place the zero end of the ruler against the line to be measured.
- Make sure the zero tick mark is lined up against the beginning of the side length.
- Read the last number on the ruler that is by the end of the side length.

To make measuring easier, try the tips below:

- Darken the lines to be measured.
- Outline the lines with glue to make a tactile model.
- Provide large print rulers.
- Give the option of using centimeter blocks to measure.

NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

To ease the task of constructing a response for Problems 3–5 of the Problem Set, allow English language learners and others to discuss their reasoning prior to writing. Discussions can be in first languages, if beneficial. Also provide English language learners with sentence frames, such as those given below.

The _____ has the biggest area. My prediction was right/wrong because_____.

There are/aren't enough tiles because _____.

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Student Debrief (10 minutes)

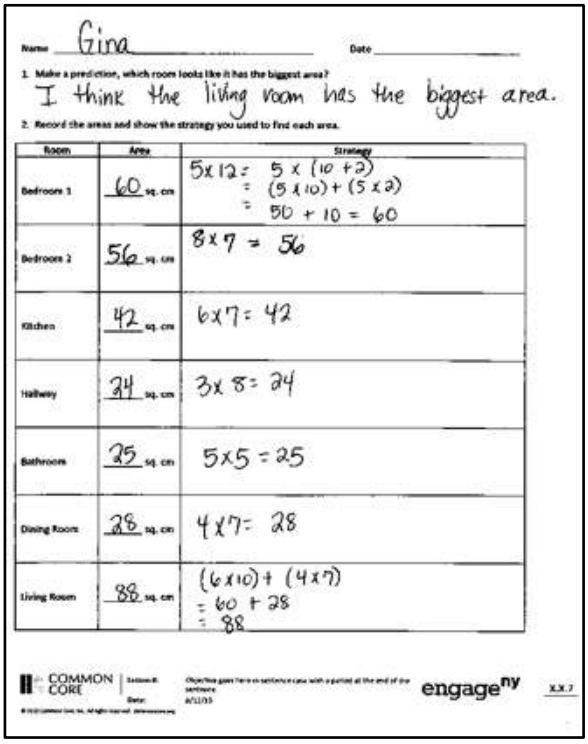
Lesson Objective: Apply knowledge of area to determine areas of rooms in a given floor plan.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

You may choose to use any combination of the questions below to lead the discussion.

- Explain to a partner your choice for the prediction you made in Problem 1. What have you learned about area that helped you make your prediction?
- What strategy did you use to find the area of the living room? Is there more than one way to break apart the living room into smaller rectangles? Explain two different ways to a partner.
- How many more tiles do your clients need to have enough tiles for the bathroom floor? If they buy another box of tiles, how many will be left over?

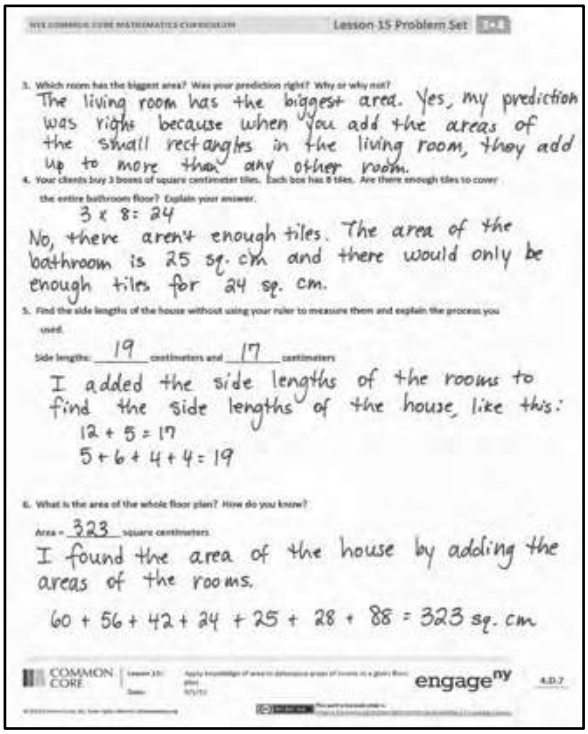


Name Gina Date

1. Make a prediction, which room looks like it has the biggest area?
I think the living room has the biggest area.

2. Record the areas and show the strategy you used to find each area.

Room	Area	Strategy
Bedroom 1	60 sq. cm	5x12= 5 x (10 +2) = (5 x 10) + (5 x 2) = 50 + 10 = 60
Bedroom 2	56 sq. cm	8 x 7 = 56
Kitchen	42 sq. cm	6x7= 42
Hallway	24 sq. cm	3x 8= 24
Bathroom	25 sq. cm	5x5 = 25
Dining Room	28 sq. cm	4x7= 28
Living Room	88 sq. cm	(6x10) + (4x7) = 60 + 28 = 88



Lesson 15 Problem Set

3. Which room has the biggest area? Was your prediction right? Why or why not?
The living room has the biggest area. Yes, my prediction was right because when you add the areas of the small rectangles in the living room, they add up to more than any other room.

4. Your clients buy 3 boxes of square centimeter tiles. Each box has 8 tiles. Are there enough tiles to cover the entire bathroom floor? Explain your answer.
3 x 8= 24
No, there aren't enough tiles. The area of the bathroom is 25 sq. cm and there would only be enough tiles for 24 sq. cm.

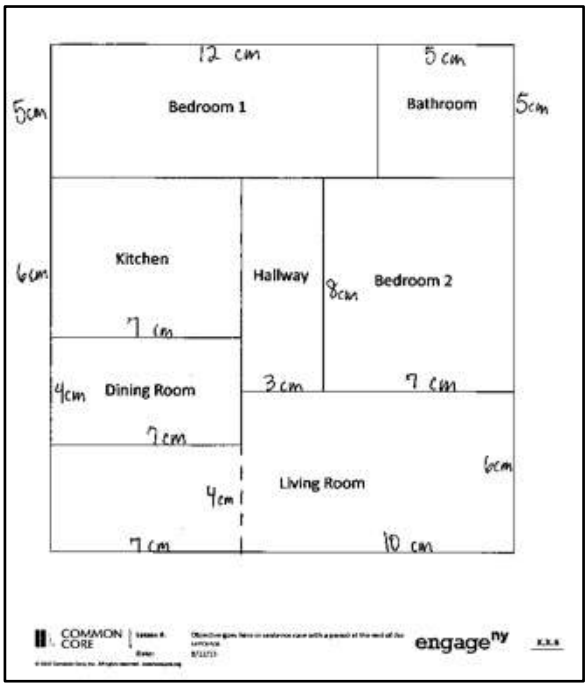
5. Find the side lengths of the house without using your ruler to measure them and explain the process you used.
Side lengths: 19 centimeters and 17 centimeters
I added the side lengths of the rooms to find the side lengths of the house, like this:
12 + 5 = 17
5 + 6 + 4 + 4 = 19

6. What is the area of the whole floor plan? How do you know?
Area = 323 square centimeters
I found the area of the house by adding the areas of the rooms.
60 + 56 + 42 + 24 + 25 + 28 + 88 = 323 sq. cm

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Exit Ticket (5 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help you assess the students' understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the students.



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Multiply.

9 x 1 = _____	9 x 2 = _____	9 x 3 = _____	9 x 4 = _____
9 x 5 = _____	9 x 1 = _____	9 x 2 = _____	9 x 1 = _____
9 x 3 = _____	9 x 1 = _____	9 x 4 = _____	9 x 1 = _____
9 x 5 = _____	9 x 1 = _____	9 x 2 = _____	9 x 3 = _____
9 x 2 = _____	9 x 4 = _____	9 x 2 = _____	9 x 5 = _____
9 x 2 = _____	9 x 1 = _____	9 x 2 = _____	9 x 3 = _____
9 x 1 = _____	9 x 3 = _____	9 x 2 = _____	9 x 3 = _____
9 x 4 = _____	9 x 3 = _____	9 x 5 = _____	9 x 3 = _____
9 x 4 = _____	9 x 1 = _____	9 x 4 = _____	9 x 2 = _____
9 x 4 = _____	9 x 3 = _____	9 x 4 = _____	9 x 5 = _____
9 x 4 = _____	9 x 5 = _____	9 x 1 = _____	9 x 5 = _____
9 x 2 = _____	9 x 5 = _____	9 x 3 = _____	9 x 5 = _____
9 x 4 = _____	9 x 2 = _____	9 x 4 = _____	9 x 3 = _____
9 x 5 = _____	9 x 3 = _____	9 x 2 = _____	9 x 4 = _____
9 x 3 = _____	9 x 5 = _____	9 x 2 = _____	9 x 4 = _____

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Name _____ Date _____

1. Make a prediction: Which room looks like it has the biggest area?

2. Record the areas and show the strategy you used to find each area.

Room	Area	Strategy
Bedroom 1	_____ sq cm	
Bedroom 2	_____ sq cm	
Kitchen	_____ sq cm	
Hallway	_____ sq cm	
Bathroom	_____ sq cm	
Dining Room	_____ sq cm	
Living Room	_____ sq cm	

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3. Which room has the biggest area? Was your prediction right? Why or why not?

4. Your clients buy 3 boxes of square centimeter tiles. Each box has 8 tiles. Are there enough tiles to cover the entire bathroom floor? Explain your answer.

5. Find the side lengths of the house without using your ruler to measure them and explain the process you used.

   Side lengths: _____ centimeters and _____ centimeters

6. What is the area of the whole floor plan? How do you know?

   Area = _____ square centimeters

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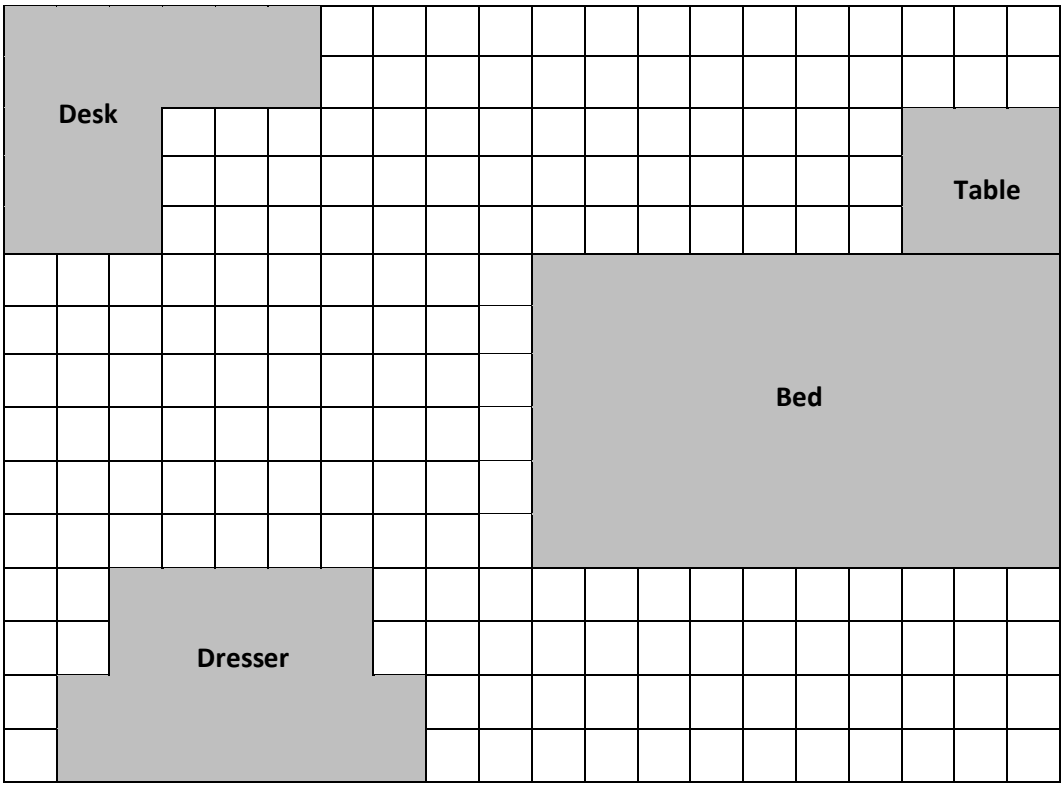
The rooms in the floor plan below are rectangles or made up of rectangles.



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Name _____ Date _____

Jack uses grid paper to create a floor plan of his room. Label the missing measurements and find the area of the items listed below.



Name	Equations	Total Area
a. Jack's Room		_____ square units
b. Bed		_____ square units
c. Table		_____ square units
d. Dresser		_____ square units
e. Desk		_____ square units

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Name _____ Date _____

Use a ruler to measure the side lengths of each lettered room in centimeters. Then find the area. Use the measurements below to match and label the rooms with the correct areas.

Kitchen - 28 square centimeters

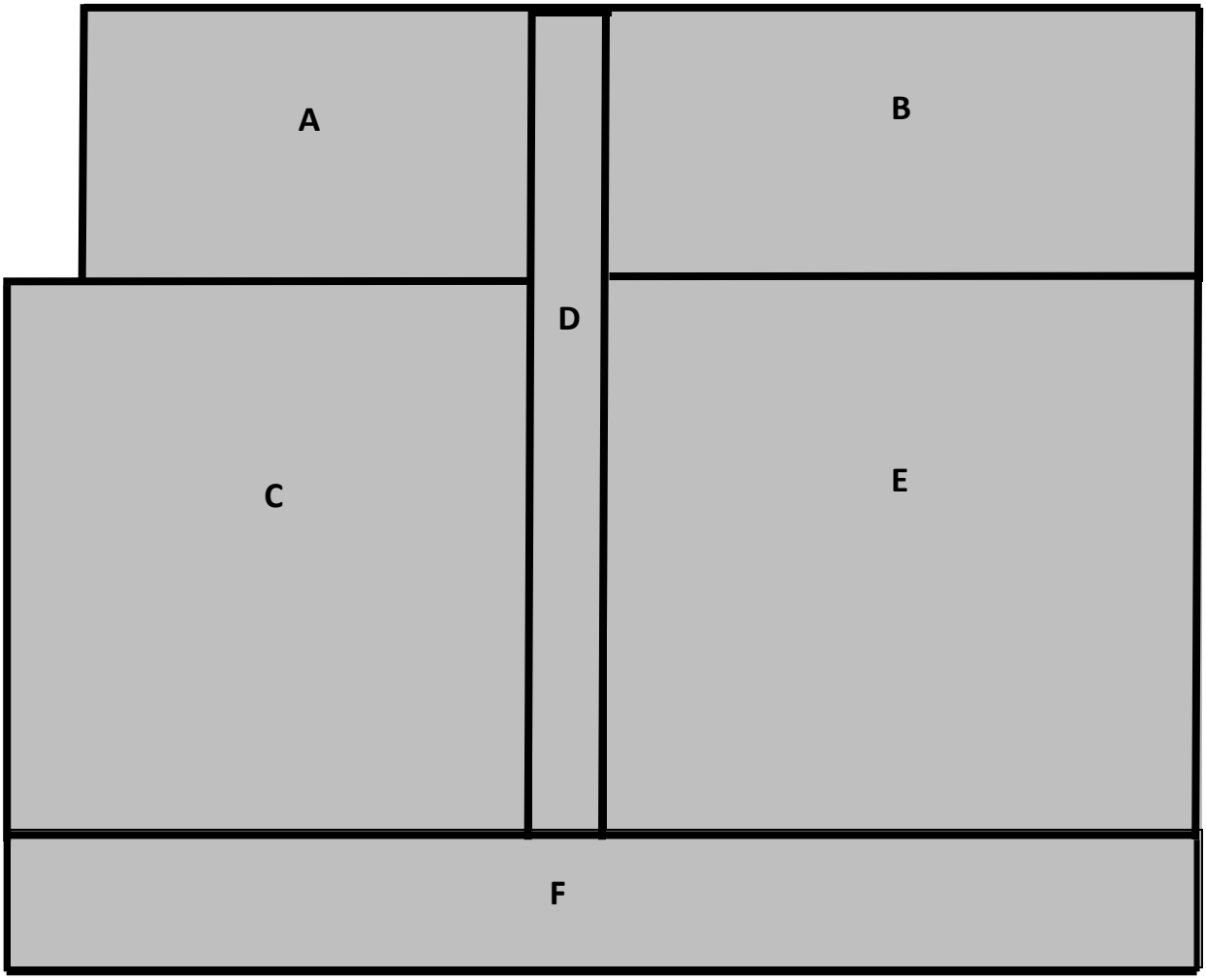
Garage – 72 square centimeters

Porch – 32 square centimeters

Bedroom – 56 square centimeters

Bathroom – 24 square centimeters

Hallway – 12 square centimeters



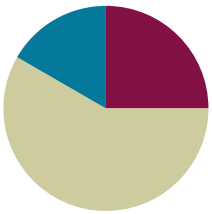
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Lesson 16

Objective: Apply knowledge of area to determine areas of rooms in a given floor plan.

Suggested Lesson Structure

Fluency Practice	(15 minutes)
Concept Development	(35 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Fluency Practice (15 minutes)

- Group Counting **3.OA.1** (3 minutes)
- Multiply by 9 **3.OA.7** (7 minutes)
- Find the Area **3.MD.7** (5 minutes)

Group Counting (3 minutes)

Note: Group counting reviews interpreting multiplication as repeated addition.

Direct students to count forward and backward, occasionally changing the direction of the count.

- Sixes to 60
- Sevens to 70
- Eights to 80

Multiply By 9 (7 minutes)

Materials: (S) Multiply By 9 Pattern Sheet (6–10)

Note: This activity builds fluency with multiplication facts using units of nine. It works toward students knowing from memory all products of two one-digit numbers. See G3–M4–Lesson 2 for the directions for administration of a *Multiply By* pattern sheet.

T: (Write 6 × 9 = ____.) Let's skip-count up by nine to solve. (Count with fingers to 6 as students count.)
S: 9, 18, 27, 36, 45, 54.
T: Let's skip-count down to find the answer, too. Start at 90. (Count down with fingers as students count.)
S: 90, 81, 72, 63, 54.

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T: Let's skip-count up again to find the answer, but this time start at 45. (Count up with fingers as students count.)

S: 45, 54.

Continue with the following possible sequence: 8 × 9, 7 × 9, and 9 × 9.

T: (Distribute Multiply By 9 pattern sheet.) Let's practice multiplying by 9. Be sure to work left to right across the page.

Find the Area (5 minutes)

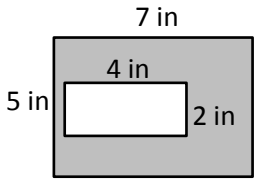
Materials: (S) Personal white boards

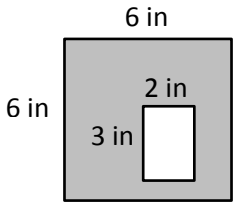
Note: This fluency reviews G3–M4–Lesson 14.

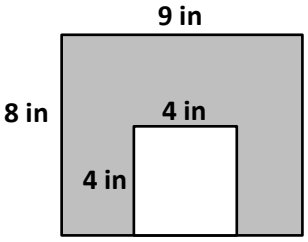
T: (Project the first figure on the right.) Find the areas of the large rectangle and the unshaded rectangle. Then subtract to find the area of the shaded region. (Write *Area = ____ square inches*.)

S: (Students work and write *Area = 27 square inches*.)

Continue with other figures.







Concept Development (35 minutes)

Materials: (S) G3–M4–Lesson 15 Problem Set, ruler

T: Today you will continue to find the area in square centimeters of each room in the house.

Materials: (S) Optional Problem Set, centimeter grid paper, construction paper, glue

Optional: Create a floor plan with different side lengths for given areas.

If students finish early on the second day, they may work with a partner to create a floor plan with the areas of the rooms that they found. The task is for students to find new side lengths for each room. Students should use their answers from the Problem Set to ensure that they find different side lengths with the same area. After they find new side lengths, they mark each room on centimeter grid paper and then cut the rooms out. They will use these centimeter grids to fit the rooms together to make their floor plan. They will glue their final arrangement of rooms onto a piece of construction paper. Allow students a few minutes to do a gallery walk of the completed floor plans.



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Optional: Review strategies to find new side lengths of given areas.

T: Yesterday you found the areas of the rooms in a floor plan that your clients designed. They like the area of each room, but they want to change the way the rooms look. Your job today is to create rooms with the same areas, but with different side lengths. Are you up for the challenge architects?

S: Yes!

T: Look at the Problem Set. What is the area of the hallway?

S: 24 square centimeters.

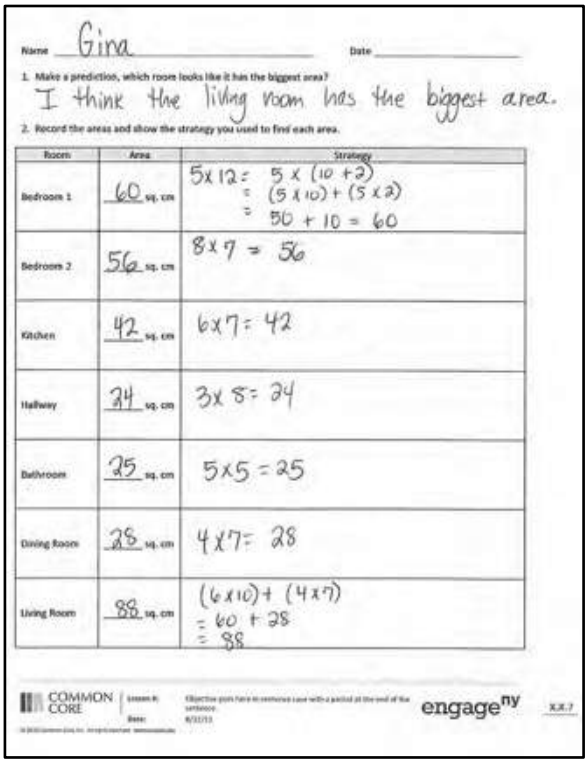
T: What are possible side lengths you can have for the hallway and still have the same area?

S: 3 and 8. → 1 and 24. → 2 and 12. → 6 and 4.

T: Talk to a partner: Which of these choices was used in the floor plan?

S: 8 and 3. → The numbers are just switched.

T: So when you redesign the floor plan today, be sure you don't use that combination!


Name Gina Date

1. Make a prediction, which room looks like it has the biggest area?
I think the living room has the biggest area.

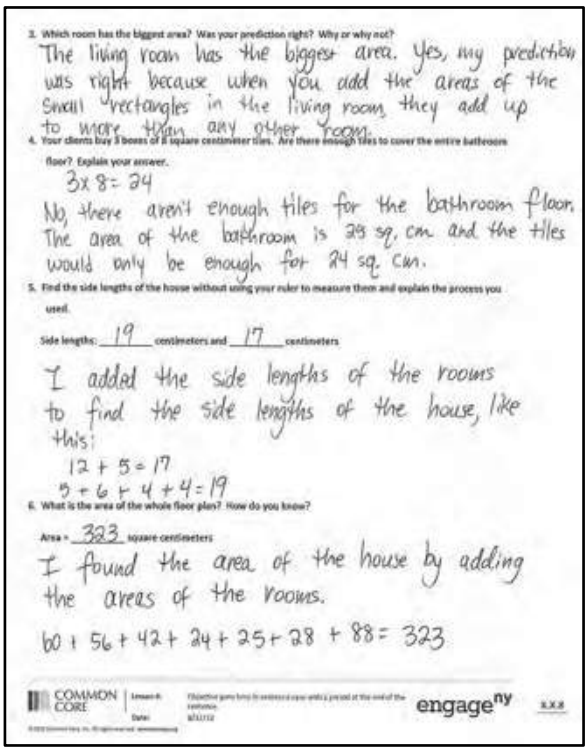
2. Record the areas and show the strategy you used to find each area.

Room	Area	Strategy
Bedroom 1	60 sq. cm	5x12= 5 x (10 +2) = (5 x 10) + (5 x 2) = 50 + 10 = 60
Bedroom 2	56 sq. cm	8 x 7 = 56
Kitchen	42 sq. cm	6x7= 42
Hallway	24 sq. cm	3x 8= 24
Bathroom	25 sq. cm	5x5 = 25
Dining Room	28 sq. cm	4x7= 28
Living Room	88 sq. cm	(6x10)+ (4x7) = 60 + 28 = 88

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Problem Set (25 minutes)

Students should do their personal best to complete the Problem Set within the allotted 25 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students solve these problems using the RDW approach used for Application Problems.


3. Which room has the biggest area? Was your prediction right? Why or why not?
The living room has the biggest area. Yes, my prediction was right because when you add the areas of the small rectangles in the living room, they add up to more than any other room.

4. Your clients buy 3 boxes of 8 square centimeter tiles. Are there enough tiles to cover the entire bathroom floor? Explain your answer.
3x 8= 24
No, there aren't enough tiles for the bathroom floor. The area of the bathroom is 25 sq. cm and the tiles would only be enough for 24 sq. cm.

5. Find the side lengths of the house without using your ruler to measure them and explain the process you used.
Side lengths: 19 centimeters and 17 centimeters
I added the side lengths of the rooms to find the side lengths of the house, like this:
12 + 5 = 17
5 + 6 + 4 + 4 = 19

6. What is the area of the whole floor plan? How do you know?
Area = 323 square centimeters
I found the area of the house by adding the areas of the rooms.
60 + 56 + 42 + 24 + 25 + 28 + 88 = 323

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Student Debrief (10 minutes)

Lesson Objective: Apply knowledge of area to determine areas of rooms in a given floor plan.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

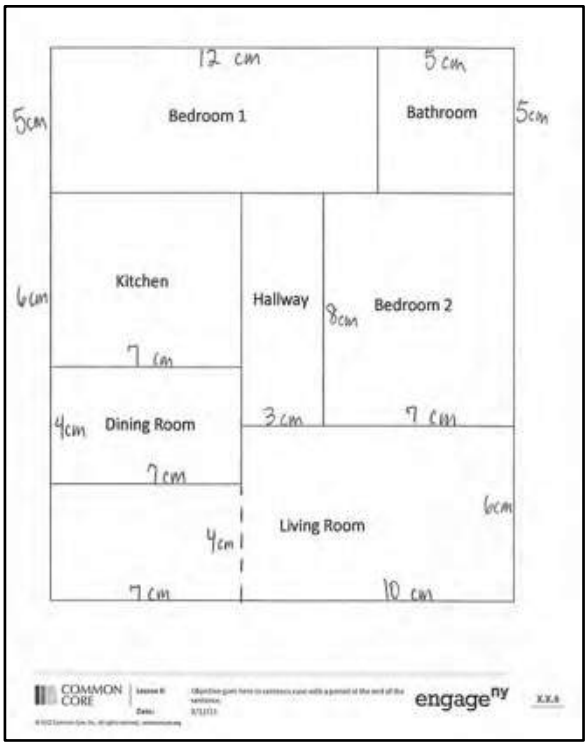
Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be

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addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

You may choose to use any combination of the questions below to lead the discussion.

- Explain to a partner how you found the side lengths of the whole house without using your ruler to measure.
- Can you multiply the side lengths of the house to find the area of the house? Why or why not? How did you find the area of the whole house?
- Do we usually measure rooms in centimeters? What unit might each centimeter in this picture represent on a real house? (Yards, feet, or meters.)



Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help you assess the students' understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the students.

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Multiply.

9 x 1 = _____	9 x 2 = _____	9 x 3 = _____	9 x 4 = _____
9 x 5 = _____	9 x 6 = _____	9 x 7 = _____	9 x 8 = _____
9 x 9 = _____	9 x 10 = _____	9 x 5 = _____	9 x 6 = _____
9 x 5 = _____	9 x 7 = _____	9 x 5 = _____	9 x 8 = _____
9 x 5 = _____	9 x 9 = _____	9 x 5 = _____	9 x 10 = _____
9 x 6 = _____	9 x 5 = _____	9 x 6 = _____	9 x 7 = _____
9 x 6 = _____	9 x 8 = _____	9 x 6 = _____	9 x 9 = _____
9 x 6 = _____	9 x 7 = _____	9 x 6 = _____	9 x 7 = _____
9 x 8 = _____	9 x 7 = _____	9 x 9 = _____	9 x 7 = _____
9 x 8 = _____	9 x 6 = _____	9 x 8 = _____	9 x 7 = _____
9 x 8 = _____	9 x 9 = _____	9 x 9 = _____	9 x 6 = _____
9 x 9 = _____	9 x 7 = _____	9 x 9 = _____	9 x 8 = _____
9 x 9 = _____	9 x 8 = _____	9 x 6 = _____	9 x 9 = _____
9 x 7 = _____	9 x 9 = _____	9 x 6 = _____	9 x 8 = _____
9 x 9 = _____	9 x 7 = _____	9 x 6 = _____	9 x 8 = _____

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Optional: Record the new side lengths you have chosen for each of the rooms and show that these side lengths equal the required area. For non-rectangular rooms, record the side lengths and areas of the small rectangles. Then show how the areas of the small rectangles equal the required area.

Room	New Side Lengths
Bedroom 1: 60 sq cm	
Bedroom 2: 56 sq cm	
Kitchen: 42 sq cm	

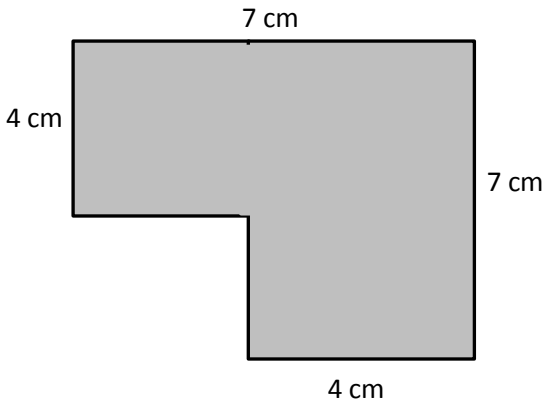
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Room	New Side Lengths
Hallway: 24 sq cm	
Bathroom: 25 sq cm	
Dining Room: 28 sq cm	
Living Room: 88 sq cm	

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Find the area of the shaded region. Then draw and label a rectangle with the same area.

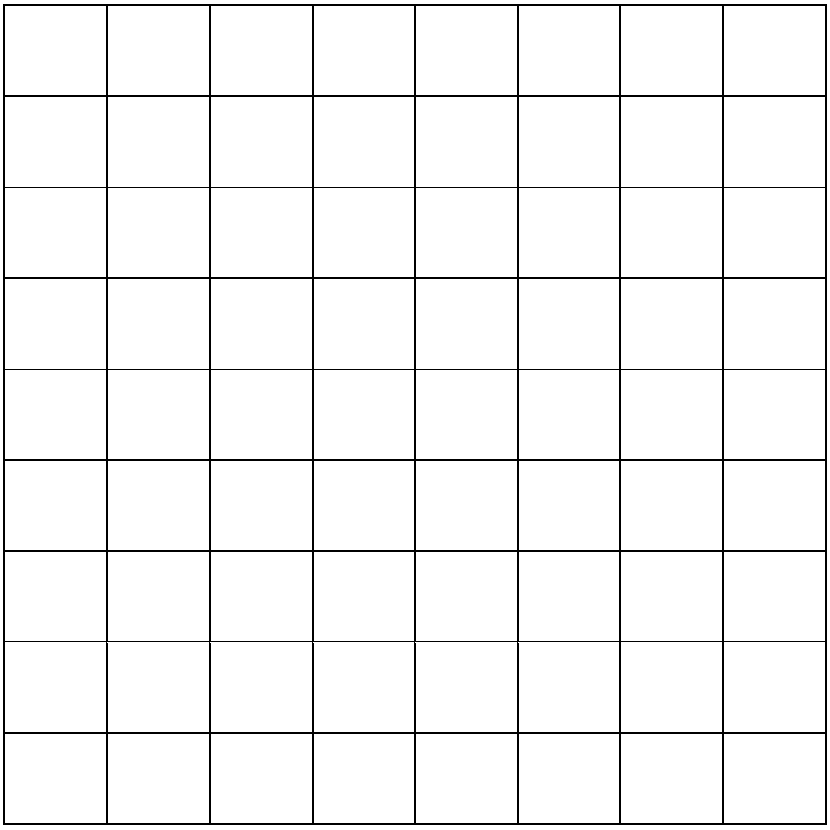


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Name _____ Date _____

Jeremy plans and designs his own dream playground on grid paper. His new playground will cover a total area of 72 square units. The chart shows how much space he gives for each piece of equipment, or area. Use the information in the chart to draw and label a possible way Jeremy can plan his playground.

Basketball Court	10 square units
Jungle Gym	9 square units
Slide	6 square units
Soccer Area	24 square units

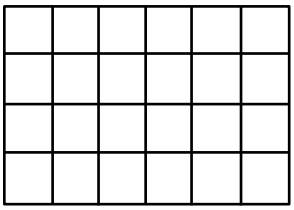


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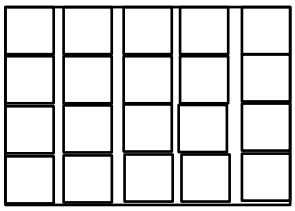
Name _____ Date _____

1. Jasmine and Roland each use unit squares to tile a piece of paper. Their work is shown below.

Jasmine's Array



Roland's Array



a. Can one of the arrays be used to correctly measure the area of the piece of paper? If so, whose array would you use? Explain why.

b. What is the area of the piece of paper? Explain your strategy for finding the area.

c. Jasmine thinks she can skip-count by sixes to find the area of her rectangle. Is she correct? Explain why or why not.

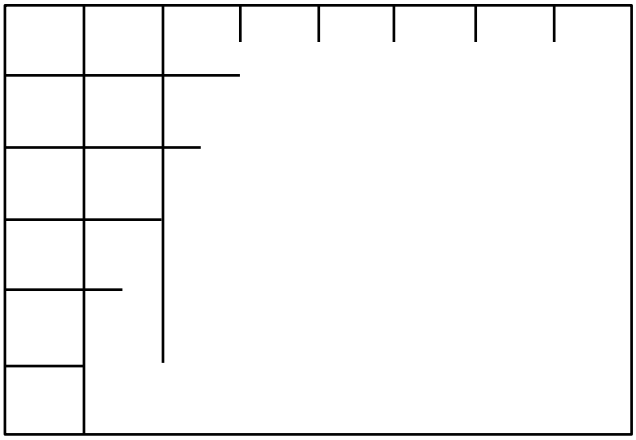
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2. Jaheim says you can create three rectangles with different side lengths using 12 unit squares. Use numbers, equations, and words to show what Jaheim is saying.

3. The area of a rectangle is 72 square units. One side has a length of 9 units. What is the other side length? Explain how you know using pictures, equations, and words.

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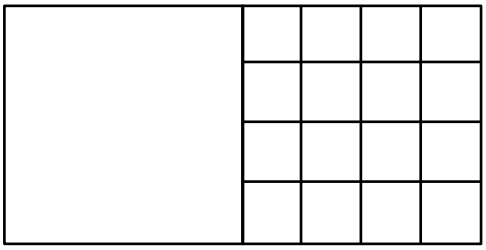
4. Jax started to draw a grid inside the rectangle to find its area.



   a. Use a straight edge to complete the drawing of the grid.

   b. Write both an addition and a multiplication equation that you could use to find the area, then solve.

5. Half of the rectangle below has been tiled with unit squares.



   a. How many more unit squares are needed to fill in the rest of the rectangle?

   b. What is the total area of the large rectangle? Explain how you found the area.

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Mid-Module Assessment Task Standards Addressed	Topics A–B

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.

a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.

b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.

3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

3.MD.7 Relate area to the operations of multiplication and addition.

a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

Evaluating Student Learning Outcomes

A Progression Toward Mastery is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left (Step 1) to right (Step 4). The learning goal for each student is to achieve Step 4 mastery. These steps are meant to help teachers and students identify and celebrate what the student CAN do now and what they need to work on next.

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A Progression Toward Mastery				
Assessment Task Item and Standards Assessed	**STEP 1 Little evidence of reasoning without a correct answer. (1 Point)**	**STEP 2 Evidence of some reasoning without a correct answer. (2 Points)**	**STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)**	**STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)**
1 **3.MD.5** **3.MD.6**	Response demonstrates little evidence of reasoning without a correct answer.	Response shows limited reasoning with at least one correct answer.	Response includes evidence of some reasoning with three correct answers, or evidence of solid reasoning with an incorrect answer.	Student correctly answers: a. Jasmine's array, giving strong evidence of understanding that tiling must have no gaps or overlaps. b. The area is 24 tiles. Provides appropriate explanation of the calculation including counting or skip-counting strategies. c. Yes, there are 4 rows of 6 squares so it is possible to skip-count by six.
2 **3.MD.7b**	Response demonstrates little evidence of reasoning without a correct answer.	Response shows limited reasoning with at least one correct answer.	Student identifies at least two of three rectangles correctly. Response includes evidence of accurate reasoning with pictures, numbers, or words.	Student correctly identifies three rectangles: ▪ 1 × 12 or 12 × 1 ▪ 2 × 6 or 6 × 2 ▪ 3 × 4 or 4 × 3 Response shows evidence of solid reasoning using pictures, numbers, and words.

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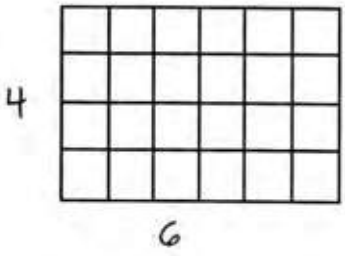
A Progression Toward Mastery				
3 **3.MD.7b**	Response demonstrates little evidence of reasoning without a correct answer.	Response shows limited reasoning without a correct answer.	Student finds the missing side length of 8 units but may not show enough work to clearly justify the answer.	Student correctly finds the missing side length of 8 units. Response shows evidence of solid reasoning using pictures, numbers, and words.
4 **3.MD.5** **3.MD.6** **3.MD.7a**	Response demonstrates little evidence of reasoning without a correct answer.	Response shows evidence of some reasoning in attempt to write equations and complete the array, but work may not include a correct answer.	Student accurately completes the array and finds the area of 48 sq cm, but may not accurately provide both addition and multiplication equations.	Student correctly: a. Completes the array with 8 columns and 6 rows. b. Writes an addition equation (repeated addition of 8 sixes or 6 eights); writes a multiplication equation (6 × 8 or 8 × 6); and gives an area of 48 sq cm.
5 **3.MD.5a** **3.MD.5b** **3.MD.7a** **3.MD.7d**	Response demonstrates little evidence of reasoning without a correct answer to either part.	Response shows limited reasoning with a correct answer in one part.	Student slightly miscalculates the number of tiles needed to fill the remaining area, but the explanation shows evidence of solid reasoning. Part (b) is correct based on the student's slight miscalculation but not the correct answer of 32 units.	Student correctly: a. Identifies that 16 tiles are needed to fill the remaining area. b. Says the area of the large rectangle is 32 square units. Explanation gives evidence of solid reasoning to support answer.

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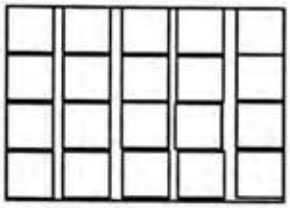
Name Gina Date _____

1. Jasmine and Roland each use unit squares to tile a piece of paper. Their work is shown below.

Jasmine's Array



Roland's Array



a. Can one of the arrays be used to correctly measure the area of the piece of paper? If so, whose array would you use? Explain why.

Jasmine's array correctly measures the area of the piece of paper. You can't have gaps or overlaps when you tile or it won't be right.

b. What is the area of the piece of paper? Explain your strategy for finding the area.

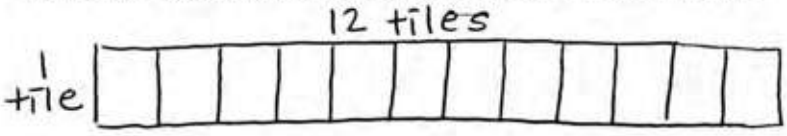
6 tiles across and 4 tiles down.
I can multiply 6 x 4 = 24 to find the area.
Roland's array is wrong so I have to use Jasmine's array.

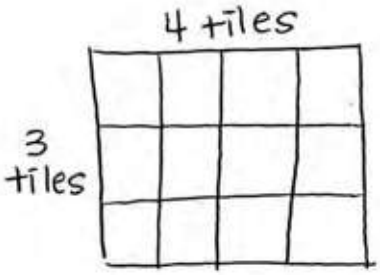
c. Jasmine thinks she can skip-count by sixes to find the area of her rectangle. Is she correct? Explain why or why not.

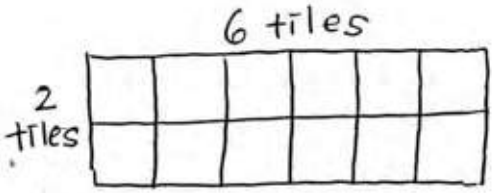
Yes, Jasmine is correct. There are 4 rows of six squares so she can skip-count: 6, 12, 18, 24.
It's faster if she multiplies.

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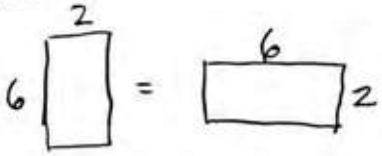
2. Jaheim says you can create three rectangles with different side lengths using 12 unit squares. Use numbers, equations, and words to show what Jaheim is saying.



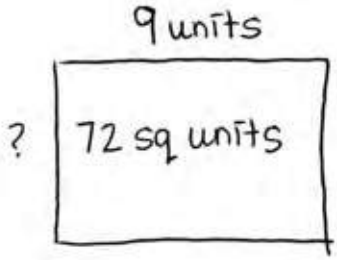




Jaheim is correct. These are the only rectangles you can make with 12 tiles. You can turn them, but they will still be the same:



3. The area of a rectangle is 72 square units. One side has a length of 9 units. What is the other side length? Explain how you know using pictures, equations, and words.

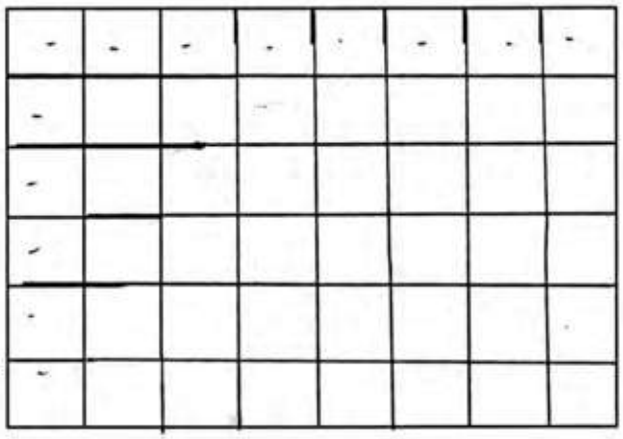


$? \times 9 = 72$
$72 \div 9 = 8$

If one side length is 9 units, the other side length is 8 units because $8 \times 9 = 72$.

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4. Jax started to draw a grid inside the rectangle to find its area.



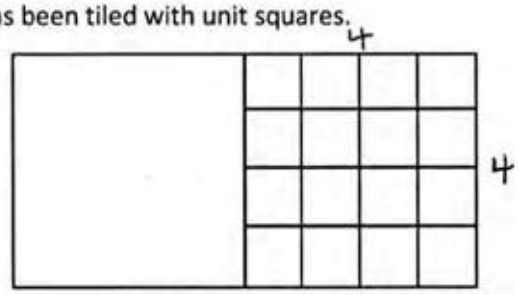
a. Use a straight edge to complete the drawing of the grid.

b. Write both an addition and a multiplication equation that you could use to find the area, then solve.

8 + 8 + 8 + 8 + 8 + 8 = 48 sq units

6 x 8 = 48 sq units

5. Half of the rectangle below has been tiled with unit squares.



4 x 4 = 16 sq units

a. How many more unit squares are needed to fill in the rest of the rectangle?

If there's 16 sq units in one half, there will be 16 sq units in the other half too. You need 16 more tiles to fill it in.

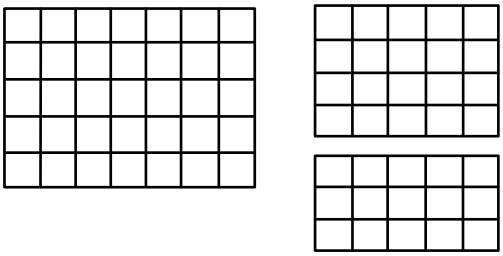
b. What is the total area of the large rectangle? Explain how you found the area.

16 + 16 = 32 sq units.
I added the 2 halves together to find the total area of the rectangle.

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Name _____ Date _____

1. Sarah says the rectangle on the left has the same area as the sum of the two on the right. Pam says they do not have the same areas. Who is correct? Explain using numbers, pictures, or words.

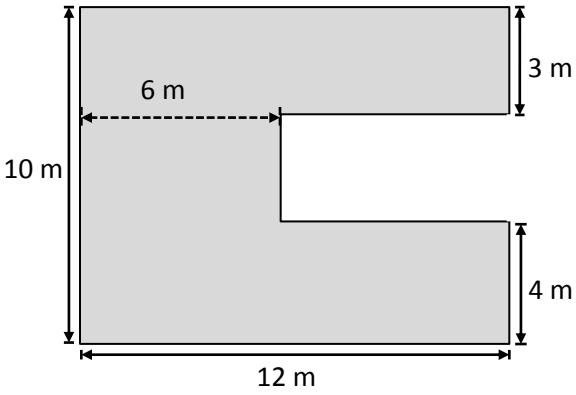


2. Draw three different arrays that you could make with 36 square-inch tiles. Label the side lengths on each of your arrays. Write multiplication sentences for each array to prove that the area of each array is 36 square inches.

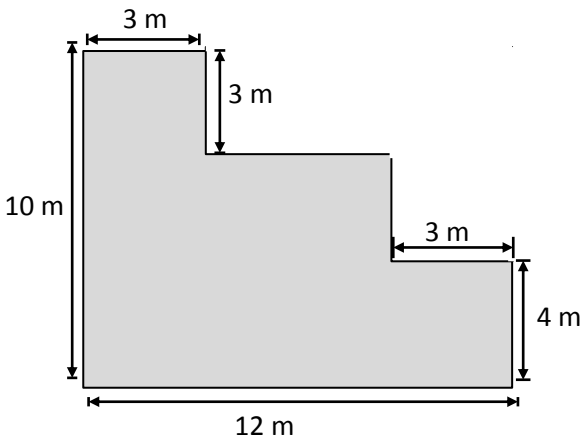
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3. Mr. and Mrs. Jackson are buying a new house. They are deciding between the two floor plans below.

House A



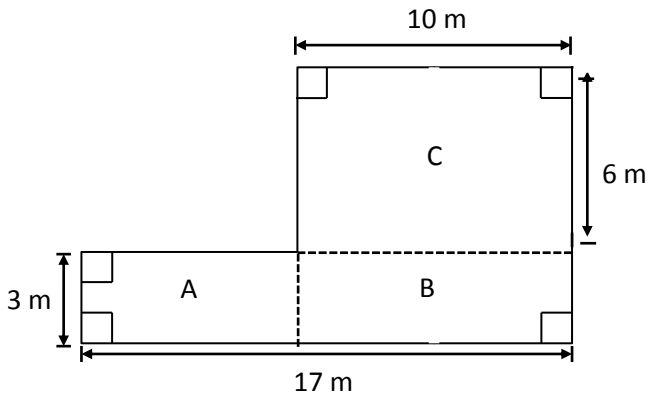
House B



Which floor plan has the greater area? Show how you found your answer on the drawings above. Show your calculations below.

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4. Superior Elementary School uses the design below for their swimming pool.



a. Label the side lengths of Rectangles A and B on the drawing.

b. Find the area of each rectangle.

c. Find the area of the entire pool. Explain how you found the area of the pool.

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End-of-Module Assessment Task Standards Addressed	Topics A–D

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.

a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.

b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.

3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

3.MD.7 Relate area to the operations of multiplication and addition.

a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.

d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

Evaluating Student Learning Outcomes

A Progression Toward Mastery is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left (Step 1) to right (Step 4). The learning goal for each student is to achieve Step 4 mastery. These steps are meant to help teachers and students identify and celebrate what the student CAN do now and what they need to work on next.

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A Progression Toward Mastery				
Assessment Task Item and Standards Assessed	**STEP 1** **Little evidence of reasoning without a correct answer.** **(1 Point)**	**STEP 2** **Evidence of some reasoning without a correct answer or with a partially correct answer in a multi-step question.** **(2 Points)**	**STEP 3** **Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.** **(3 Points)**	**STEP 4** **Evidence of solid reasoning with a correct answer.** **(4 Points)**
1 **3.MD.7c** **3.MD.7d**	Response demonstrates little or no evidence of reasoning without a correct answer.	Student identifies that Sarah is correct, demonstrating evidence of limited reasoning to support the answer.	Student identifies that Sarah is correct. Response shows evidence of accurate reasoning to support the answer using at least one representation.	Student identifies that Sarah is correct. Explanation shows evidence of solid reasoning using multiple representations.
2 **3.MD.5b** **3.MD.6** **3.MD.7a** **3.MD.7b**	Student attempts, but is unable to draw any correct arrays with labels. Multiplication sentences are not shown.	Student correctly draws and labels one array. Side lengths are labeled without units. A multiplication sentence is shown.	Student correctly draws and labels two different arrays. Side lengths are labeled in inches. Multiplication sentences are shown for those two arrays.	Student correctly draws and labels three different arrays. Side lengths are labeled in inches. Possible arrays: ▪ 1 × 36 ▪ 2 × 18 ▪ 3 × 12 ▪ 4 × 9 ▪ 6 × 6 Correct multiplication sentences are shown for each array drawn.
3 **3.MD.7d** **3.MD.7b**	Response demonstrates little or no evidence of reasoning without a correct answer.	Student miscalculates one area. Student may identify that House A has the greater area with limited reasoning.	Response demonstrates correct calculations and area. Student identifies that House A has the greater area.	Student demonstrates correct area calculations with answers: ▪ House A = 102 sq meters ▪ House B = 84 sq meters Explanation identifies that House A has the greater area. Response provides evidence of solid reasoning.

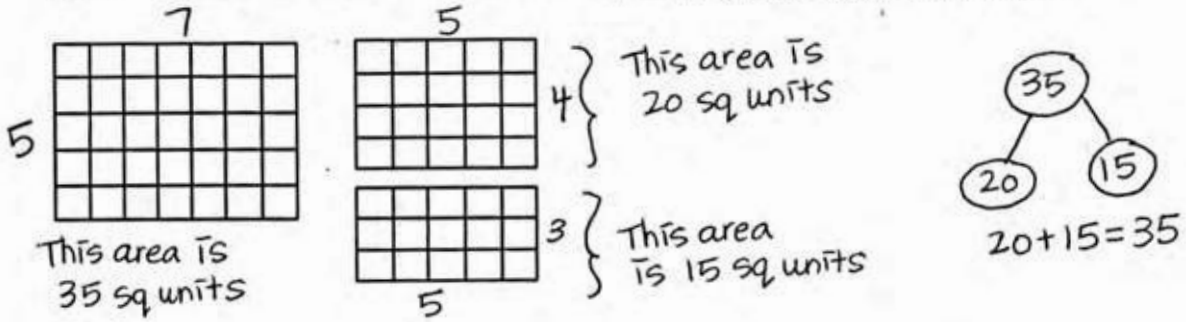
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A Progression Toward Mastery				
4 **3.MD.5** **3.MD.7b** **3.MD.7d**	Attempts, but is unable to answer any part of the question correctly.	Student: a. Labels length and width correctly, but without units. b. Calculates at least two areas correctly. c. May miscalculate the total area.	Student answers Parts (a) and (b) correctly, but may miscalculate the total area.	Student correctly: a. Labels length and width of rectangles A and B, including units: ▪ A = 3 m × 7 m ▪ B = 3 m × 10 m b. Calculates the area of each rectangle as: ▪ A = 21 sq meters ▪ B = 30 sq meters ▪ C = 60 sq meters c. Calculates the total area as 111 sq meters.

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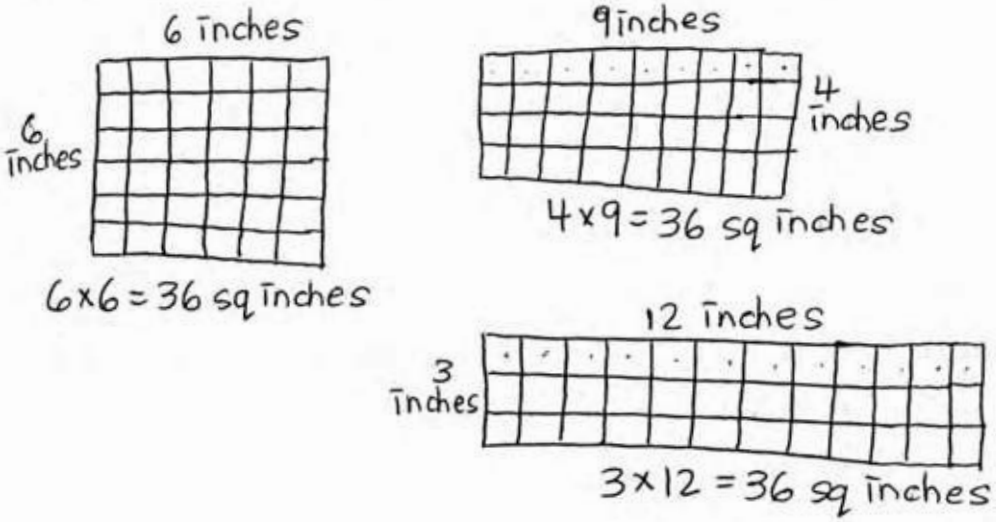
Name Gina Date

1. Sarah says the rectangle on the left has the same area as the sum of the two on the right. Pam says they do not have the same areas. Who is correct? Explain using numbers, pictures, or words.



Sarah is right. The two on the right add up to 35 sq units, which is the area of the one on the left.

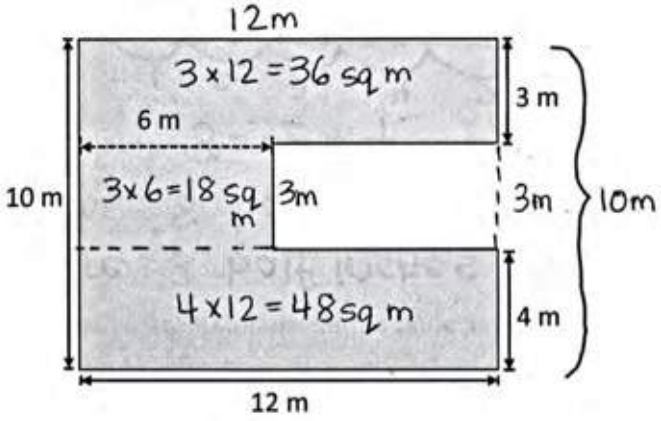
2. Draw three different arrays that you could make with 36 square-inch tiles. Label the side lengths on each of your arrays. Write multiplication sentences for each array to prove that the area of each array is 36 square inches.



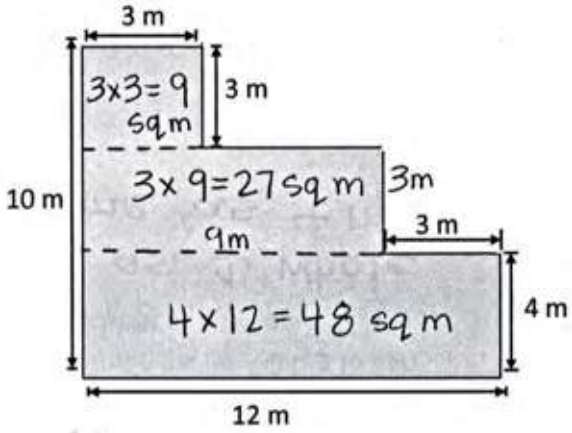
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3. Mr. and Mrs. Jackson are buying a new house. They are deciding between the two floor plans below.

House A



House B



Which floor plan has the greater area? Show how you found your answer on the drawings above. Show your calculations below.

House A:

36 + 18 + 48

40 + 14

54 + 48

52 + 50

= 102 square meters

House B:

9 + 27 + 48

6 + 30

36 + 48

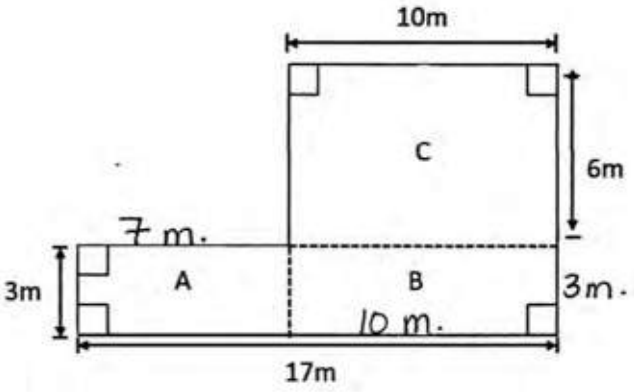
34 + 50

= 84 square meters

Mr. and Mrs. Jackson should buy House A, because it has a greater area than House B. House A is 102 square meters and House B is only 84 square meters.

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4. Superior Elementary School uses the design below for their swimming pool.



a. Label the length and width of rectangles A and B on the drawing.

b. Find the area of each rectangle.

A → 7x3 = 21 square meters

B → 10x3 = 30 square meters

C → 10x6 = 60 square meters

c. Find the area of the entire pool. Explain how you found the area of the pool.

I can add the areas of all 3 parts to find the area of the whole pool.

21+30+60

21 + 90

111 square meters

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Appendix, Section K
Parent and Student Satisfaction Surveys

The Children's Guild DC Public Charter School
SCHOOL PARENT SATISFACTION SURVEY

** To be completed by phone or in person*

☐ Glen Burnie

☐ Baltimore

☐ Other

	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Do Not Know 0	Comments
My child's educational program meets his/her needs.						
In academics, I approve of the things my child is learning.						
In social and emotional areas, I approve of the things my child is learning.						
I am satisfied with the education my child is getting.						
I am satisfied with my child's teacher.						
I am satisfied with my child's counselor.						
I am pleased with my child's happiness in school.						
I am satisfied with my child's feeling of safety at school.						
My child is treated with fairness at school.						
I feel welcomed at my child's school.						
I am satisfied with the behavior of the students at my child's school.						
I am satisfied with my level of involvement in my child's school.						
I support the programs being offered at my child's school.						
I am satisfied with my child's school.						

The Children's Guild DC Public Charter School
STUDENT SATISFACTION SURVEY

☐ Glen Burnie
☐ Baltimore
☐ other

	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Do Not Know 0	Comments
I like school.						
I am learning important things.						
People at my school care about me.						
I am treated fairly at school.						
My schoolwork is too hard.						
My schoolwork is too easy.						
My class has done new and fun things this year.						
I have a good teacher.						
I feel safe at school.						
The other students in my class follow the rules.						
I follow school rules.						
I am glad I go to this school.						

Appendix, Section L
Culture Card

Purpose

"To serve children not achieving their full capability in academic, emotional, social or life skills by establishing programs and discovering more effective methods to promote growth and change in the levels of achievement of those we serve."

Mission

"To teach children the values and life skills necessary for a successful life, one filled with caring, contribution and commitment, empowering each with:

The Vision to See

opportunity within adversity and the value of setting goals to reach

The Courage to Try

and the value of accepting obstacles as challenges to meet

The Will to Succeed

and the value of making the commitment to persevere."

Vision

"To create, implement and replicate an organizational culture that produces documented growth and change in the academic, emotional, social and life skills of the children we serve."

The Children's Guild, Inc.
6902 McClean Boulevard
Baltimore, Maryland 21234
www.childrensguild.org
March 2005

The Nine Wisdom Principles

The Personal Values

"What are the values needed to access personal growth?"

Caring

As an organization and as individuals, we need to be caring.

Contribution

Caring does not exist without action.

Commitment

Commitment is contribution over time.

The Life Skills

"What are the skills needed to achieve growth?"

Vision

The ability to see what you can become.

Courage

Pursuing one's vision despite adversity.

Will

Will is the application of courage over time.

The Growth Processes

"What is the process through which growth occurs?"

Struggle

Struggle is required for growth.

Transformation

Growth requires a change of thinking and behavior.

Enlightenment

A broader awareness of one's responsibilities and moral obligations.



Transformation Education

Transformation Education is an organizational philosophy that guides the creation of a culture for transmitting the value and life skills necessary for a successful life.

Foundational Beliefs

1. Life is a journey of personal growth ascending from a focus on self to a focus on family, community and world.
2. Culture is the most powerful force available to child-serving organizations for transmitting pro-social values and transforming one's mindset.
3. All life on this planet is connected in profound and countless subtle ways.
4. In virtually every choice is a moral dilemma and we must decide which choice is the most right. Each dilemma one faces provides the opportunity to grow in wisdom and experience.
5. Chaos is the norm, not the exception in a child-serving organization. The key to managing chaos is to embrace it, not fight it.
6. A child-serving organization is more than a host for the professions. The organization is the critical component for transmitting values and fostering emotional and intellectual growth.
7. The focus of management efforts is on transforming the disparate individual beliefs and values into alignment with the foundational beliefs and values of the organization.

Workplace Expectations

1. **Norms Not Rules**
   Understand the situation and act in context.
2. **Spinning Plates**
   Often we must manage a myriad of tasks with insufficient time and resources.
3. **Be a Brinksman**
   We come to know our true potential when we are pushed to the brink of the impossible.
4. **Change is Constant**
   Expect change because we live in a dynamic environment that calls for constant re-evaluation of decisions and assumptions.
5. **Decide! Then Re-decide!**
   Don't stick to the old decisions when you have new information.
6. **Own It!**
   When you're looking for the problem, start with yourself.
7. **Be True to Your School**
   (Talk the Talk & Walk the Walk)
   Model the values you espouse.
8. **A Master Teacher and a Master Learner**
   Teach by example and always be open to grow personally and professionally.
9. **Count Using Mission Math**
   Value mission, not recognition.
10. **Don't Sign It Until the Quality is in It**
    Do it over until it is right!
11. **Work is Fun!**
    Working where our talents lie brings joy and enriches life.
12. **There is No Growth Without Pain!**
    Accomplishments are attained through struggle and self-discipline.
13. **1 + 1 = 3**
    In problem solving, the sum is greater than the parts.
14. **Ready-Fire-Aim**
    Assess the risk, begin to act and then make the adjustments along the way.
15. **Say No With Compassion**
    Develop the courage to deliver a difficult message with respect and compassion and then do it.
16. **Make the Covert, Overt**
    When there are unstated issues between individuals and groups, bring them to the surface of discussion.

Appendix, Section M
Behavior Motivation and Intervention System

SYSTEMS

SYSTEMS MAP: Behavior Motivation Structures & Processes

SCHOOL-WIDE

- Culture Card
- PBIS (Data & Interventions)
- Routines (First 6 weeks)
- Community Meeting
- School-Home Connection
- My Awesome Brain
- Study Skills
- Org. Skills
- Arrival
- Dining Experience
- Departure
- PRIDE Pak

CLASSROOMS

- CS Evals/Plans
- "Take 5" Skill Time
- Routines (First 6 weeks)
- Study Skills
- Org. Skills
- Positive Everyday Routines
- PRIDE Pak
- School-Home Connection

PROCESS

PROCESS

PROCESS

SKILL BUILDING CENTER

Targeted, More Intense Skill Development

- CS Plans
- Social Stories (Comic Strip Conversations)
- Puppets/Safe Rehearsal—Photo Books
- Direct Instruction of Social Skills (i.e., Asking for help, Apologizing, Re-sponding when hit)
- Sequence Cards
- Self-Instruction and Inner Speech
- Video Observation
- Positive Everyday Routines

PROCESS

FOCUS ROOM

Emotional/Physical Self Regulation

- CS Plans
- Sensory Diet
- Stress Mgmt. (Turtle, Progressive Relax)
- Picture Book Processing (Hands are not for hitting, words are not for hurting)
- Processing the Conflict Cycle
- Positive Everyday Routines

RETURN PROCESS

SCHOOL-HOME CONNECTION (S.H.C.)

- Parent Manual
- Parent University
- S.H.C. Newsletter
- Wingspan
- P.T.S.A.
- Student-Led Conferences

START TEAM

- Referral to team of experienced/skilled teachers and Dean of Students for feedback and intervention ideas
- Classroom teacher has a concern about a student's behavior
- Teacher keeps work samples, behavior charts, notes and other sources that illustrate concerns
- Teacher shares with START Team
- START Team recommends different approaches or interventions
- Teacher implements and documents results
- Goal is to use existing teacher knowledge before formal referral

REFERRAL

STUDENT SUPPORT TEAM (FORMERLY CASE MANAGEMENT)

- Classroom teacher has met with START Team and has tried recommended interventions
- SST will determine if testing needs to be done to determine if there is a disability or behavioral concern that is negatively impacting academic performance
- Once testing is completed, SST will meet to determine eligibility for services

MY AWESOME BRAIN
Curriculum taught by Guidance Counselor consolidating current social skills topics with brain-based material on how the brain works and how to take care of it.

STUDY SKILL/ORG. SKILLS
Common method for teaching students how to learn, study and organize. Applied consistently K-6. Organization method includes color coding and consistent, developmentally appropriate expectations by teachers.

PRIDE PAK—"RITUALS"
Instruction and activities to teach students personal, classroom, grade-level and school pride (song, colors, mascot, slogan) and inculcate school values (caring, contribution, commitment).

CRITICAL SKILLS (CS) EVALUATIONS AND PLANS
Tools to evaluate students on strengths on the Monarch Academy Critical Skills (Life Skills, Citizenship Skills and School Success Skills) and develop targeted plans to build skills in areas of need.

"TAKE 5" SKILL TIME
First 5 minutes of each class devoted to teaching one or more of the Monarch Academy Critical Skills.

POSITIVE EVERYDAY ROUTINES
Research-based method for students to plan alternatives to unsuccessful behavior, apply alternatives and assess results.

Appendix, Section N
Assessment Habits

THE CHILDREN'S GUILD DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL
ASSESSMENT OF HABITS OF SCHOLARSHIP

Primary Grades

Values and Work Habits	All of The Time	Most of The Time	Occasionally	None of The Time
Compassion				
I can listen to others when being spoken to, while respecting their needs and feelings.				
I can treat others with kindness and respect				
I can say, "I'm Sorry" if I hurt or embarrass someone				
I can help and support others whenever I am able to help and support them.				
Respectful Open-Mindedness				
I can listen to other's perspectives about their personal history and/or other cultures				
I can respond positively about other's diversity and personal histories				
I can initiate appropriate information and/or questions about other's culture and personal histories				
Ownership of One's Behavior				
I can be honest and own my mistakes				
I can try my best at all times.				
I can follow the expectations and values the school has for me.				
I can be aware that my actions have consequences.				
I can be responsible for my self when working in a group				
Reflective				
I can name my strengths and challenges in my learning and personal development				
I can reflect on the quality of my actions and my work.				
I can reflect on how my thinking has changed over				

time.				
I can provide feedback to my peers				
Global Citizenship				
I can be proud of my own identity while also being proud of other's.				
I can recognize that people come from and live in different countries				
I can participate in being of service to others and to myself				
Risk Taking				
I am brave.				
I can persevere when I am challenged.				
I can expose my feelings and my truce self to others.				
I can weigh the pros and cons of taking an action.				
Curiosity				
I can be curious about the world around me and my learning.				
I can ask questions to get clarification about ideas, information and opinions.				
I can seek diversity throughout my learning and in the world.				

THE CHILDREN'S GUILD DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL
ASSESSMENT OF HABITS OF SCHOLARSHIP

Intermediate and Middle Grades

Values and Work Habits	All of The Time	Most of The Time	Occasionally	None of The Time
Compassion				
I can listen attentively to others and value their word				
I can accept the differences in others and treat them with respect				
I can recognize my mistakes and apologize when I cause another person feel hurt or embarrassed.				
I can make connections with others by helping and contributing to the community.				
Respectful Open-Mindedness				
I can listen tentatively about others culture and personal histories				
I can initiate ideas or comments connected to my own culture and/or personal history.				
I can respond constructively to ideas and points of view				
I can justify and substantiate opinion, arguments and feedback respectfully.				
I can expand on other's perspectives and points of view.				
I can monitor my own understandings by paraphrasing or summarizing information.				
Ownership of One's Behavior				
I can adhere to the expectations that I, along with the school community has for me.				
I can be honest with myself and others.				
I can take responsibility for my actions and the consequences that accompany them.				
I can exhibit justice and respect for the dignity of individuals, groups and communities.				

I can take responsibility for my own learning.				
Reflective				
I can set goals to support my learning and personal development.				
I can identify the thinking and problem-solving strategies I use.				
I can reflect on how my thinking has changed overtime.				
I can provide specific feedback and support to my peers.				
I can reflect on the quality of my actions and my work.				
Global Citizenship				
I can understand and make connections to the idea of a world community.				
I can understand that change is constant.				
I can impact and improve the state of the world.				
I can discuss major world issues and cooperatively problem solve at the local, national and international level.				
I can investigate how people from different countries can work together for mutual benefit				
Risk Taking				
I am brave and articulate in defending my beliefs.				
I can face unfamiliar situations and uncertainty with courage and forethought.				
I can make a personal sacrifice as an investment to better my own circumstances and the circumstances of others.				
I can honestly appraise a situation in my life requiring me to act and the risk involved.				
I can open myself up to change.				
Curiosity				
I can seek new worlds, communities and possibilities which are normally not visible to me.				
I can engage in natural inquisitive exploration, investigation and learning.				

I can exhibit a desire to learn and know about anything.				
I can engage in discussions by asking questions, arguing or expressing different points of view.				

THE CHILDREN'S GUILD DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL
ASSESSMENT OF HABITS OF SCHOLARSHIP

Faculty

Values and Work Habits	All of The Time	Most of The Time	Occasionally	None of The Time
Compassion				
I can listen attentively to others and value their words				
I can accept the differences in others and treat them with respect				
I can recognize my mistakes and apologize when I cause another person feel hurt or embarrassed.				
I can make connections with others by helping and contributing to the community.				
I can work to develop positive relationships with my colleagues throughout the school.				
Respectful Open-Mindedness				
I can elaborate on other's ideas, perspectives and points of view, while challenging opinions or asking for clarification when discussing others culture and/or personal histories				
I can initiate ideas or comments connected to my own culture and/or personal history.				
I can respond constructively to ideas and points of view				
I can justify and substantiate opinion, arguments and feedback respectfully.				
I can expand on other's perspectives and points of view.				
I can monitor my own understandings by paraphrasing or summarizing information.				
Ownership of One's Behavior				
I can act with integrity and honesty.				
I can exhibit justice and respect for the dignity of individuals, groups and communities.				

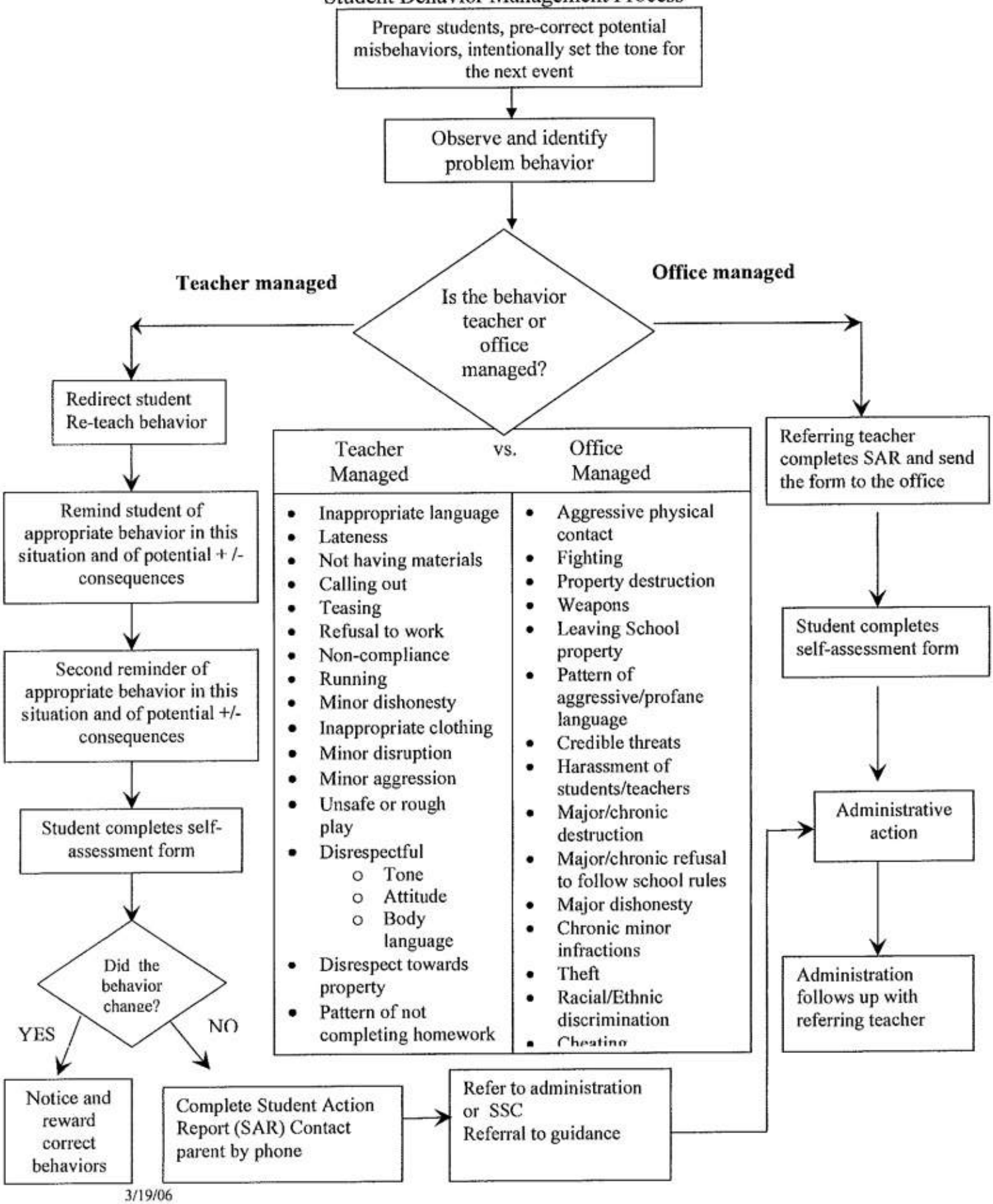
I can take responsibility for my own learning.				
Reflective				
I can set goals to support my learning and personal development.				
I can identify the thinking and problem solving strategies I use				
I can provide specific feedback and support to my peers.				
I can reflect on the quality of my actions and my work.				
I can reflect on how my thinking has changed overtime.				
Global Citizenship				
I can be adaptable and have the capacity to cope with rapid change.				
I can understand the need to balance interdependence with independence.				
I can investigate how people from different countries can work together for mutual benefit.				
I can understand and make connections to the importance of a world community.				
I can discuss major old issues and cooperatively problem solve at the local, national and international level.				
Risk Taking				
I am brave and articulate in defending my beliefs.				
I can face unfamiliar situations and uncertainty with courage and forethought.				
I cam make a personal sacrifice as an investment to better my own circumstances and the circumstances of others				
I can honestly appraise a situation in my life requiring me to act and understand the risk involved.				
I can open myself up to change.				
Curiosity				
I can seek new worlds and possibilities which are				

normally not visible.				
I can engage in natural inquisitive exploration, investigation and learning.				
I can exhibit a desire to learn and know about anything.				
I can engage in discussions by asking questions, arguing or expressing different points of view.				

Appendix, Section O
Student Behavior Management Process

THE CHILDREN'S GUILD DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL

Student Behavior Management Process

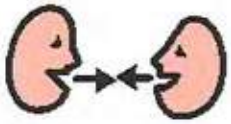
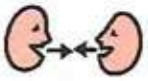
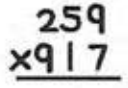


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Appendix, Section P
PBIS Matrix

THE CHILDREN'S GUILD DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL

PBIS TEACHING MATRIX

	CLASSROOM	CAFETERIA	BUS	PLAYGROUND	HALLWAY	BATHROOM
						
WORK HARD 	 Strive to complete assignments and homework	 Eat your own food	Keep your hands, feet, and objects to yourself. 	Play and have fun.  Play safely.	WALK!!  Stay in line 	Wash your hands.  Put trash in trash can. 
BE RESPECTFUL 	 Use appropriate language	Practice good table manners  Pick up and clean around your table. 	Use appropriate language  Follow bus rules. 	Follow adult's directions.  Respect neighbors' property and pets.	Use inside voice.  Respect art work on the walls. 	Respect others' privacy.  Ask permission and go with an adult.
BELIEVE IN YOURSELF 	Attempt challenging tasks.  Make good choices.  Ask for help. 	Try new foods.  Eat healthy foods. 	Be on time.  Accept responsibility. 	Be careful and stay safe.  Display good sportsmanship. 	Accept responsibility. 	Practice good hygiene. 

Appendix, Section Q
Discipline Policy

The Children's Guild
Policy & Procedure Manual

Title: Discipline	Policy Number: 04-02-04
Page(s): 6	Initiated By: Kelly Spanoghe, Dir, Education Barbara Steinle, Dir, Clinical Svcs
	Approved By: Executive Management
	Effective Date: 8/26/99
Supersedes: 04-02-01, 04-02-02	Reviewed By: Kelly Spanoghe, V.P., Educational Services
	Review Dates: 10/99, 8/00, 11/01, 8/02, 9/02, 12/03, 7/06, 10/06, 8/07, 8/08, 11/09, 2/10, 8/11

Policy:

The teaching of discipline shall be directed toward helping students take responsibility for themselves, become capable decision-makers, become self-directed learners and promote the social and moral development of the child. Individualized approaches to the teaching of self-discipline will be tailored to the specific developmental level of the child.

Definitions:

Team--The team includes a special education teacher, classroom teaching assistant, tutor, school counselor, related services providers, nurse, fidelity and instructional coaches, and the youth life educators where appropriate.

Direct Care Personnel--Any staff member who provides a direct service to the student (i.e., teacher, teacher assistant, school counselor, related service provider, and tutor, youth life educator, etc.).

Rationales and Procedures:

1. Why Does The Children's Guild Teach Self-Discipline Rather Than Obedience, and Why Obedience Doesn't Work

Rationale:
Discipline comes from the Latin word meaning, "to teach". We are trying to teach children to reach the goal of self-discipline; that is, to take responsibility for the action they choose, not to act on impulse alone, and to assess probable consequences of several courses of action before making a decision. Obedience is defined as the ability to carry out or yield to command, authority, or instruction. Traditional models of education are based on curriculums of control. The educator establishes the rules and the student must obey the rules of the classroom, so that the teacher can move through the lesson plan in an orderly fashion. These models are designed more to instruct than to teach. This system takes the pleasure, ownership, and competency out of the learning process for students. In essence the rule

centered educational environment states, "Do what I tell you, or here's exactly what I'll do to you." (Kohn 1996)

The traditional view of behavior in regard to education states that a system of rewards and punishments is necessary to gain control of children. This view is based on two assumptions. The first assumption is that children cannot learn without being controlled by an adult and second, "if the teacher isn't in control of the classroom, the most likely result is chaos" (Kohn 1996). Unfortunately, these assumptions foster the idea that adults have to be enforcers or class cops. This approach limits the social and moral development of a child because it assumes that children cannot learn to take responsibly for themselves unless they are punished or rewarded. Even if an educator has a group of students "under control" the likelihood is that when the adult is not with them, the group of students will not behave because they have not developed the skills to do so in other contexts. "If the goal is to create self-discipline in children then having students define the meaning of rules is the best way to help students become thoughtful decision makers." (Kohn, 1996)

Procedure:

A. Staff are always physically and visually present in the learning environment to provide supervision and guidance to students in their development of socially appropriate patterns of behavior, self-expression, and coping mechanisms. Staff will develop a repertoire of behavioral interventions that promote those skills in their students. Such interventions will include: modeling, positive enforcement, choices, consequences, incentives (if developmentally appropriate), and therapeutic discussions as dictated by the student's developmental level.

B. Staff responses to inappropriate behavior will include the implementation of natural and logical consequences as dictated by the situation. Alternative behavior choices and their impact will be explored and processed with the student, thereby enabling him/her to make productive decisions.

C. Staff will develop intrinsic motivation in their students through the use of positive social recognition (praise, positive enforcement, academic achievement).

D. Staff responses to students' behavior will be individualized to meet the developmental needs of the student and within the context of each unique situation.

E. In resolving problematic behaviors in the classroom, staff will review situations by considering the context within which the behavior(s) occurred. This includes such contextual components as:

1. The words, actions and reactions of staff in the environment and how these may have contributed to the problem.
2. Explore underlying, unresolved relationship issues and generate strategies for resolution.
3. Identify unmet needs of the student(s) and how these contributed to the problem.
4. Identify skills needing further development and handicapping conditions on manifested behaviors.

F. When a student engages in unsafe behavior, and as a last resort, physical intervention(s) will be

utilized to ensure the safety of the student, others and property.

1. How Do We Develop a Climate That Fosters Student Achievement?

In 1997, the Individuals with Disabilities Education Act (IDEA) was amended to include a recommendation for implementing Positive Behavioral Interventions and Supports (PBIS) as a form of intervention for behavioral issues that impact learning. PBIS is a systems approach to discipline that examines the four subsystems; school-wide, individual student, classroom, and nonclassroom that comprise the totality of a school. The interaction of these four systems creates a climate for learning. "The goals of school-wide systems are to define, teach, and support appropriate behavior that establishes a culture of competence within schools. When a competent culture is established, the students are more likely to support appropriate behavior and discourage inappropriate behavior by their peers." (Sugai, 1999).

PBIS is a systematic way of implementing school-wide systems of teaching, acknowledging and rewarding appropriate behavior to all students in the school. The procedures to implement a positive behavior support program include:

1. Behavioral expectations are defined in a small number of clearly defined behavioral expectations
2. Behavioral expectations are taught and practiced throughout the school day
3. Appropriate behaviors are acknowledged through various forms: tokens, rewards, praise, recognition
4. Behavioral errors are corrected proactively by providing information on what behavior was unacceptable and how to prevent future situations.

2. How Do We Promote the Social and Moral Development of the Child?

Rationale:
Just as there are physical stages of development for children, there are also stages of social and moral development (Kolberg, 1981). These stages demonstrate how a child should go from selfishness to selflessness. To effectively move the child through these stages in the educational setting, three factors should be considered. First, the development of self-discipline within the student must be in sync with the child's predominant level of moral development. This requires the staff member to not only assess and intervene with the child at the child's current level of moral development, but the staff member must then implement individualized strategies to move the child to higher levels of moral development. The IEP is the mechanism by which a long-termed individualized plan is created to move the student through these levels of moral development. The second factor is that interventions must also be in sync with the child's emotional and cognitive abilities. Lastly, classroom communities must be established. For it is through connection and communication with others that a child has the opportunity to work cooperatively, while developing pro-social behaviors.

Procedures:
In order to determine each student's level of moral development and the best procedure(s) for facilitating continued growth, teams will complete a functional behavior assessment on each student to include:

A. A functional behavioral assessment and behavior intervention plan will be developed

specific to the targeted behavior impacting student engagement in the learning process

B. Monthly thematic units to assist in facilitating the development of character education and moral development traits through implementation of daily lessons, social skills training and group therapy.

3. How Can Most Student "Misbehavior" Be Eliminated Through Good Instruction?

Rationale:

One of the most successful interventions in reducing acting out behavior is effective teaching. Therefore, if children are acting out, or "misbehaving", the educator must first look at the quality, technique, and coherence of their instruction. In this view, acting out is not a symptom of illness, but of poor instruction. This approach demands the educator to ask the question, "What do children need?" as opposed to "How do I get them to do what I want?" (Kohn, 1996). Our policy requires educators to transform the traditional teacher centered, lecture driven, and rote deskwork to multi-dimensional, hands-on, active, and cooperative methods of teaching that engage verbal, tactile, visual, and auditory senses. The curriculum is integrated and relates ideas and knowledge across subject areas. By challenging students in an engaged, creative, and meaningful process of learning, the educator channels the student's energies from acting out to involved learner.

Procedure:

A. Classroom teams will develop and implement daily lesson plans that include a creative, hands-on instructional delivery system.

B. Development of effective lessons will include:

1. Determining and accessing prior knowledge of the students to begin concept development.
2. Incorporating instructional modifications based on the needs of the students.
3. Developing lesson plans inclusive of an anticipatory set, direct instruction, guided practice, independent practice.
4. Student engagement in creative, hands-on activities.
5. Implementing differentiated learning strategies to address varied student levels of performance within the classroom setting.
6. Assessment of concept attainment.

4. How Do Students Learn Self-Responsibility?

Rationale:

Students learn self-responsibility by being active participants in the problem-solving process. This involves acknowledging responsibility for their own behavior and accepting natural and logical consequences. Students are expected to maintain appropriate behavior, demonstrate effecting coping and decision-making skills not only in the classroom, but at home and in the community as well. Opportunities for learning and developing necessary skills and strategies for problem solving are presented in a structured classroom environment. Through this process, students are able to make

informed decisions and appropriate choices. Discipline is regarded as a learning experience that promotes individual growth emotionally, academically and behaviorally.

Procedure:

A. The team will facilitate the development of a classroom environment by assisting students in developing behavior expectations and goals.

B. The team will engage students in discussion and exploration of the decision-making process, and provide opportunities for implementation.

C. PBIS matrix to guide the team in fostering commitment and responsibility.

D. Teams will conduct Team Primacy meetings to address development of communication and social skills, enhance problem-solving skills, examine the impact of behavior for self and others and apply natural and logical consequences for inappropriate behavior.

5. How Do We Make The Mindset Switch From The Product/Market Perspective To The Journey Perspective?

Rationale:

Educators must examine their own assumptions and transform their own beliefs regarding discipline and how it is used in teaching. Many of today's educational systems are designed with the market mentality. During the Industrial revolution, the market perspective dominated American views and policies. This perspective focused on the end product and the marketplace. If you produced more of the product, the faster you were rewarded. If you failed to produce or did not produce at the rate and quality expected, the market was unwavering and unsympathetic in its deliberation of punishment and economic sanctioning. It was during the Industrial Revolution that many of our school systems were developed. Learning was seen as a product. Children were given concrete standards and were rewarded for achieving those standards. Consequently, they were punished if they did not meet the standards, i.e., not allowed to participate in sports, clubs, trips, or even in educational areas in which the child excelled. In contrast, the journey mindset focuses on why and how the process works to achieve the end product. The journey mindset does not ignore the end product, but includes both the product and the process. If educators believe that learning is a process, then it is imperative for students to make decisions regarding this process and understand how it applies to them. To achieve this goal an educator must create a classroom where conflict is valued, and seen as an opportunity for learning, because conflict provides teachable moments. For example, "The constructive classroom, is one in which the process matters at least as much as the product. The wrestling with dilemmas, the clash of ideas, and the need to take others' needs into account-these are more meaningful than any list of rules or guidelines that may ultimately result." (Kohn 1996) This new understanding of discipline alters educators' attitudes from control to discovery, moving them from the market mindset to the journey mindset.

Procedure:

A. Strategies may include:

1. Student role-playing alternative behavior

2. Student making restitution for destructive or hurtful action(s)
3. Class meeting to explore ways of preventing similar problems in the future
4. Student Government Association

B. Classroom teams will teach alternative, appropriate social skills weekly. Students will role-play steps to facilitate incorporating these skills into their behavioral repertoire.

C. Peer mediation and conflict resolution methods will be taught and implemented regularly with the students.

6. Student Expectations:

Student expectations for behavior are determined by the developmental level of individual students and consist of the following:

- Initiate and complete all assigned classwork in a timely manner, to be determined by the special education teacher, as an active, cooperative participant.
- Follow all directions and demonstrate active listening skills.
- Be respectful of others by displaying effective social skills. Students will not disrupt others, should ask for assistance when needed, and ignore others' inappropriate behavior.
- Students should always maintain safety towards themselves and others.
- Students will acknowledge responsibility for their own behavior, engage in the problem-solving process as needed and accept natural and logical consequences for misbehavior.
- Students will demonstrate expected behaviors as identified on the Positive Behavior Supports and Intervention matrix. Specific behaviors will be identified, taught and reinforced for each location on the matrix (hallway, bathroom, cafeteria, bus).

References

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- Kohn, A. (1996). Beyond Discipline. Alexandria, VA.: ASCD.
- Maher, P. (1996). Let Me Learn.
- Nelsen, J. (1996). Positive Discipline. NY: Ballantine Books.
- Nelsen, J., Lott, L. and Glenn, S. (1993). Positive Discipline in the Classroom. Rockland, CA: Prima Publishing.

Appendix, Section R
Letters of Support

See Forever Foundation and Maya Angelou Schools

February 28, 2014

Mr. Skip McKoy, Board Chair
DC Public Charter School Board
3333 14th Street NW, Suite 210
Washington, DC 20010

Dear Mr. McKoy,

Please accept this letter of unequivocal support for the Children's Guild's application for a school charter in Washington, DC. As you know, there is a significant need for educating children with special needs in the District. Children's Guild is a strong educational provider with a desire and a track record for educating children with disabilities. I am especially enthusiastic about their desire to locate in Ward 7, since there is a critical need for K-8 educational services in this area of the city. Given their success with students in Maryland, we believe Children's Guild would be a strong addition to the DC charter network and that families would appreciate the opportunity to choose the school to educate their young children. I hope you thoughtfully consider their application.

Sincerely,

Heather D. Wathington, Ph.D.
Chief Executive Officer
Maya Angelou Schools & See Forever Foundation

1436 U Street, NW, Suite 203 • Washington, DC 20009
Phone: (202) 797-8250 • Fax: (202) 797-8284 • www.seeforever.org

DCASE
District of Columbia
Association for Special Education
A rising tide lifts all boats

March 1, 2014

Mr. Skip McKoy, Board Chair
DC Public Charter School Board
3333 14th Street NW, Suite 210
Washington, DC 20010

Dear Mr. McKoy:

I am writing in support of The Children's Guild's application to receive a school charter in Washington DC. I have known Dr. Ross and his team for many years and can tell you that the programs they operate are among the most highly regarded in the Baltimore-Washington metro region. Currently, I interface with the organization through their involvement as a member of the DC Association for Special Education. The Children's Guild truly embodies DCASE's strategic vision; to fulfill the promise of a quality education for all children. They provide special education services in Maryland to an especially challenging population of students with diverse learning styles and needs, and they also operate two very successful K-8 charter schools. Given their special education programs have served children from Washington DC, Baltimore City and Prince George's County for many years, they are well-acquainted with the challenges of educating youth that reside in urban environments.

In addition, they also are known for providing excellent training and consultation services to schools both locally and nationally. They would quickly become an excellent resource and contributor to the District's charter school community, particularly with regard to its capacity to serve students with special needs. As a member of the DCASE Special Education Training Consortium, The Children's Guild has already provided key professional development for several District charter schools in the areas of classroom management and positive behavioral support.

For these reasons, I believe they would add a great deal to the District's capacity to meet the needs of its special education students. Therefore, I am pleased to recommend The Children's Guild to you without reservation and ask that the Public Charter School Board look favorably on their application.

Sincerely,

Executive Director

2/28/14

To whom it may concern:

I am excited about the prospect of a Children's Guild charter school in DC. We need more positive school in DC, that supports our children's learning experience. My daughter has been attending the guild for the past 3 years. She has been able to make progress with the help and support of her teachers and counselors. There patience and dedication to my daughter and our family, has allowed her to love learning again. My daughter loves going to school every day. She wakes up extra early to make sure that she doesn't miss her bus. It is The Children's Guild that was able to help my daughter get excited about learning again, to help her see that she could learn, and instill confidence in her, showing her that she has the potential to be successful. I fully support the development of a school run by this organization in Washington D.C.

Phillina Thompson

46 Galveston St. SW
Apt. 302
Washington, DC 20032

2/27/14

To whom it may concern:

I am a parent at The Children's Guild, Marcey Balloon. My child has attended the school for the past six years. I feel that the school has been extremely supportive to both my son and me over the years. Anything that I have needed, both in regards to my sons education and support in the community, the school has been able to help out. My son has been able ta find a love of learning; he comes home each day talking about his teachers, counselors and the support staff. As far as my son's education, the school has been 100% on task.

I am excited about the prospect of The Children's Guild having a DC charter school. For this school to spread there idea on how ta educate, haw to support families and children, and in general create a love of learning in there children, is a dream come true. I fully suppart The Children's Guild having a charter school in DC.



Marcey Balloon
204 Oklahoma Ave NE
Apt. 1
Washington DC 20002

Appendix, Section S
Grievance Policy

GRIEVANCE PROCEDURE

If attempts to resolve differences between employees are not met with success, it is the employee's responsibility to submit a formal grievance in the following manner:

1) The employee should present the grievance in writing to the Educational Management Organization's Human Resource Department within five business days of the date on which the action occurred.

At this time Human Resources will contact the Principal to inform him/her that a grievance has been filed.

2) The Principal will inform the employee of his/her decision regarding the grievance in writing. Human Resources shall receive a copy of the Principal's decision. Human Resources is available for consultation.

3) If the grievance is still not resolved to the satisfaction of the employee, the employee may, within three business days of the grievance decision by the Principal, appeal the decision in writing to the COO of Schools of the Educational Management Organization. The COO of Schools may meet with any or all parties involved and render a decision. This decision will come to the employee via a written response.

4) If the grievance is still not resolved to the satisfaction of the employee, the employee may, within three business days of the grievance decision by the COO of Schools, appeal the decision to the Planning and Assessment Committee of the Board of Directors, who will administratively review the grievance and make a final decision.

Copies of all grievances, appeals and decisions will be forwarded to the Department of Human Resources by management and placed in the employee's personnel file.

Appendix, Section T
Bylaws

BYLAWS

OF

THE CHILDREN'S GUILD, LTD.

(A District of Columbia Nonprofit Corporation)

ARTICLE I. NAME

The name of the corporation shall be The Children's Guild, Ltd. (the "Corporation").

ARTICLE II. DIRECTORS

Section 1. General Powers.

The business and affairs of the Corporation shall be managed under the direction of its Board of Directors (the "Board of Directors" or the "Board") consisting initially of those individuals named in the Articles of Incorporation. In addition to the powers expressly conferred upon them by these Bylaws, the Board of Directors may exercise all the powers of the Corporation. From time to time, the Board of Directors may delegate to officers of the Corporation such powers and duties as it may see fit in addition to those specifically provided in these Bylaws. The Board of Directors is generally responsible for approving the hiring of the principal, having input into the principal's performance review, fundraising, charter advocacy, and community outreach.

Section 2. Composition, Election and Tenure.

The Board shall elect the individuals to serve as directors of the Corporation. At all times, a majority of the directors of the Corporation shall be residents of the District of Columbia.

Directors shall be divided into three classes so that the terms of directors are staggered and approximately one-third of the directors' terms shall expire each year. Each director shall serve for a term of (3) years, provided that terms of initial directors may be abbreviated in order to implement staggered terms. Each director shall serve until a successor shall be appointed and qualify. Directors may be re-elected and serve up to three (3) consecutive terms.

In addition to the foregoing, two directors (the two "Parent Directors") shall be elected by the Board from among a list of candidates compiled and presented to the Board by the Parent Teacher Association (the "PTA"). Each candidate appearing on the list compiled and presented to the Board by the PTA shall be a parent or legal guardian of one or more students currently-enrolled in the public charter school operated

by the Corporation (the "School"). A Parent Director's term will automatically terminate when his or her child is no longer enrolled.

At all times at least two voting directors (the "Guild Directors") shall be directors of the Board of Directors of The Children's Guild, Ltd., provided, however, that the Guild Directors shall not make up a majority of the directors of the Board.

The individual holding the offices of President of the Guild and President of the Corporation shall serve as an ex-officio non-voting member of the Board of Directors. This individual shall be in addition to the Guild Directors.

The Board of Directors shall keep minutes of its meetings and a full account of its transactions as described in Section 8 of this Article of the Corporation's Bylaws. The number of directors may be increased or decreased, but shall never be less than three (3) or greater than fifteen (15). Except where specified otherwise, all references in the Articles of Incorporation and these Bylaws to "directors" shall be deemed to refer collectively to (i) the directors appointed by the Board (ii) the Parent Directors, and (iii) the Guild Directors.

Section 3. Regular Meetings.

The Board of Directors shall hold quarterly meetings, on a date and at a time and place to be determined by the Chairperson or the directors. Other regular meetings shall be held monthly on such dates and at such times as may be designated from time to time by the Chairperson or by the directors.

Section 4. Special Meetings.

Special meetings of the Board of Directors may be called by the Chairperson or by any two directors.

Section 5. Place of Meetings.

The Board of Directors may hold its regular and special meetings at such place within or without the District of Columbia as it may from time to time determine. In the absence of such determination, regular and special meetings of the Board of Directors shall be held at the principal business office of the Corporation.

Section 6. Notice.

Notice of the place, date and time of every regular and special meeting shall be given to each director:

(a) By notice in writing, mailed postage prepaid, not later than the third day before the day set for the meeting and addressed to the director's last known post office address according to the records of the Corporation;

(b) By electronic or telephonic communication or by notice in writing delivered personally or left at the director's residence or usual place of business not later than the second day before the day set for the meeting.

No notice of the time, place or purpose of any meeting need be given to any director who, in writing executed and filed with the records of the meeting either before or after the holding thereof, waives such notice or who attends the meeting.

Section 7. Quorum.

A majority of the Board of Directors shall constitute a quorum for the transaction of business at every meeting. If, at any meeting, there is less than a quorum present, a majority of those present may choose to adjourn the meeting and reschedule the meeting for a different date within 30 days of the original meeting, and no further notice for such reconvened meeting shall be necessary other than by announcement at the adjourned meeting. At any such reconvened meeting at which a quorum shall be present, any business may be transacted which might have been transacted at the meeting as originally called. Except as otherwise provided in the Articles of Incorporation or these Bylaws, the action of a majority of the directors present at a meeting at which a quorum is present shall be the action of the Board of Directors.

Section 8. Minutes.

As soon as practicable after any meeting of the Board of Directors, the Secretary or such other individual as designated by the Board shall prepare and retain written minutes of such meeting. The minutes shall reflect each item that the Board considered; the action taken by the Board on each item; and a list of each vote that was recorded.

Section 9. Vacancies.

The Board shall fill any vacancy occurring among the directors. A vacancy in the position of a Parent Director shall be filled by the Board from among a list of candidates compiled and presented by the PTA. The list shall consist of parents with children currently enrolled at the public charter school operated by the Corporation. A director appointed to fill a vacancy among the directors shall serve for the unexpired term of the predecessor in office.

Section 10. Resignation and Removal.

A director may resign at any time by notifying the Chairperson or Secretary of the Corporation in writing, specifying the effective date of the resignation. If no effective date is specified, the resignation shall take effect at the time tendered. Subject to Article I, Section 2 of these Bylaws, at any meeting of the directors called for the purpose, the directors may, with or without cause, propose to remove any director, by vote of a majority of the other directors. If the Board approves the director's removal, the Board may appoint another in place of the person so removed to serve for the remainder

of the term. A resignation in the position of a Parent Director shall be filled by the Board from among a list of candidates compiled and presented by the PTA. The list shall consist of parents with children currently enrolled at the public charter school operated by the Corporation.

Section 11. Compensation.

Directors shall receive no compensation for their services as such but may, by resolution of the Board of Directors, be allowed reimbursement for their expenses actually and reasonably incurred on behalf of the Corporation.

Section 12. Action without Meeting.

Any action required or permitted to be taken at any meeting of the Board of Directors may be taken without a meeting, if a unanimous consent which sets forth the action is given in writing or by electronic transmission by each director and such is filed in paper or electronic form with the minutes of proceedings of the Board of Directors.

Section 13. Telephone Conference.

Members of the Board of Directors or any committee thereof may participate in a meeting of the Board or such committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meetings can hear each other at the same time. Participation by such means shall constitute presence in person at the meeting.

ARTICLE III. OFFICERS

Section 1. In General.

The officers of the Corporation shall consist of a Chairperson of the Board of Directors (the "Chairperson"); so many Vice-Chairpersons of the Board of Directors ("Vice-Chairpersons") as the Board shall elect, and, if more than one are elected, with one being designated as First Vice-Chairperson; President; one or more Vice-Presidents; Secretary; Treasurer; and such Assistant Secretaries and Assistant Treasurers as the Board shall elect. Any two offices, except those of (1) Chairperson and Vice-Chairperson; (2) President and Vice-President; or (3) President and Treasurer, may be held by the same person, but no officer shall execute, acknowledge, or verify any instrument in more than one capacity when such instrument is required to be executed, acknowledged, or verified by any two or more officers.

With the exception of the President and CEO, all officers of the Corporation shall be appointed by the Board and shall serve for a term of two (2) years and until their successors shall be appointed and qualify. The individual holding the office of the President and CEO of the Educational Management Organization from time to time shall serve as the President and CEO of the Corporation; and such individual shall serve as the President and CEO of the Corporation for so long as he/she shall also hold

the office of President and CEO of the Educational Management Organization. The Chairperson and each Vice-Chairperson shall be chosen from among the directors. Other officers may be, but are not required to be chosen from the directors. The Board of Directors may from time to time appoint such other agents and employees with such powers and duties as the Board may deem proper.

Section 2. Chairperson.

The Chairperson shall preside at all meetings of the Corporation and at all meetings of the Board of Directors and shall be an ex-officio member of all committees of the Board of Directors, except as the Board of Directors shall otherwise designate. The Chairperson shall not be an employee of the Corporation.

Section 3. Vice-Chairperson(s).

In the absence of the Chairperson or in the event of his or her inability or refusal to act, the Vice-Chairperson (or, in the event there be more than one Vice-Chairperson, the Vice-Chairpersons in the order of their election or designated seniority) shall perform the duties of the Chairperson, and when so acting, shall have and may exercise all the powers of the Chairperson. Any Vice-Chairperson shall perform such other duties as from time to time may be assigned by the Chairperson or by the Board of Directors. Each Vice-Chairperson shall be a member of the Board of Directors and shall not be an employee of the Corporation.

Section 4. President.

The President and CEO of the Educational Management Organization hired by the Board of Directors shall be the President and CEO of the Corporation and an ex-officio non-voting member of the Board of Directors. The President and CEO shall have general management and direction of the activities of the Corporation and all powers ordinarily exercised by the President and CEO of a corporation; shall have authority to employ an administrator or other persons at salaries fixed by resolution of the Board of Directors to assist in the general management and direction of the activities of the Corporation; and shall have authority to sign and execute, in the name of the Corporation, all deeds, mortgages, bonds, contracts, or other instruments to be executed on the Corporation's behalf. The President and CEO of the Corporation shall not vote on matters pertaining to contracts or other transactions involving the Educational Management Organization of which he/she is employed.

Section 5. Vice-President(s).

In the absence of the President and CEO or in the event of his or her inability or refusal to act, the Vice-President (or, in the event there be more than one Vice-President, the Vice-Presidents in the order of their election or designated seniority) shall perform the duties of the President and, when so acting, shall have and may exercise

all the powers of the President. Any Vice-President shall perform such other duties as from time to time may be assigned by the Chairperson or by the Board of Directors.

Section 6. Secretary.

The Secretary shall keep minutes of the meetings of the Board of Directors, see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law, be custodian of the corporate records and of the seal of the Corporation, and in general perform all duties incident to the office of secretary and such other duties as from time to time may be assigned by the Chairperson or by the Board of Directors.

Section 7. Treasurer.

If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of the duties of the office in such sum and with such surety or sureties as the Board of Directors shall determine, the cost of which shall be borne by the Corporation. The Treasurer shall have charge and custody of all funds and securities of the Corporation, receive and give receipts for monies due to the Corporation, and deposit all such monies in the name of the Corporation in such banks or other depositaries as shall from time to time be selected by the Board of Directors. In general, the Treasurer shall perform all the duties incident to the office of treasurer and such other duties as from time to time may be assigned by the Chairperson or by the Board of Directors.

Section 8. Assistant Officers.

Each Assistant Secretary and Assistant Treasurer (if any) shall hold office for such period and shall have such authority and perform such duties as the Board of Directors may prescribe.

Section 9. Compensation.

Officers who are employees of the Corporation may receive reasonable compensation for their services as employees, as determined by resolution of the Board of Directors. Officers who are not employees of the Corporation shall not receive compensation for their services as such. Notwithstanding the above, all officers may, by resolution of the Board of Directors, be allowed reimbursement for their expenses actually and reasonably incurred on behalf of the Corporation.

Section 10. Resignation and Removal.

An officer may resign at any time by notifying the Chairperson or the Secretary in writing, specifying the effective date of the resignation. If no effective date is specified, the resignation shall take effect at the time tendered. The Board shall have the power to remove any officer with or without cause. The Board may authorize any officer to remove subordinate officers.

Section 11. Vacancies.

The Board shall have the power to fill a vacancy occurring in any officership.

ARTICLE IV. COMMITTEES

Section 1. Executive Committee.

The Corporation shall have an Executive Committee, which committee, shall to the extent provided in said resolution, have and exercise the authority of the Board of Directors in the management of the Corporation between meetings of the Board, and shall be considered a committee of the Board of Directors ("Committee of the Board"). The Executive Committee shall also exercise general oversight over the other committees. The Board of Directors, by resolution adopted by a majority of the Directors in office at the time such action is taken, may also create other Committees of the Board which shall exercise such powers of the Board of Directors as delegated in said resolution, provided that neither the Executive Committee nor any other Committee of the Board may be delegated the power to: (1) authorize distributions; (2) fill vacancies on the Board of Directors or any Committee of the Board; (3) adopt, amend, or repeal bylaws, or (4) approve or propose to the Board any action that is required to be taken by members under the District of Columbia Nonprofit Corporation Act (the "Act"). The delegation of authority to the Executive Committee or a Committee of the Board shall not operate to relieve the Board of Directors, or individual Director, of any responsibility imposed upon them by law. The Executive Committee and any Committee of the Board, if formed, must consist exclusively of one (1) or more Directors approved by a majority of the Board of Directors in office when the Director is appointed to such committee. Provisions on the call of meetings, notice of meetings, action without meeting, and waiver of notice of meetings applicable to meetings of the Board of Directors are also applicable to meetings of Committees of the Board. The Executive Committee will be responsible for general governance matters, including nominating and recruiting members of the Board of Directors, evaluating current members of the Board of Directors and evaluating the Board itself.

Section 2. Other Advisory Committees.

Other committees not having and exercising the authority of the Board of Directors in the management of the Corporation ("Advisory Committees") may be designated in these Bylaws or by a resolution adopted by a majority of the Directors present at a meeting at which a quorum is present. Except as otherwise provided in such resolutions, the President shall appoint the members of such committees, and members of such committees need not be Directors.

Section 3. Finance and Facilities Committee.

The Finance Committee shall be a standing Advisory Committee of the Board of Directors. The committee shall exercise general oversight of the financial operations of the Corporation; review the annual audited financials and other financial documents of the Corporation; and report to the Board of Directors with regard to its findings. The committee shall exercise oversight with regard to the proper maintenance, repair, and replacement of the Corporation's grounds, facilities, buildings, and equipment.

Section 4. Planning and Assessment Committee.

The Planning and Assessment Committee shall be a standing Advisory Committee of the Board of Directors. The committee shall provide guidance and supervision to help ensure that the School is achieving its targeted objectives. The committee will assess academic performance and recommend academic policy changes to the Board of Directors, as needed. The committee will assess the consistency and quality of the School's instructional approach. The committee will monitor the Corporation and the School to ensure that they are compliant with the policies and regulations for operating a public charter school and for meeting the needs of students designated to receive special education. The committee will evaluate any grievances and also evaluate the management company's performance. The committee shall also exercise oversight of all issues related to the School's personnel, including but not limited to staffing needs, performance evaluations, and discipline.

Section 4. Term of Office.

Each member of every committee shall continue in office at the pleasure of the Board of Directors.

Section 5. Committee Chair.

One member of each committee shall be appointed Committee Chair by the Chairperson.

Section 6. Quorum.

Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum, and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 7. Rules.

Each committee may adopt rules for its own governance not inconsistent with the Articles of Incorporation, with these Bylaws, with rules adopted by the Board of Directors, or with any applicable law of the District of Columbia.

ARTICLE V. NOTICE OF NON-DISCRIMINATORY POLICY AS TO STUDENTS

The Corporation will operate a public charter school in the District of Columbia. The Corporation shall admit students of any race, color, and national and ethnic origin to all of the rights, privileges, programs, and activities generally accorded or made available to students at the school. It will not discriminate on the basis of race, color, or national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

ARTICLE VI. MANDATORY DISSOLUTION

In compliance with the DC School Reform Act § 38-1802.13a, the Corporation shall dissolve if the charter for the school has been revoked, has not been renewed, or has been voluntarily relinquished; and any assets to be distributed pursuant to a plan of distribution under § 29-301.48(3) shall be transferred to the State Education Office of the District of Columbia, to be controlled by the Office of Education Facilities and Partnerships and used solely for educational purposes.

ARTICLE VII. CONTRACTS, CHECKS, DEPOSITS AND GIFTS

Section 1. Contracts.

The Board of Directors may authorize any officer(s) or agent(s) of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or specific.

Section 2. Checks, Drafts, Etc.

All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer(s) or agent(s) of the Corporation, and in such manner, as shall from time to time be determined by resolution of the Board of Directors.

Section 3. Deposits.

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks or other depositaries as the Board of Directors may select.

Section 4. Gifts.

The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE VIII. SUNDRY PROVISIONS

Section 1. Fiscal Year.

The fiscal year of the Corporation shall be the year ending on June 30th unless some other fiscal year be specified by resolution of the Board of Directors.

Section 2. Indemnification.

To the fullest extent permitted by the Act, the Corporation shall indemnify and hold harmless each officer and director of the Corporation against any and all liabilities, costs and expenses (including attorneys' fees and expenses) reasonably incurred by him or her or on his or her behalf in connection with any proceeding to which he or she may be a party by reason of his or her being or having been an officer or director of the Corporation. Such indemnity shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any Bylaw, agreement, or otherwise. Such indemnity shall inure to the benefit of the heirs, executors, or administrators of each officer and director. The Corporation may purchase liability insurance for the indemnity specified above to the fullest extent as determined from time to time by the Board of Directors of the Corporation. If so purchased, as required by the Act, such liability insurance shall provide a minimum limit of coverage of not less than $200,000 per individual claim and $500,000 per total claims that arise from the same occurrence, or such other amount as provided by the Act.

Section 3. Books and Records.

The Corporation shall keep correct and complete books and records of account and shall also keep as permanent records: (i) minutes of all meetings of the Board of Directors; (ii) records of all actions taken without a meeting by the Board of Directors or the Board; (iii) records of all actions taken by a Board Committee on behalf of the Corporation. The Corporation also shall keep at its principal office (i) the Corporation's Articles of Incorporation, (ii) these Bylaws, (iii) minutes and other permanent records described above for the last three years; (iv) all official communication in the form of a record to the Board generally within the past three years, including financial statements furnished to the Board in the last three years; (v) a list of the names and business addresses of the Corporation's current Directors and Officers; and (vi) the most recent biennial report filed by the Corporation with the District of Columbia.

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Section 4. Amendments to Bylaws.

These Bylaws may be altered, amended or repealed, and new Bylaws may be adopted by the Board of Directors at any regular meeting or at any special meeting called for that purpose.

Adopted by the Corporation on _____, 2014.

Appendix, Section U
Conflict of Interest Policy

The Children's Guild, Ltd., DC Public Charter School
Policy & Procedure Manual

Title: Conflict of Interest	**Policy Number:**
Page(s): 5	**Initiated By: Andrew Ross, CEO**
	Approved By:
	Effective Date:
Supersedes:	**Review Dates:**
Attachment: Acknowledgement of Receipt (ADDENDUM); Disclosure Statement (ADDENDUM)	

Policy:
The purpose of this policy is to protect The Children's Guild, Ltd., DC Public Charter School (CGDC) in business transactions or arrangements with parties who may have a conflict of interest and to assure compliance with various state and federal regulations.

Definitions

1. Interested Person

Any director, employee (director level and above), or member of a committee of the organization with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

a. an ownership or investment interest in which CGDC has a transaction or arrangement,
b. a compensation arrangement with CGDC or with any entity or individual with which CGDC has a transaction or arrangement, or
c. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which CGDC is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the CGDC's board of directors decides that a conflict of interest exists.

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Executive Committee, preferably the chair.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board meeting while the determination of conflict of interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest
   a. an interested person may make a presentation at the Board meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest,
   b. the chairperson of the Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement. After exercising due diligence, the Board shall determine whether CGDC can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
   c. if a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the CGDC's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy
   a. if any board member has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose,
   b. if, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Records of Proceedings

The minutes of the board meeting shall contain:

   a. the names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed,
   b. the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Compensation

   a. a voting member of the governing board or committee who receives compensation, directly or indirectly, from CGDC for services is precluded from voting on matters pertaining to that member's compensation,
   b. a voting member of any governing board or committee whose jurisdiction includes

compensation matters and who receives compensation directly or indirectly, from CGDC for services is precluded from voting on matters pertaining to the compensation of the EMO or any of its employees,

c. no voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from CGDC, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Annual Statements

Each director, employee (director level and above) and member of a committee of CGDC with governing board delegated powers shall annually sign a statement (see attached Annual Affirmation of Compliance and Disclosure Statement) which affirms such person:

a. has received a copy of the conflicts of interest policy,
b. has read and understands the policy,
c. has agreed to comply with the policy, and
d. understands the organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Periodic Reviews

The Executive Committee will review compliance with this policy on a semi-annual basis, including a report from the EMO's Chief Financial Officer specifying all activity for the prior six months involving interested persons.

Conflict of Interest Policy
Annual Affirmation of Compliance and Disclosure Statement

I have received and carefully read the Conflict of Interest Policy for The Children's Guild, Ltd., DC Public Charter School and have considered not only the literal expression of the policy, but also its intent. By signing this affirmation of compliance, I hereby affirm and I understand and agree to comply with the Conflict of Interest Policy. I further understand that The Children's Guild, Ltd., DC Public Charter School is a charitable organization and that in order to maintain its federal tax-exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Except as otherwise indicated in the Disclosure Statement and attachments, if any, I hereby state that I do not, to the best of my knowledge, have any actual or potential conflict of interest as defined in the policy.

If any situation should arise in the future which I think may involve me in a conflict of interest, I will promptly and fully disclose the circumstances to the Executive Committee, preferably the chair of the board, of The Children's Guild, Ltd., DC Public Charter School, or to its Chief Executive Officer.

I further certify that the information set for the in the Disclosure Statement and attachments, if any, is true and correct to the best of my knowledge, information, and belief.

_____
Name

_____ _____
Signature Date

_____
Title

Disclosure Statement

Please complete the questionnaire below indicating any actual of potential conflicts of interest. If you answer "yes' to any of the questions, please provide a written description of the details of the specific action of transaction in the space provided. Attach additional sheets as needed.

A conflict may exist if you directly or indirectly benefit or profit through business, investment or family as a result of a decision made or transaction entered into by CGDC. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

Please indicate, during the past 12 months:

Do you have an ownership or investment interest in any entity with which CGDC has a transaction or arrangement?

_____ No _____ Yes

If yes, please describe:

Do you have a compensation arrangement with CGDC which it has a transaction or arrangement?

_____ No _____ Yes

If yes, please describe:

Do you have a potential ownership or investment interest in, or compensation arrangement with any entity with which CGDC has a transaction or arrangement?

_____ No _____ Yes

If yes, please describe:

Has CGDC offered employment to you or to any of your relatives or business associates other than a person who was already employed by CGDC?

_____ No _____ Yes

If yes, please describe:

Have you or have any of your relatives or business associates been provided with a gift, gratuity, or favor of substantial nature from a person or entity which does business, or seeks to do business, with CGDC?

_____ No _____ Yes

If yes, please describe:

Have you or any of your relatives or business associates, been gratuitously provided use of the facilities, property, or services of CGDC?

_____ No _____ Yes

If yes, please describe:

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Appendix, Section V
Audited Financials for Monarch Academy Baltimore and Glen Burnie

MONARCH ACADEMY BALTIMORE CAMPUS, INC.

FINANCIAL STATEMENTS

JUNE 30, 2013 AND 2012

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KatzAbosch
Windesheim, Gershman & Freedman, P.A.
Certified Public Accountants and Consultants

INDEPENDENT AUDITORS' REPORT

Board of Directors
Monarch Academy Baltimore Campus, Inc.

Report on the Financial Statements

We have audited the accompanying financial statements of Monarch Academy Baltimore Campus, Inc. (MABC), which comprise the statements of financial position as of June 30, 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.

Auditors' 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 and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from 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 auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to MABC'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 MABC'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 audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of MABC as of June 30, 2013 and 2012, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated November 5, 2013, on our consideration of MABC's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MABC's internal control over financial reporting and compliance.



Timonium, Maryland
November 5, 2013

MONARCH ACADEMY BALTIMORE CAMPUS, INC.
STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2013 AND 2012

	2013	2012
ASSETS		
ASSETS		
Cash	$ 830,477	$ 191,413
Grants and tuition receivable	17,507	104,451
Prepaid expenses	0	43,883
Deposits	0	20,697
Property and equipment - net	10,845,994	267,676
TOTAL ASSETS	$ 11,693,978	$ 628,120
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable and accrued expenses	$ 2,128,974	$ 350,134
Due to related entity	70,555	142,084
Note payable - net	3,661,349	0
Debt	5,059,689	0
TOTAL LIABILITIES	10,920,567	492,218
NET ASSETS		
Unrestricted	773,411	135,902
TOTAL LIABILITIES AND NET ASSETS	$ 11,693,978	$ 628,120

The Accompanying Notes are an Integral Part of the Financial Statements

MONARCH ACADEMY BALTIMORE CAMPUS, INC.
STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30, 2013 AND 2012

	2013	2012
SUPPORT AND REVENUE		
Program Revenue:		
Tuition	$ 6,086,304	$ 3,057,093
Public Support:		
Fundraising and grants	446,517	532,612
TOTAL SUPPORT AND REVENUE	6,532,821	3,589,705
EXPENSES		
Functional expenses:		
Program:		
Charter School	5,249,335	2,941,410
Management and general	645,977	327,626
TOTAL EXPENSES	5,895,312	3,269,036
Change in Net Assets	637,509	320,669
Net Assets - Beginning of the Year	135,902	(184,767)
Net Assets - End of the Year	$ 773,411	$ 135,902

MONARCH ACADEMY BALTIMORE CAMPUS, INC.
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2013 AND 2012

	2013	2012
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	$ 637,509	$ 320,669
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	264,873	2,028
Contributed property	(191,475)	0
Changes in operating assets and liabilities:		
Grants and tuition receivable	86,944	(81,770)
Prepaid expenses	43,883	(34,250)
Accounts payable and accrued expenses	202,539	342,634
Net Cash Provided by Operating Activities	1,044,273	549,311
CASH FLOWS FROM INVESTING ACTIVITIES		
Deposits made	0	(20,697)
Purchases of property and equipment	(333,680)	(263,124)
Net Cash Used in Investing Activities	(333,680)	(283,821)
CASH FLOWS FROM FINANCING ACTIVITIES		
Net activity in amounts due to related entity	(71,529)	(74,077)
Net Cash Used in Financing Activities	(71,529)	(74,077)
NET CHANGE IN CASH	639,064	191,413
CASH AT THE BEGINNING OF THE YEAR	191,413	0
CASH AT THE END OF THE YEAR	$ 830,477	$ 191,413

	2013	2012
Supplemental Schedule of Noncash Investing and Financing Activities:		
Construction in progress from proceeds of debt	$ 5,059,689	$ 0
Acquisition of land and building via issuance of note payable	3,661,349	0
Application of deposit to property and equipment	20,697	0
Construction in progress in accounts payable and accrued expenses	1,576,301	0
Supplemental Disclosures of Cash Flow Information:		
Interest paid, net of capitalized interest of approximately $36,000 and $0 for the years ended June 30, 2013 and 2012, respectively	$ 12,233	$ 9,855

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of operations

During the fiscal year ended June 30, 2011, Monarch Academy Baltimore Campus, Inc. (MABC) was incorporated as a Maryland non-stock, not-for-profit corporation. MABC was incorporated to operate a public charter school in Baltimore City (City) for students in kindergarten through eighth grade. MABC's first students enrolled in Spring 2011 for the instructional program which commenced in August 2011 for students enrolled in kindergarten through fourth grade.

On November 9, 2010, the Baltimore City Board of School Commissioners granted a charter allowing MABC to operate a charter school in Baltimore City, MD. The Charter defines the City's and MABC's responsibilities in relation to the operation, management and administration of the school. The Charter has an initial term of five years, and MABC may apply for an additional five year term during the last year of the initial five year term. The Charter may be terminated by the City (subject to certain requirements), or by MABC on an annual basis (MABC must provide notice of intent to terminate by March 1 annually). Additionally, the Charter may be terminated by mutual agreement between MABC and the City.

MABC's operations are funded based upon funds allocated to the school by the City in accordance with the Maryland State Department of Education approved funding model.

The employees of the public charter school remain employees of the City, and the expenditures related to salaries and benefits are deducted by the City from the funded amounts provided to MABC quarterly. Additionally, other costs as negotiated, such as transportation costs, are deducted from the funded amounts provided to MABC quarterly. The revenues and the associated salaries, benefits and other costs have been reported within the accompanying financial statements on a gross basis, rather than net, in order to provide a complete picture of the school's operations and costs.

Basis of accounting

The financial statements are prepared on the accrual basis of accounting.

Financial statement presentation

MABC follows the Not-For-Profit Entities Presentation of Financial Statements Topic of the Financial Accounting Standards Board (FASB) Accounting Standards Codification which requires it to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets. As of June 30, 2013 and 2012, there were no permanently or temporarily restricted net assets.

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Grants and tuition receivable

Government and private grants are recognized based on the terms of the specific grant. Grant revenue received in advance of the grant period is recorded as deferred revenue or temporarily restricted support, depending on the nature of the transaction.

Tuition receivable is recorded at the amount MABC expects to receive after year end from Baltimore City related to services provided.

Accounting for contributions

MABC follows the Not-For-Profit Entities Revenue Recognition Topic of the FASB Accounting Standards Codification. Under this topic of the FASB Accounting Standards Codification, MABC recognizes contributions when the donor makes a promise to give to MABC that is, in substance, unconditional. Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence or nature of any donor restrictions. Contributions whose restrictions are met in the same reporting period are shown as unrestricted contributions.

Property and equipment

Property and equipment are recorded at cost if purchased and fair value if donated. It is MABC's policy to capitalize expenditures for property and equipment in excess of $1,000. Expenditures for repairs and maintenance are charged to expense as incurred. The cost of property and equipment is depreciated using the straight-line method over their estimated useful lives.

Income taxes

MABC is exempt from federal and state taxation under Section 501(c)(3) of the Internal Revenue Code, and is classified as other than a private foundation.

MABC's Forms 990, Return of Organization Exempt from Income Tax, for the fiscal years ended June 30, 2013, 2012 and 2011 are subject to examination by the IRS, generally for three years after they were filed.

Use of estimates

Management uses estimates and assumptions in preparing financial statements in accordance with accounting principles generally accepted in the United States of America. 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 the estimates that were used.

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Functional expenses

Expenses are charged directly to program, management and general or fundraising categories based on specific identification, when determinable. A reasonable allocation is made for costs not specifically identifiable. During the years ended June 30, 2013 and 2012, MABC did not expend significant resources related to fundraising.

Subsequent events

MABC has evaluated subsequent events through November 5, 2013, which is the date the financial statements were available to be issued.

NOTE 2: PROPERTY AND EQUIPMENT

The following is a summary of property and equipment at June 30, 2013 and 2012:

	2013	2012
Land	$ 1,098,055	$ 0
Furniture and equipment	447,178	11,316
Construction in progress	9,567,662	258,388
Total	$ 11,112,895	269,704
Less: accumulated depreciation	(266,901)	(2,028)
Total property and equipment - net	$ 10,845,994	$ 267,676

Depreciation expense for the years ended June 30, 2013 and 2012 amounted to $264,873 and $2,028, respectively.

NOTE 3: DEBT

During the year ended June 30, 2013, MABC entered into a loan agreement to obtain financing necessary for the renovation of property acquired for the purpose of becoming MABC's permanent operational facility. The maximum amount available under the loan agreement is $8,900,000, and the loan is primarily funded by one financial institution in the amount of $7,150,000, however, a participating lender is funding the remaining $1,750,000. The loan requires interest only payments during the construction phase (ending April 2014), with first principal and interest payments to begin in May 2014.

NOTE 3: DEBT (Continued)

The portion of the overall loan funded by the primary financial institution incurs interest during the construction phase at the greater of 5% or the sum of the prime rate plus 2%. At the conclusion of the construction phase, principal payments will commence and the interest rate will be adjusted to a fixed rate which will remain in effect until April 2019, at which time the fixed rate will be modified to a new fixed rate which will remain in effect until the maturity date (April 2024). The loan may be prepaid, however prepayment would require the payment of a fee which is dependent on the timing of the prepayment.

The portion of the overall loan funded by the participating lender incurs interest during the construction phase and through April 2019 at the rate of 4.25%. At that time, the interest rate will be adjusted to a new fixed rate which will remain in effect through the maturity date (April 2024). Principal payments commence in May 2014. The loan may be prepaid, however prepayment would require the payment of a fee which is dependent on the timing of the prepayment.

The loans are subject to certain financial and non-financial covenants, including a debt service coverage ratio (which will be effective upon substantial completion of the renovation project during the fiscal year ended June 30, 2014 and then will be reviewed annually thereafter), and a tangible net worth requirement, which is reviewed annually based upon the consolidated financial statements of the Children's Guild Institute, Inc. (Institute), a related entity (see Note 5).

The loans are collateralized by a first deed of trust related to the improved property, a first priority lien in the rents related to a lease which exists for a portion of the acquired property (see Note 4), and essentially all other MABC assets. Additionally, the loans have been guaranteed by the Institute and the Children's Guild, Inc. (Guild) (see Note 5). However, the guarantees of the Institute and the Guild are subordinated to a different financial institution from which the Institute and the Guild have previously entered into debt agreements or provided other loan guarantees.

MABC has entered into an agreement with the Institute which provides the Institute the option, subject to the approval of the primary financial institution, to purchase the land and property which was improved from the proceeds of the loans described above. The option expires in April 2025.

NOTE 3: DEBT (Continued)

As of June 30, 2013, debt matures as follows (annual amounts below are presented under the assumption that all available loan funds will be borrowed during the construction phase, and reflect what will be repaid beginning in May 2014):

Fiscal year	
2014	$ 48,828
2015	272,743
2016	286,249
2017	300,425
2018	315,307
2019 and thereafter	7,676,448
Total	$ 8,900,000

Total interest expense, including accrued interest related to the note payable described in Note 4 and interest on the intercompany line of credit described in Note 5, and net of interest which was capitalized during the year ended June 30, 2013, was $71,103 and $7,822 for the years ended June 30, 2013 and 2012, respectively.

NOTE 4: ACQUISITION OF PROPERTY AND NOTE PAYABLE

During the year ended June 30, 2013, MABC entered into an agreement with a seller to acquire property to be used as MABC's permanent operational facility beginning in August 2014.

As a part of the agreement, MABC obtained property with an appraised fair value of $2,827,376, and additionally assumed a lease with an unrelated third party covering a small portion of the acquired property. MABC recorded an additional property value of $1,025,448 representing the present value of the future expected rental receipts from the lease, assuming an 8% discount rate and a lease term expiring in 2034. As such, the total asset recognized within property and equipment - net on the accompanying 2013 statement of financial position is $3,852,824.

As consideration for the property, MABC entered into a note payable with the seller, and additionally agreed to remit to the seller the remaining rents under the lease as it existed at the time of the sale.

The contractual balance of the note payable is $3,045,000 and MABC is required to make quarterly principal and interest payments of $65,320 beginning in October 2013. The note payable has a fixed interest rate of 8% and a maturity date of September 2047. However, MABC's obligations under the note will cease upon the occurrence of a termination event, as defined in the promissory note. A termination event occurs upon the later of (1) the death of the owner of the note holder, or (2) 144 months after the first payment date (September 30, 2025). MABC may prepay the balance outstanding on the note payable at any time. The note payable is subordinate to the debt described in Note 3. The Institute has guaranteed the note payable, however, the Institute's guarantee is subordinate to a different financial institution to whom the Institute had previously made guarantees.

NOTE 4: ACQUISITION OF PROPERTY AND NOTE PAYABLE (Continued)

MABC has recognized the note payable in the accompanying 2013 statement of financial position at its present value, determined using a discount rate of 8%, and with an expected repayment period of 18.6 years (based on a life expectancy table). The repayment period was determined by a third party in accordance with a request to provide an independent valuation of the note payable as of the date of the purchase and sale agreement. The note payable has been recorded at its present value of $2,517,549 as of June 30, 2013.

As MABC has committed to remit to the seller the certain rents described above, a liability for the present value of the future payments to the seller has been determined and recorded using a discount rate of 8% and an expected term through 2034. The present value of the anticipated lease payments of $1,143,800 has been added to the note payable balance. MABC has no obligation to remit any lease payments to the seller if the tenant does not extend the term of the lease or make its rental payments to MABC.

The total of the present value of the note payable and the present value of the lease payment liability is $3,661,349 as of June 30, 2013.

MABC recorded contribution income within public support on the accompanying 2013 statement of activities in the amount of $191,475 (representing the excess of the recorded value of the acquired property over the present value of the note payable and the present value of the lease payment liability).

As of June 30, 2013, the note payable matures as follows:

Fiscal year	
2014	$ 13,527
2015	19,333
2016	20,927
2017	22,651
2018	24,518
2019 and thereafter	2,944,044
Sub-total	3,045,000
Less: discount on note payable	(527,451)
Plus: present value of excess lease payments	1,143,800
Total note payable	$ 3,661,349

NOTE 5: RELATED PARTY TRANSACTIONS

MABC has entered into transactions and/or agreements with the following related parties as of June 30, 2013 and 2012:

NOTE 5: RELATED PARTY TRANSACTIONS (Continued)

The Children's Guild Institute, Inc. (Institute) was incorporated during the year ended June 30, 2009 as a Maryland non-stock charitable supporting organization. The Institute was incorporated to provide planning and support for the causes of several organizations, including MABC. The Institute controls MABC through a majority voting interest on MABC's board of directors. MABC is included in the annual financial statements of the Institute as a consolidated, wholly-owned subsidiary.

The Children's Guild, Inc. (Guild) was formed in 1953 as a Maryland not-for-profit corporation to provide facilities and opportunities to help educate children and provide individual and family counseling. The Guild primarily serves central Maryland and has several major programs, the most significant of which, as defined by a percentage of revenues, is the Guild's Special Education School program. The Guild has assisted MABC in establishing MABC's program, obtaining funding and performing management and general activities on MABC's behalf.

During the fiscal year ended June 30, 2011, the Guild extended an intercompany line of credit to MABC to provide working capital. Advances under this credit facility bear interest at a fixed rate of 6% and interest payments are due monthly. The intercompany line of credit is due on demand, has maximum available borrowings of $600,000, and has a stated maturity date of June 30, 2014. The amount due to the Guild as of June 30, 2013 and 2012 relating to the intercompany line of credit was $70,555 and $142,084, respectively. For the years ended June 30, 2013 and 2012, interest expense related to this facility was $12,233 and $7,822, respectively.

Effective July 1, 2011, MABC entered into a management agreement with the Guild whereby the Guild will provide management and administrative services for MABC. Management fee expense for the years ended June 30, 2013 and 2012 was $606,804 and $245,996, respectively.

NOTE 6: OPERATING LEASES

During the years ended June 30, 2013 and 2012, MABC operated its program in facilities under short-term lease arrangements.

In April 2013, MABC acquired property and commenced significant renovations to the acquired property in order to operate its program in a permanent facility beginning in August 2013.

As a condition of acquiring the property discussed above, MABC assumed an existing lease with a third party, whereby MABC receives monthly rental payments. The lease was subsequently amended in July 2013. As amended, the lease has an initial expiration date in June 2014, however, the tenant has multiple renewal options, with each option for an additional 5 years. For the year ended June 30, 2014, MABC will receive approximately $84,000 in lease payments from the third party.

Rent expense, including amounts charged for rental equipment, for the years ended June 30, 2013 and 2012 was $114,847 and $185,887, respectively.

NOTE 7: FAIR VALUE

Fair value measurement accounting literature provides a framework for measuring fair value. The framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets (level 1 measurements), the next priority to other direct or indirect observable inputs (level 2 measurements), and the lowest priority to unobservable inputs (level 3 measurements). When available, MABC measures fair value using level 1 inputs because they generally provide the most reliable evidence of fair value. The fair value of the acquired land and building (See Note 4) was partially determined based upon an appraisal (level 2 measurement). The appraisal primarily used existing data from recent sales of property in the same metropolitan area, adjusted for factors such as financing terms, conditions of sale, market conditions, location, and physical characteristics to determine fair value.

NOTE 8: SUBSEQUENT EVENT

The Institute has initiated a plan to obtain additional debt and refinance substantially all outstanding debt, notes payable, and mortgages payable, including those reported on the accompanying 2013 statement of financial position. The refinance is expected to occur through a tax-exempt bond offering. The plan to obtain additional debt and refinance existing debt is expected to result in changes to property ownership, with the Institute becoming the primary owner of property.

In concurrence with the tax-exempt bond issue, the Institute intends to exercise its option to purchase the land and property currently owned by MABC (per Note 3). Institute anticipates entering into an agreement to lease this facility to MABC.

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
Monarch Academy Baltimore Campus, Inc.

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Monarch Academy Baltimore Campus, Inc. (MABC), which comprise the statement of financial position as of June 30, 2013, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated November 5, 2013.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered MABC's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MABC's internal control. Accordingly, we do not express an opinion on the effectiveness of MABC's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or combination of deficiencies, in internal control that is less severe that a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether MABC's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standard*s.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MABC's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MABC's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Timonium, Maryland
November 5, 2013

THE MONARCH ACADEMY PUBLIC CHARTER SCHOOL, INC.

FINANCIAL STATEMENTS

JUNE 30, 2013 AND 2012

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KatzAbosch
Windesheim, Gershman & Freedman, P.A.
Certified Public Accountants and Consultants

INDEPENDENT AUDITORS' REPORT

Board of Directors
The Monarch Academy Public Charter School, Inc.

We have audited the accompanying financial statements of The Monarch Academy Public Charter School, Inc., which comprise the statements of financial position as of June 30, 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.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits 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 from 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 auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the MAPCS'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 MAPCS'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 audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The Monarch Academy Public Charter School, Inc. as of June 30, 2013 and 2012, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.



Timonium, Maryland
November 5, 2013

THE MONARCH ACADEMY PUBLIC CHARTER SCHOOL, INC.
STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2013 AND 2012

	2013	2012
ASSETS		
ASSETS		
Cash	$ 144,303	$ 889,608
Prepaid expenses and other current assets	58,865	77,007
Deposits and advances	60,500	150,702
Property and equipment - net	3,625,007	2,944,875
TOTAL ASSETS	$ 3,888,675	$ 4,062,192
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable and accrued expenses	$ 92,658	$ 152,476
Due to related entity	412,477	796,531
Debt	1,999,978	2,342,854
TOTAL LIABILITIES	2,505,113	3,291,861
NET ASSETS		
Unrestricted	1,383,562	770,331
TOTAL LIABILITIES AND NET ASSETS	$ 3,888,675	$ 4,062,192

THE MONARCH ACADEMY PUBLIC CHARTER SCHOOL, INC.
STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30, 2013 AND 2012

	2013	2012
REVENUE AND SUPPORT		
Program Revenue		
Tuition and other revenue	$ 8,140,033	$ 6,072,368
Public Support		
Fundraising and grants	154	41,280
TOTAL REVENUE AND SUPPORT	8,140,187	6,113,648
EXPENSES		
Functional expenses:		
Program:		
Charter School	6,686,875	5,406,263
Management and general	840,081	505,753
TOTAL EXPENSES	7,526,956	5,912,016
Change in Net Assets	613,231	201,632
Net Assets - Beginning of the Year	770,331	568,699
Net Assets - End of the Year	$ 1,383,562	$ 770,331

THE MONARCH ACADEMY PUBLIC CHARTER SCHOOL, INC.
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2013 AND 2012

	2013	2012
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	$ 613,231	$ 201,632
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	242,856	199,096
Changes in operating assets and liabilities:		
Grants and contracts receivable	0	30,270
Prepaid expenses and other current assets	18,142	29,405
Deposits and advances	0	(70,909)
Accounts payable and accrued expenses	(59,818)	44,979
Deferred revenue	0	(30,270)
Net Cash Provided by Operating Activities	814,411	404,203
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of property and equipment	(832,786)	(208,665)
Net Cash Used in Investing Activities	(832,786)	(208,665)
CASH FLOWS FROM FINANCING ACTIVITIES		
Proceeds from debt - net of refinance	0	1,071,725
Principal payments on debt	(342,876)	(314,586)
Net repayments and advances to related entity	(384,054)	(216,570)
Net Cash Provided by (Used in) Financing Activities	(726,930)	540,569
NET INCREASE (DECREASE) IN CASH	(745,305)	736,107
CASH AT THE BEGINNING OF THE YEAR	889,608	153,501
CASH AT THE END OF THE YEAR	$ 144,303	$ 889,608

	2013	2012
Supplemental Schedule of Noncash Investing and Financing Activities:		
Repayment of affiliate's note payable to a bank with proceeds from refinance note payable	$ 0	$ 435,715
Application of deposit to fixed assets	90,202	0
Leasehold improvements and equipment transferred from affiliate due to assumption of lease and repayment of affiliate note payable, net of depreciation of $118,277 recorded by affiliate prior to July 1, 2011	0	988,278
Supplemental Disclosures of Cash Flow Information:		
Interest paid	$ 118,199	$ 93,138

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of operations

During the fiscal year ended June 30, 2008, The Monarch Academy Public Charter School, Inc. (MAPCS) was incorporated as a Maryland non-stock, not-for-profit corporation. MAPCS was incorporated to operate a public charter school in Anne Arundel County (County) for students in kindergarten through eighth grade. MAPCS's first students enrolled in Spring 2009 and the instructional program commenced in August 2009.

MAPCS operates as a public charter school in connection with a Charter School Agreement with the County. The Charter School Agreement defines the County's and MAPCS's responsibilities in relation to the operation, management, and administration of the school. The school's operations are funded based upon a County determined "Per Pupil Expenditure Rate", which is established based upon the number of certified enrolled pupils at the charter school as of September 30th of each year. The employees of the public charter school remain employees of the County, and the expenditures related to salaries and benefits are deducted from the "Per Pupil Expenditure Rate", along with an administration fee withheld by the County, before the net funding proceeds are remitted to MAPCS monthly. The revenues and the associated salaries and benefits and fees have been reported within the accompanying financial statements on a gross basis, rather than net, in order to provide a complete picture of the charter school's operations and costs, and to comply with reporting requirements of the County.

MAPCS has been awarded a contract with the County to operate a contract school. The contract school, to be known as Monarch Global Academy Public Contract School, is expected to enroll its first students during the year ended June 30, 2014, and commence its instructional program in August 2014. It is anticipated that the Children's Guild Institute, Inc. (Institute) will acquire and construct a facility to be leased by the MAPCS for use in its operations. As further described in Note 5, the Institute is a related entity.

Additionally, in July 2013, the County approved a new charter school to be operated by MAPCS beginning in August 2015.

Basis of accounting

The financial statements are prepared on the accrual basis of accounting.

Financial statement presentation

MAPCS follows the Not-For-Profit Entities Presentation of Financial Statements Topic of the Financial Accounting Standards Board (FASB) Accounting Standards Codification. Under this topic of the FASB Accounting Standards Codification, MAPCS is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets. During the years ended June 30, 2013 and 2012, there were no temporarily or permanently restricted net assets.

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Accounting for contributions

MAPCS follows the Not-For-Profit Entities Revenue Recognition Topic of the FASB Accounting Standards Codification. Under this topic of the FASB Accounting Standards Codification, MAPCS recognizes contributions when the donor makes a promise to give to MAPCS that is, in substance, unconditional. Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence or nature of any donor restrictions. Contributions whose restrictions are met in the same reporting period are shown as unrestricted contributions.

Property and equipment and depreciation

Property and equipment are recorded at cost if purchased and fair value if donated. It is MAPCS's policy to capitalize expenditures for property and equipment in excess of $1,000. Expenditures for repairs and maintenance are charged to expense as incurred. The cost of property and equipment is depreciated using the straight-line method over their estimated useful lives.

Income taxes

MAPCS is exempt from federal and state taxation under Section 501(c)(3) of the Internal Revenue Code, and is classified as other than a private foundation.

MAPCS's Forms 990, Return of Organization Exempt from Income Tax, for the years ended June 30, 2013, 2012 and 2011 are subject to examination by the IRS, generally for three years after they were filed.

Use of estimates

Management uses estimates and assumptions in preparing financial statements in accordance with accounting principles generally accepted in the United States of America. 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 the estimates that were used.

Functional expenses

Expenses are charged directly to program, management and general or fundraising categories based on specific identification, when determinable. A reasonable allocation is made for costs not specifically identifiable. MAPCS, during the years ended June 30, 2013 and 2012, did not expend significant resources related to fundraising.

Subsequent events

MAPCS has evaluated subsequent events through November 5, 2013, which is the date the financial statements were available to be issued.

NOTE 2: PROPERTY AND EQUIPMENT

The following is a summary of property and equipment at June 30, 2013 and 2012:

	2013	2012
Leasehold improvements	$ 3,463,576	$ 2,820,578
Furniture and equipment	724,420	428,775
Construction in progress	2,296	203,724
Total	4,190,292	3,453,077
Less: accumulated depreciation	(565,285)	(508,202)
Total property and equipment - net	$ 3,625,007	$ 2,944,875

Depreciation expense for the years ended June 30, 2013 and 2012 amounted to $242,856 and $199,096, respectively.

NOTE 3: LINE OF CREDIT

In July 2009, MAPCS obtained a revolving line of credit facility with a bank. Advances under the credit facility bear interest at the greater of the one-month LIBOR rate plus 1.90% or 2.75% (the interest rate floor), and interest payments are due monthly. The maximum amount which may be advanced is $250,000. Advances are due upon demand and are collateralized by a lien on all deposits of MAPCS held by the bank and other personal property. The Institute and The Children's Guild, Inc. (Guild) guarantee the line of credit. There were no outstanding borrowings on the line as of June 30, 2013 or 2012.

NOTE 4: DEBT

During the year ended June 30, 2012, MAPCS obtained a $2,400,000 loan with the bank with which they have the credit facility, refinancing $1,150,000 of debt. A portion of the loan proceeds were used to repay the remaining balance of bank debt related to leasehold improvements originally recorded on the financial statements of the Guild, as MAPCS, in July 2011, assumed the lease related to the improvements and has the benefit of the related improvements. The note bears interest at a fixed rate of 4.61% and matures in April 2019. The loan is being repaid, beginning in May 2012, through 84 monthly installments of principal and interest. The note is secured by a lien on all MAPCS deposits held by the bank and other personal property. The note payable is guaranteed by the Guild and the Institute. MAPCS is required to meet certain covenants in connection with the note payable with the bank, including a cash flow coverage ratio.

NOTE 4: DEBT (Continued)

As of June 30, 2013, debt matures as follows:

Fiscal Year	
2014	$ 342,876
2015	342,876
2016	342,876
2017	342,876
2018	342,876
2019	285,598
Total	$ 1,999,978

Total interest expense, including interest on the intercompany line of credit described in Note 5, was $118,199 and $93,138 for the years ended June 30, 2013 and 2012, respectively.

NOTE 5: RELATED PARTY TRANSACTIONS

MAPCS has entered into transactions and/or agreements with the following related parties as of June 30, 2013 and 2012:

The Guild was formed in 1953 as a Maryland not-for-profit corporation to provide facilities and opportunities to help educate children and provide individual and family counseling. The Guild primarily serves central Maryland and has several major programs, the most significant of which, as defined by a percentage of revenues, is the Guild's Special Education School program. The Guild has assisted MAPCS in establishing MAPCS's program, obtaining financing and performing management and general activities on MAPCS's behalf. During the fiscal year ended June 30, 2009, the Guild extended an intercompany line of credit to MAPCS to provide working capital. Advances under this credit facility bear interest at a fixed rate of 6% and interest payments are due monthly. The intercompany line of credit is due on demand and has a stated maturity date of June 30, 2014. The maximum amount that may be advanced under this credit facility at any one time is $1,000,000. The amount due to the Guild as of June 30, 2013 and 2012 relating to the intercompany line of credit was $412,477 and $796,531, respectively. For the years ended June 30, 2013 and 2012, interest expense related to this facility was $41,764 and $29,527, respectively.

During the fiscal year ended June 30, 2009, the MAPCS entered into a management agreement with the Guild whereby the Guild will provide management and administrative services for MAPCS. Effective January 1, 2012, the Guild requested, and the MAPCS board approved, an amendment to the agreement increasing the annual management fee to 8% of tuition revenues. Management fee expense for the years ended June 30, 2013 and 2012 totaled $648,471 and $317,168, respectively. The agreement automatically renews each year unless properly terminated by either MAPCS or the Guild.

NOTE 5: RELATED PARTY TRANSACTIONS (Continued)

Effective July 1, 2011, MAPCS assumed a certain lease obligation of the Guild related to a lease for program space, and MAPCS used this space in its program. Additionally, as previously described, MAPCS used a portion of its refinance loan proceeds to repay the Guild's remaining obligations on a note payable originally entered into by the Guild to finance the leasehold improvements to the space now used by MAPCS. Therefore, effective July 1, 2011, the Guild transferred to MAPCS the net book value of the leasehold improvements and related equipment, and MAPCS depreciates these leasehold improvements and equipment over the remaining useful lives. The net book value of the leasehold improvements and equipment on July 1, 2011 was $988,278.

The Institute was incorporated during the year ended June 30, 2009 as a Maryland non-stock charitable supporting organization. The Institute was incorporated to provide planning and support for the causes of several organizations, including MAPCS. The Institute controls MAPCS through a majority voting interest on the MAPCS's board of directors. MAPCS will at times contract with the Institute to receive training services.

MAPCS, along with the related entities described above, is considering a restructuring of operational and financial management strategies. It is currently anticipated that the related entities may realign property ownership, as well as any related debt, under the umbrella of the Institute. It is anticipated that during the fiscal year ended June 30, 2014, the Organization may enter into agreements with related entities and required third parties to document this restructuring, however, no formal agreements have been signed as of the date these financial statements were available to be issued.

NOTE 6: OPERATING LEASES

MAPCS entered into a five-year operating lease in March 2009 for space located in Glen Burnie, MD. The space rented is used for the operations of MAPCS. The lease includes four renewal options of five years each. During the year ended June 30, 2012, the lease was amended and the initial expiration date was adjusted to August 2019.

As described previously, effective July 1, 2011, MAPCS assumed a lease obligation of the Guild, which allowed MAPCS to expand its program.

The minimum future rental payments required under non-cancelable operating leases having terms in excess of one year as of June 30, 2013 are as follows:

Fiscal Year Ended:	
2014	$ 474,700
2015	487,438
2016	341,638
2017	351,536
2018	361,799
2019 and thereafter	434,571
Total	$ 2,451,682

NOTE 6: OPERATING LEASES (Continued)

Rent expense, including amounts charged by the landlord for operating expenses and other equipment rentals, for the years ended June 30, 2013 and 2012 was $586,796 and $457,733, respectively.

NOTE 7: COMMITMENT

During the fiscal year ended June 30, 2009, MAPCS entered into an agreement with a transportation company for bus services. During the fiscal year ended June 30, 2012, this agreement was renewed and extended through June 2017, with annually escalating rates. MAPCS may terminate the agreement with written notice in situations where the transportation company does not provide sufficient services, as specified in the agreement. For the years ended June 30, 2013 and 2012, the total amount of expense incurred by MAPCS under this agreement totaled $845,790 and $681,352, respectively.

Appendix, Section W
Accounting Procedures Manual

The Children's Guild
DC Public Charter School

Accounting
Policies & Procedures

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All financial transactions must be documented to properly account for all receipts and expenditures, and to fulfill the Children's Guild DC Public Charter School's fiduciary responsibilities to funding agencies. The Children's Guild DC Public Charter School Board of Directors sets policies insuring that the organization's assets are protected and properly accounted for. These policies and procedures apply to all Children's Guild DC Public Charter School employees and extend to employees of the Children's Guild DC Public Charter School's management company where they are acting on the Children's Guild DC Public Charter School's behalf.

The Children's Guild DC Public Charter School will adhere to policies and practices dictated by generally accepted accounting principles (GAAP accounting), State Educational Law, State Regulations, and standards required by the State Financial Reporting Manual.

I. INTERNAL CONTROL

Children's Guild DC Public Charter School has responsibility to design and implement a system of internal control that safeguards its assets, checks the accuracy and reliability of its accounting data, promotes operational efficiency, and encourages adherence to the prescribed managerial policies.

The Board of Directors delegates the authority for developing internal control procedures to the management team of Children's Guild DC Public Charter School. The Board retains the authority to engage an auditing firm to perform an annual financial audit of the organization and to produce audited financial statements. The Board retains the authority to authorize other audits to review activities not included within the scope of a financial audit.

II. FINANCIAL MANAGEMENT AND ACCOUNTING PRACTICES

A. Budget

The budget is prepared annually. The first draft is prepared by the school management team in cooperation with the management company and is based on historical data, a conservative estimate of enrollment, and planned activities for the new year, including growth plans. The completed budget is submitted to the Board of Directors for approval.

B. Cash

For the purpose of this accounting procedure, cash is defined as currency, coin, credit cards, and checks received for any program or purpose at Children's Guild DC Public Charter School, regardless of the source of funding or the collected monies' intended use.

The duties of receipt, recording, and disbursement of cash are segregated for internal control purposes.

Any Children's Guild DC Public Charter School department or activity needing to collect cash for any reason must receive approval from the Administrative School Secretary before collecting any money. The Administrative School Secretary will assure

that appropriate controls are in place, including the segregation of access to cash from the responsibility of recordkeeping.

1. Deposits

Children's Guild DC Public Charter School deposits all revenue and other cash receipts in bank deposit accounts by the end of the day of receipt. No school personnel or activity of the school is to open a bank account without prior written approval from the Chairman of the Board of Directors.

2. Petty Cash

Children's Guild DC Public Charter School maintains an imprest petty cash fund. Cash may only be disbursed according to Petty Cash Disbursement procedures and is not to be disbursed in any other fashion.

The purpose of petty cash is to permit the use of cash for occasional purchases of insignificant amounts when payment by check is impractical. The fund is secured in the Administrative School Secretary's (or his or her designee's) office in a locked box. The person receiving the cash and the person disbursing the cash must sign a petty cash voucher in ink. The person receiving the cash must provide written authorization for reimbursement from the supervisor responsible for the area to which the expenditure will be charged, along with original receipts documenting the expenditure.

In an emergency, petty cash may be advanced, on written approval from the supervisor responsible for the area to which the expenditure will be charged. The person receiving the cash must return original receipts and any change to the Administrative School Secretary's (or his or her designee's) office within three business days of the advance.

The petty cash fund will be reconciled and replenished at least monthly. The Administrative School Secretary must reconcile petty cash and submit it to the Principal, who will authorize reimbursement.

3. Procurement

The procurement cycle begins when a staff member identifies the need for a service/item, finds a quality vendor offering a good price, and obtains approval for purchasing the service/item from the appropriate party. The school's Principal, Facility Coordinator, and Assistant Principal are designated to approve purchases under $5,000. The Corporation's Treasurer and Chief Executive Officer can approve purchases over $5,000. Purchases over $50,000 must be approved by the Board of Trustees. Items approved by the Board as part of the Budget process do not require a second Board approval.

For both single as well as recurring transactions whose total value exceeds $25,000.00 in the school's fiscal year, the school will conduct the procurement process required by the DC Public Charter School Board.

Certain purchases (such as those per a prior-approved contract, or smaller items for reimbursement under discretionary spending thresholds) do not require prior approval. However, all payment authorizations do require explicit sign off. Often the person initiating the purchase transaction, especially for financially-material transactions, is one of the above-noted authorizers. In this instance, a single signature/authorization for payment authorization/purchase approval is sufficient to document the school's purchase and disbursement intent.

4. Disbursements

Vendors providing goods and services to Children's Guild DC Public Charter School must issue an invoice. The Administrative School Secretary (or his or her designee) is responsible for assuring that the invoice is charged against the proper line item and funding source, and that the invoice is valid.

All invoices and other requests for check disbursements must be original, not photocopies or faxes, to avoid duplicate payment, and must include original documentation verifying the legitimacy of the request, acknowledgement of receipt of the goods or services, and appropriate authorization by the supervisor responsible at the appropriate authority as documented above.

a) Cash advances to employees for business purchases

Petty cash and cash advances are the least favorable option for paying business expenses. Vendor invoices are the most preferred, followed by store accounts, employee reimbursement, and company credit cards, all with advance appropriate authorization.

Children's Guild DC Public Charter School may issue cash advances on occasion to facilitate making purchases that are not easily paid for using the other methods.

b) Credit card usage and vendor accounts

The primary use of credit cards is to purchase goods or services from vendors who will not accept a company check or agree to bill Children's Guild DC Public Charter School.

Vendor accounts facilitate purchasing and billing and may include discounts and other benefits. Children's Guild DC Public Charter School's management team should pursue setting up vendor

accounts when it identifies vendors whom Children's Guild DC Public Charter School expects to use more than twice a year.

Both the Principal and the Administrative School Secretary must authorize all credit card and vendor accounts.

Most Children's Guild DC Public Charter School credit and store cards are held in the safe in the Administrative School Secretary's office. Staff requests to purchase on credit must be accompanied by a completed expenditure request specifying the purpose of the purchase and the estimated dollar amount. The completed request must include appropriate authorization.

The staff member must sign a credit card log before receiving the card and again when it is returned. Original receipt(s) for purchase(s) must be returned with the card. If the receipt is not returned, the purchaser will be required to pay for the item(s) personally.

Children's Guild DC Public Charter School employees who are assigned a credit card which they will keep in their possession are required to sign an acknowledgment prior to receipt of the card. This acknowledgement indicates that the card will be used solely for purchases for Children's Guild DC Public Charter School.

Gasoline, home improvement store, and grocery store receipts are to be turned in as expenses are incurred.

Employees who maintain all-purpose credit cards (e.g., American Express, Visa) are required to complete an expense report for each month any item is charged to that account and to return the signed expense report, approved by her/his supervisor, together with all receipts and the credit card statement, to the Administrative School Secretary (or his or her designee) within seven (7) days of the statement's receipt by that employee. A receipt is required for every charge.

c) Travel and Expense Reimbursement

It is Children's Guild DC Public Charter School policy to reimburse staff for travel and related expenses incurred while on school business, with advance approval. Employees will not be reimbursed for transportation, lodging, meal expenses, or any other expenses incurred by a spouse, child, or other person not essential to the business mission who accompanies the employee on an official business trip

(1) Mileage

Mileage incurred when using the employee's personal vehicle while on travel status is reimbursable at the designated rate. This rate also applies when traveling to and from the airport or train station or when otherwise incurred while conducting official business. If not using a personal vehicle, employees shall use the mode of public transportation that results in the lowest logical cost and will be reimbursed the actual cost of the transportation.

(2) Rental Cars

Rental cars for employees will be provided while on travel status only when the presentation location/destination is over 20 miles from the airport or train station; and other means of transportation are unavailable, more costly, or impractical. The lowest cost vehicle necessary to achieve the traveler's mission shall be reserved. Upon approval, all car rental reservations shall be made with the goal of achieving the lowest cost possible to Children's Guild DC Public Charter School.

In addition to the cost of the rental, the employee shall be reimbursed for necessary and reasonable expenses incurred for the following items:

(a) Gasoline, oil, and emergency repairs
(b) Parking
(c) Toll charges

(3) Lodging

Employees shall make all lodging reservations through the management company's Director of Organizational Learning. Lodging will be made for the dates necessary for the business trip only. Scheduling of additional nights for personal travel must be made separately by the employee and reserved with a separate means of payment.

Reservations will be made at the least expensive available rate for reasonable accommodations based on single occupancy, unless in cases of double occupancy by two employees.

In cases of double occupancy when one of the occupants is not on business, lodging reimbursement shall be on the basis of the least expensive available rate for reasonable accommodations based on single occupancy. Employees will be responsible for the additional costs incurred.

(4) Meals

Meal allowances for employees while in travel status are reimbursable at the standard rate. When an employee is in travel status involving absence from home overnight, all meals are reimbursable. Reimbursement may not be made for the cost of alcoholic beverages or specialty drinks.

The cost of breakfast is reimbursable when an employee in travel status has to leave home on official business 1 hour or more before the beginning time of the employee's place of business. The cost of dinner is reimbursable when an employee in travel status cannot get home within 2 hours after the employee's normal ending time. In both cases, the hours are in addition to the normal commuting time.

In cases when an employee meets both of the conditions above and is in travel status for the entire day, but not overnight, the employee's lunch also is reimbursable.

Except as provided above, an employee may not be reimbursed for the cost of lunch.

If the registration fee for a conference, convention, seminar, or training meeting includes the cost of meals, Children's Guild DC Public Charter School will pay the full registration fee which includes meals. For this meeting, the employee may not request reimbursement for additional meals.

Meal reimbursement above the standard limit is allowable for employees conducting business in high cost areas designated by the management company's Director of Organizational Learning. Employees shall be reimbursed for actual amounts based on receipts, not to exceed the high-cost-area limit per day for business conducted in the following cities or states:

(a) New York City (30 mile radius)
(b) California
(c) Boston, MA (30 mile radius)

(5) Conference Registration Fees

When a registration fee is charged, participating employees shall register through the management company's Director of Organizational Learning or be reimbursed upon submission of a receipt. Staff will be responsible for any and all late registration fees as well as other charges, including those for lodging or travel reservations, incurred as a direct

result of a late submission of the Training Participation Request Form.

(6) Telephone and Postage Expenses
Telephone and postage expenses incurred in the performance of official duties are allowable.

(7) Expenses for Passports, Visas, and Travelers Checks
If incurred as a result of the performance of the employee's duties, fees for passports, visas, and traveler's checks are reimbursable upon submission of a receipt.

(8) Air-Fare Policy
Employees shall make all airline reservations through the management company's Director of Organizational Learning. Travel plans will be made to utilize the lowest logical fares based on acceptable times, locations, conditions, and travel regulation. The least expensive routing is to be used.

Delays-in-route (not more than 2 hours) that result in materially lower costs are to be used. Travelers may accept/request longer delays at their option.

Promotional plans are not to be used when this results in obtaining less favorable fare rates.

If you the employee make a special request when booking airline flight s, any additional expenses incurred must be paid for by the employee at the time of the booking.

3. Contracts/payment to individuals for services
All payments to individuals for services are processed as payroll except for self-employed contractors. All payments to Children's Guild DC Public Charter School employees for services to Children's Guild DC Public Charter School other than their usual duties must be paid through the payroll system.

Payments to self-employed contractors may be issued only after receiving a completed W-9 Form. The Administrative School Secretary (or his or her designee) is to make sure that such forms are on file before releasing payment.

4. Payroll
The Administrative School Secretary (or his or her designee) maintains personnel records. When an employee is hired, the Administrative School

Secretary (or his or her designee) provides the new hire with appropriate payroll forms. These forms include, but are not limited to:

a) Federal Form W-4 Employee's Withholding Allowance Certificate
b) Federal Form 1-9 Employment Eligibility Verification
c) State withholding form

Benefits such as health and disability insurance may be deducted from the participating employee's wages. Written authorization from the employee is mandatory for any amount to be withheld from his or her pay other than Federal Income Tax, FICA, Medicare, and State Income Tax.

Time sheets are used to calculate payroll for each pay period. Each employee is responsible for the completeness and accuracy of his or her time sheet. Claiming payment for time not worked constitutes fraud and may result in disciplinary action up to and including termination of employment.

Employees must sign in and out each day. The Administrative School Secretary (or his or her designee) compares completed time sheets to the sign-in data to assure employees are paid accurately.

Children's Guild DC Public Charter School payroll is processed by the school district.

5. Bank Reconciliation

The Principal's designee (other than the Administrative School Secretary) reconciles all bank accounts to the financial records monthly, documenting the reconciliation in writing

C. Fixed Assets

1. Capitalization

All assets costing over $ 1,000 per unit and having a useful life of more than one year will be capitalized and will be recorded in the fixed asset system at cost. Any asset that does not meet these criteria, such as small tools and equipment, or repairs and maintenance, will be expensed,

The cost basis of furniture and equipment assets will include all charges relating to the purchase, including the purchase price, freight charges, and installation if applicable.

Leasehold improvements are to be capitalized if they relate to the renovation of existing space, Expenditures incurred in connection with maintaining existing space in good working order will be expensed as a repair or routine maintenance.

2. Depreciation

Depreciation is calculated on a straight-line basis over the estimated useful lives of the respective assets, Leasehold improvements are amortized over the remaining term of the lease or the estimated useful life, whichever shorter.

3. Disposition

Capital assets may be sold or traded in for new equipment. An asset disposition form including description, serial number, and reason for disposition request must be approved by the Principal, after which the organization may advertise the property for sale. Once the sale is complete, the asset disposal form will be submitted to the Administrative School Secretary, who will delete the item from the asset records and see that any gain or loss on the disposition is recorded.

Nonfunctioning or obsolete property with no value will be reported to the Administrative School Secretary on the asset disposition form with a description, serial number, and condition. The Administrative School Secretary will inspect all nonfunctioning or obsolete property before it is removed from the department and discarded. The asset will then be removed from the asset records.

Any asset that is missing or has been stolen will be reported in writing to the Principal immediately, with a copy to the Administrative School Secretary. The description, serial number, and al l other information regarding the lost item and its disappearance will be included in the report.

The Administrative School Secretary will determine the proper course of action and will notify the school's insurance carrier and any outside authorities as appropriate, and will follow through with removing the item from asset records if it is not recovered.

D. Inventory Management

1. Fixed Assets (including equipment)

Uniquely numbered inventory tags are affixed to each piece of equipment when Children's Guild DC Public Charter School receives it by the Administrative School Secretary (or his or her designee).

The Administrative School Secretary (or his or her designee) will maintain a detailed listing of each capital asset item along with depreciation records that include the inventory tag number, description, date of acquisition, vendor, cost basis, the source of funds used to purchase the asset, assigned department, depreciation method, asset life, and accumulated depreciation and net book value.

The Administrative School Secretary (or his or her designee) is accountable for all equipment purchased with Children's Guild DC Public Charter School funds and/or placed at Children's Guild DC Public Charter School.

Physical inventories are taken annually to verify the existence and location of each item of equipment, and these inventories are compared to the

detailed fixed assets li sting annually. This inventory also identifies surplus or otherwise available equipment, which must be considered before purchasing equipment with sponsored funds. At this time, the adequacy of insurance coverage in force will be assessed.

2. Materials

All materials are expensed at the time of purchase. However, detailed records of books and other materials are maintained. These records include the source of funds used to purchase said materials. Periodic physical inventories are taken to verify the accuracy of the detailed records.

E. Taxes

Children's Guild DC Public Charter School has applied for tax-exempt status under section 501 (c)(3) of the Internal Revenue Code. The organization will also apply for exemption from Maryland Sales and Use Tax.

F. Loans

All borrowing must be approved by the Board of Trustees. Neither the principal, nor the Administrative School Secretary has the authority to borrow funds in the name of Children's Guild DC Public Charter School, nor does any other employee.

Children's Guild DC Public Charter School does not make or guarantee loans to employees, Trustees or elected officers of the Corporation.

G. Insurance

The Administrative School Secretary will review all insurance coverage in force prior to renewal to determine if coverage is adequate. Limits, types of coverage, and deductibles will be considered. The Board Chairman will approve any changes.

Insurance coverage required includes general liability, umbrella coverage, business and personal property, computer equipment, workers compensation (as required by law), personal injury liability, directors and officers liability, educators legal liability, fidelity bond.

H. Legal and Internal Revenue Service matters

It is the policy of the organization that all legal and internal revenue service matters and correspondence, whether verbal or written, shall be directed to the Administrative School Secretary immediately.

III. PROCESS TO TRACK FINANCIAL TRANSACTIONS

A. Reporting

Financial reports comparing budgeted revenue and expenses to actual activity are prepared monthly and presented with explanation of significant variances to the Children's Guild DC Public Charter School management team and to the Finance

Committee of the Board of Directors at least quarterly and submitted to the school district as required.

Financial records are audited annually by an independent certified public accountant approved by the DC PCSB and a complete set of audited financial statements is produced.

B. Payroll

Payroll is processed by the Educational Management Company. Payroll expense will be recorded per the payroll journal received from the payroll vendor into the Children's Guild DC Public Charter School general ledger.

C. Disbursements

Vendors providing goods and services to Children's Guild DC Public Charter School must issue an invoice. The Administrative School Secretary (or his or her designee) is responsible for assuring that the invoice is charged against the proper line item and funding source, and that the invoice is valid. Disbursements are posted to the automated general ledger system as part of the accounts payable process. The accounts payable and general ledger systems are electronically integrated.

D. Journal Entries

Journal entries are prepared by the Administrative School Secretary (or his or her designee), with the assistance of the management company. All journal entries include sufficient documentation and explanation and are signed by the preparer's supervisor, indicating approval of the entry. Journal entries are posted by the Administrative School Secretary (or his or her designee).

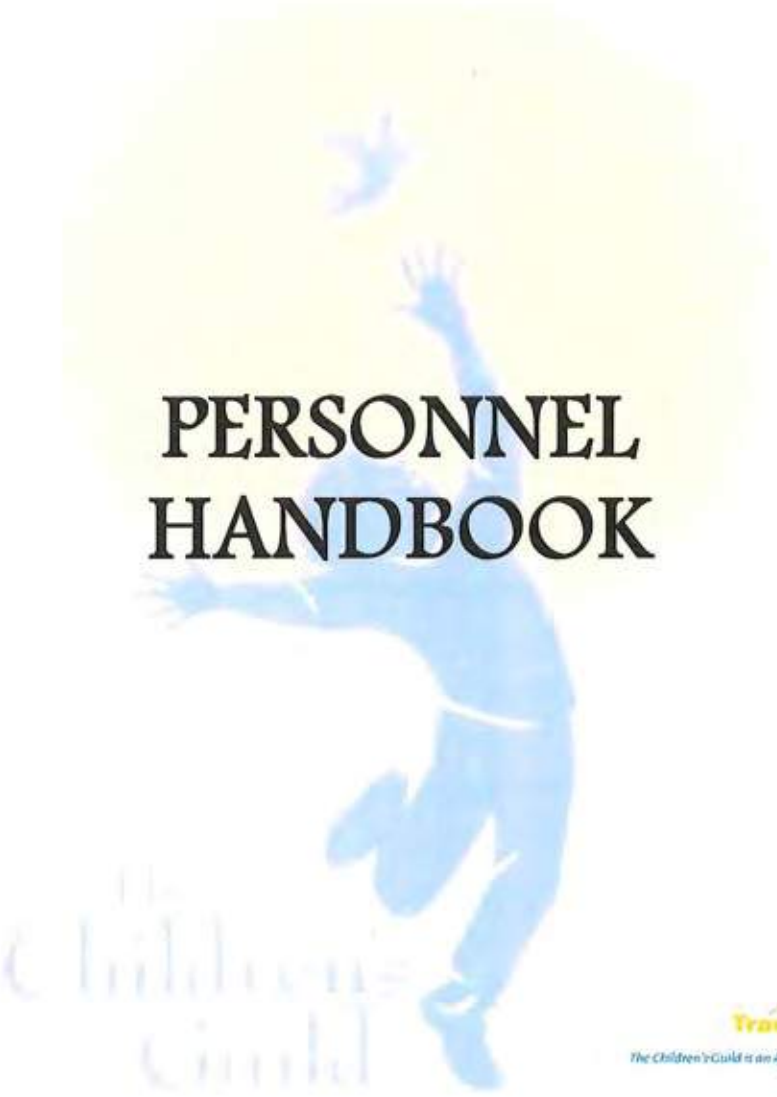
E. Bank Reconciliation

The Principal's designee (other than the Administrative School Secretary) reconciles all bank accounts to the financial records monthly, documenting the reconciliation in writing.

Appendix, Section XYZ
Recruitment & Interview Policy
Personnel Handbook

The Children's Guild, Inc.

PERSONNEL HANDBOOK



TranZed Alliance

The Children's Guild is an Affiliate of the TranZed Alliance

February 18, 2014

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Welcome to the Children's Guild

Over 60 years ago, three people had a vision to help pre-school-aged children with emotional problems and challenges. Educator Sadie Ginsberg; pediatrician Dr. Matthew Debusky; and Dr. Leo Kanner, father of child psychology and the discoverer of childhood autism, were indeed pioneers in their day. From six children in a room in Dr. Debusky's office, our founders could never have envisioned The Children's Guild today.

The Children's Guild today is a story of growth and change, guided by TranZed, an organizational philosophy and operation system for child-serving organizations. This is a new approach to educating and re-socializing children and helps The Children's Guild create a flexible, brain-compatible organizational culture that emphasizes the values, skills and beliefs necessary for a successful life. The Children's Guild focuses on transforming the mindset and actions of its teachers, clinicians and staff rather than trying to focus on changing the behavior of its students. Through TranZed, The Children's Guild uses a holistic approach by harnessing its systems, staff, environment, and curriculum to provide an enriched and effective milieu for educating young people. We change children by exposing them to new ideas and new experiences.

Since its founding, The Children's Guild has been an innovator in providing services for children and adolescents with emotional, behavioral and mental disorders. It has grown from a one-room preschool to serving hundreds of children and their families through special education schools, school-based outpatient mental health services, after-school partnerships, treatment foster care, and group living homes called The Academy, as well as charter schools.

The Children's Guild's tradition of leadership in special education and care of the emotionally and behaviorally disturbed child, the autistic child, and the child with multiple disabilities continues today, and The Guild has become a model nationally for making a difference in the lives of children with special needs.

Andrew L. Ross, PhD
President and CEO

PERSONNEL HANDBOOK

INTRODUCTION

ABOUT THIS HANDBOOK

This handbook replaces all prior handbooks, and any other description of practices and benefits of the Children's Guild. Obviously, the Children's Guild cannot explain every Guild policy, rule, or benefit in this handbook. Its provisions are no more than general summaries of the benefits, work rules and policies they address. The Children's Guild may unilaterally amend, supplement, modify, or eliminate one or more of the benefits, work rules or policies described in this handbook, or any other employment benefits, work rules or policies, without prior notice. **All employees are responsible for becoming familiar with Guild policies**.

All Children's Guild policies are on line in read-only format in the Group Shares Directory (S:) under the folder "Everyone" and the subfolder "Policies."

Employment with the Children's Guild is "at-will". Either the employee or the Children's Guild may terminate the employment relationship at any time or for any reason. Moreover, nothing in this handbook or in any policy constitutes an express or implied contract of employment or warranty of benefits. No one has authority to modify this at-will relationship or enter into any employment contract. The only exception is if the Guild President elects to modify the at-will relationship or employment contract.

Any and all questions relating to the interpretation or application of a specific section of this handbook, or any matter not covered by the handbook, should be directed to the employee's supervisor or the Human Resources Office.

OUR EQUAL EMPLOYMENT POLICY

Equal Employment: It is The Children's Guild's policy to recruit, hire, train, transfer and promote individuals, as well as to administer any and all personnel actions, without regard to race, color, sexual orientation, religion, age, gender, national origin, marital status, status as a qualified individual with a disability, or any other category in accordance with applicable law. Employees are expected to follow the guidance and procedures outlined in the policy **Equal Employment Opportunity (EEO) (Policy Number: 02-08-05).**

Most open positions within the agency are internally posted on a regular basis and communicated to all locations. Employees interested in promotion or transfers to other positions are expected to follow the guidance and procedures outlined in the policy **Recruitment and Interview, Policy Number: 02-08-03).**

Harassment: It is the Children's Guild's policy that there shall be no harassment of any employee because of any classification protected by law. Harassment is verbal or physical conduct that denigrates or shows hostility toward an individual because of protected attributes, and that (1) has the purpose or effect of creating an intimidating, hostile or, offensive working

environment as defined by law; or (2) has the purpose or effect of unreasonably interfering with an individual's work performance; or (3) otherwise adversely affects an individual's employment opportunities. Sexual harassment also includes unwelcome sexual advances or other conduct where such conduct is explicitly or implicitly made a condition of employment or where the rejection or submission to such conduct is used as the basis of an employment decision involving the individual. Persons who, as determined by the Children's Guild, have harassed or who are harassing others will be dealt with swiftly and vigorously. Any employee, regardless of position or title, who violates this policy, is subject to disciplinary action up to and including termination.

What To Do If You Believe Discrimination Or Harassment Has Occurred: Any incident or situation that an employee believes involves illegal discrimination or harassment, sexual or otherwise, by any Children's Guild employee or third party on Guild premises over whom the Guild has control, should be brought to the immediate attention of the employee's supervisor, to any higher manager in the chain of command, to any of the Corporate Officers, or to the Human Resources Office.

Any supervisor or manager who becomes aware of any possible harassment should immediately advise the Human Resources Office. Human Resources will handle such matters in a lawful manner to ensure that such conduct does not continue. No person will be adversely affected in employment with The Children's Guild as a result of bringing complaints of harassment. Such incidents or situations will be investigated and corrective action will be determined up to and including termination. Any individual who intentionally makes a false claim of harassment is subject to discipline, up to and including termination.

Employees are expected to follow the guidance and procedures outlined in the policy **Harassment (Policy Number: 02-04-02).**

CONDITIONS OF EMPLOYMENT

EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application and the accuracy of other information presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

CRIMINAL BACKGROUND CHECK

The Children's Guild requires that all individuals employed in the following programs (including any "individual who works on a part-time or temporary basis" [COMAR 12.15.02.02B(13)((b)]) " shall apply for a national and State criminal history records check" (MD Code Family code §5-561 and/or DCMR 29-6228.2):

- child care centers, such as the Before and After School Program;
- public schools, including public charter schools;
- private or nonpublic schools; and
- foster care family homes and group home facilities.

This application for a criminal history records check must be made "on or before the first day of actual employment..." [COMAR 12.15.03.03C(1)].

The cost for the criminal history records check is the responsibility of the employee or contractor, unless a contract specifies otherwise. Employment offers are contingent upon the results of the criminal history background check.

Please review the following guidelines that will preclude you from employment.

- For public, charter, nonpublic schools, and child care programs
  The Children's Guild may not hire or retain any employee who has been convicted of a crime involving child sexual abuse or a crime of violence [SB111 2006].

  Screening the Results of a National Criminal History Records Check: For adoption or placement of a child by a licensed child placement agency under Family Law Article, §5-561(c), Annotated Code of Maryland, or for a private entity, the Central Repository shall screen a covered individual's criminal history records check received from the Federal Bureau of Investigation for the following crimes, attempted crimes, or a criminal offense that is equivalent to them: (A conviction of any of the following will prohibit an individual from employment)

  - Abduction;
  - Abuse or neglect of an adult;
  - Arson;
  - Assault;
  - Assault with intent to commit a crime;
  - Battery;
  - Breaking and entering;
  - Burglary;
  - Carjacking;
  - Carrying or wearing a weapon;
  - Child abuse;
  - Child selling;
  - Confinement of an unattended child;
  - Contributing to certain conditions of a minor (delinquency, in need of supervision or assistance);
  - Cruelty to animals;
  - False imprisonment;
  - Forgery;
  - Hiring, soliciting, engaging, or using a minor for the purpose of manufacturing, distributing, or delivering a controlled dangerous substance;

- Housebreaking;
- Incest;
- Indecent exposure;
- Keeping a disorderly house or maintaining a nuisance;
- Kidnapping;
- Maiming or mayhem;
- Malicious destruction of property;
- Manslaughter or murder;
- Manufacturing, distributing, or dispensing a controlled dangerous substance;
- Criminal nonsupport and desertion of a spouse or minor child;
- Perjury;
- Pornography;
- Possession of or possession with intent to manufacture, distribute, or dispense a controlled dangerous substance;
- Prostitution or pandering;
- Rape;
- Reckless endangerment;
- Religious or ethnic crimes;
- Robbery;
- Sex offenses;
- Sodomy;
- Unlawful entry;
- Unnatural or perverted practices; and
- A weapons or firearms violation of federal or state laws.

➢ Anne Arundel County Public Charter Schools

All employees must adhere to the guidelines specified above as well as the following disqualifiers for employment. Any employee or service provider who is involved in criminal activity or has a negative child abuse/neglect finding is subject to administrative action, including termination from employment or discontinuance of service.

- Screening criteria is analyzed in the following way:
  - Conviction of a Felony listed below permanently disqualifies (*Maryland Education Article, Section 6-113*)

Abduction	Armed Robbery
Arson	Attempted Murder
Accomplice to Murder	Carjacking
Assault in First Degree	Child Abduction
Assault with intent to Murder	Child Abuse/Neglect
Assault with intent to Rape	*(Neglect is subject to review)*
Assault with intent to rob	Child Pornography
Assault with intent to commit a	Conspiracy to Murder

sexual offense in the first degree
Assault with intent to commit a
sexual offense in the second degree
Animal Cruelty
Manufacturing, distributing or dispensing
A controlled dangerous substance
Mayhem
Murder/Homicide
Rape
Sex Offenses
Use of a handgun in the commission of a felony or other crime of violence
Kidnapping
Maiming
Manslaughter (except involuntary manslaughter)

- Registered Sex offender
- Indicated finding from Child Protective Services
  Unsubstantiated findings are subject to review by the Office of Investigations and/or the Office of School Security as appropriate.
- Probation Before Judgment (PBJ) – Depending on the charge and factors listed above, generally PBJs are disqualifying until the end of the PBJ.
- STET – Depending on the charge and the factors listed above, generally STETs are disqualifying until the end of the STET (generally three years from the judgment unless documentation of a shorter period is provided by the applicant).

- If the crime is not permanently disqualifying the following factors wills be considered to determine employment eligibility:

  - Crime
  - Circumstances related to the offense occurred
  - Age of potential employee at the time of the offense
  - Nexus (connection) of the offense to the position that he/she is applying for:
    Example: an individual involved in financial crimes will not be eligible for employment as a financial secretary or any other position that handles money for AACPS.
  - Truthfulness on AACPS Background Check Form
    Failure to disclose prior criminal offense may result in disqualification from employment for a period of 12-months.

➢ <u>For a licensed child placement agency, such as treatment foster care or therapeutic group home</u>
The Children's Guild may not place or employ an employee, a member of the board of directors, or a volunteer with unsupervised access to children who refuses to submit to a criminal background check and Child Protective Services clearance, who has an indicated child abuse or neglect finding; or who has a conviction for any of these crimes:

- Child abuse or neglect, or any crime against children;

- Spousal abuse;
- Rape;
- Sexual assault;
- Homicide; or
- Within 5 years of applying for a job with the program, assault or a drug-related offense. [COMAR 14.31.06.05A(4)(a)-(d)]

For programs requiring a criminal history records check by the District of Columbia, if the criminal history records check states that the employee, a member of the board of directors, or a volunteer has been convicted; has pleaded nolo contendere; is on probation before judgment or had a case put on a stet docket; for any of these offenses;

- Murder, attempted murder, manslaughter, or arson;
- Assault, assault with a dangerous weapon, mayhem, malicious disfigurement, or threats to do bodily harm;
- Burglary;
- Robbery;
- Kidnapping;
- Illegal use or possession of a firearm;
- Sexual offenses, including indecent exposure; promoting, procuring, compelling, soliciting, or engaging in prostitution; corrupting minors (sexual relations with children); molesting; voyeurism; committing sex acts in public; incest; rape; sexual assault; sexual battery; or sexual abuse; but excluding sodomy between consenting adults;
- Child abuse or cruelty to children; or
- Unlawful distribution or possession of or possession with intent to distribute a controlled substance; or has been found not guilty by reason of insanity for any sexual offenses or intra-family offenses, the District of Columbia Department of Human Resources shall make the final determination of suitability for new or continued placement/employment. [DCMR 6-B418] The final suitability determination may be appealed to the Office of Employee Appeals within thirty (30) days of the determination of unsuitability. [DCMR 6-B419.11]

In addition, the District of Columbia requires that the Guild "obtain the written approval of the District of Columbia Municipal Regulations [DCMP] ... prior to employing any person who has been convicted of the following offenses or their equivalents: (a) Fraud; or (b) A drug-related offense" and that the Guild may not employ anyone who "has a conviction for any of the following offenses or their equivalents:

- Child abuse;
- Child neglect;
- Spousal abuse;
- A crime against children, including child pornography; or
- A crime involving violence, including but not limited to, rape, sexual assault, homicide and assault." [DCMR 29-6228.2-.4]

HEALTH AND MEDICAL REGULATIONS

The Children's Guild requires that all new employees comply with state and federal health and medical regulations. A drug-screening exam must be completed prior to the first day of employment. Human Resources will coordinate with the new employee prior to beginning work on the first day.

LICENSURE / CERTIFICATION VERIFICATION

An employee is required to submit proof of his/her license or certification upon hire, should his/her new position require such a license or certification. All employment offers are contingent upon proof of these credentials.

An employee may be subject to termination if his/her certification or licensure is revoked or allowed to expire.

CREDIT CARDS, CELLULAR TELEPHONES and COMPUTERS

In order to maintain the highest level of efficiency in the organization, certain employees, depending upon the position, may be required to carry a credit card or cellular telephone.

The uses of these privileges are for Guild-related purposes only. Any employee who, as determined by the Children's Guild, abuses these privileges will be disciplined up to and including termination.

Should an employee lose or misplace any one of these items, he/she will be held financially responsible for its replacement.

Most employees within our agency use computers. The use of the public Internet by company employees is permitted and encouraged where such usage is suitable for business and/or educational purposes and supports the goals and the objective of the Children's Guild, Inc. Employees are expected to follow the guidance and procedures outlined in the policy **Internet/Intranet, Electronic Mail & Network Acceptable Use (Policy Number: 03-07-03).** All data stored on or in the computer system is the property of the Children's Guild. The computer system may be reviewed or monitored by the Guild without notice to the employee.

ORIENTATION/TRAINING

In keeping with the high standards and expectations in the workplace, the Guild provides a thorough employee orientation/training that is program specific. Orientation sessions are scheduled prior to the beginning of each school year and periodically throughout the course of the year for our day schools. Our Community Based Services provide an initial and on-going training opportunity for staff. Attendance at orientation and staff in-service trainings is

mandatory, unless otherwise indicated. Employees are expected to follow the guidance and procedures outlined in the policy **Staff Training Documentation (Policy Number: 02-07-02).** The Children's Guild reserves the right to change orientation/in-service training days or times as necessary.

The Pre-Service Training Program (PSTP) is required of all new employees to expose them to the Guild's Culture and to create a mindset consistent with the organization's culture. All new employees must successfully complete PSTP in order to maintain employment at the Guild. Participants will be assessed for organizational fit at the end of the training to determine continued employment. All direct care staff (Day Schools and Group Academy staff) must successfully complete the organization's behavior management program. Other staff may be required to complete as well per the program managers discretion.

TRAINING PERIOD

All new employees will have a performance evaluation to determine whether further employment in a specific position will continue after their probationary period ends. The probationary period for full- time and part- time employees is six months from the date of hire. At any time during this period, the Children's Guild will decide whether to grant the employee regular employee status, extend the training period, or terminate the employment relationship. Successful completion of the probationary period does not alter the at-will relationship between the employee and the Children's Guild.

Annual performance reviews will occur after the initial six month review. Special performance reviews may be conducted at any time at the discretion of the supervisor. It should be borne in mind that while salary compensation is not based on performance, (the Guild does not have a merit based salary scale) performance reviews, both written and verbal, do bear on the continuance of employees' employment at the Guild. Employees are expected to follow the guidance and procedures outlined for Performance Assessment, as described in the **Performance Assessment folder located in the Share Drive.**

EMPLOYEE CATEGORIES

Employees fall within one of the following categories:

A. Regular Full-Time — Employees who are regularly scheduled to work full-time (40 hours per week) either as12-month staff or as 10-month staff, have successfully completed the probationary period and are eligible for all Guild benefits.

B. Regular Part-Time -- Employees who are regularly scheduled to work over 1,000 hours per year; have successfully completed their training period; and receive, on a pro rata basis, established by the

Children's Guild, some of the benefits provided to regular full-time employees.

C. Temporary PT and FT -- Employees who are employed for a specific project or who are employed as substitute teaching staff. These employees are ineligible for benefits.

WORKING HOURS

The supervisor will advise his/her employees of their regular work schedule, meal periods, and arrangements for personal breaks. Non-exempt employees are required to work 40 hours per week. Those non-exempt employees required to work 8 consecutive hours in a day, are allowed a 30-minute paid lunch break taken on the premises. Employees are expected to be at the job location (dressed in appropriate attire) and ready for work at the time the workday is scheduled to begin. Hourly employees are expected to start their workday not more than five (5) minutes prior to the beginning of the regular workday and end not more than five (5) minutes after the end of the workday, unless the employee is specifically instructed to work overtime by the Children's Guild.

Nothing in this Handbook is a guarantee by the Children's Guild of hours of work per day, per week, per year, or of any specific work schedule.

OVERTIME WORK

Exempt and Non-Exempt Employees -- All employees are classified into "exempt" and "non-exempt" categories for purposes of establishing eligibility for overtime pay under the federal wage and hour laws. Hourly paid employees are classified as "non-exempt." "Exempt" employees are not eligible for overtime pay.

Non-exempt employees will be paid one and one-half times or weighted average of pay if working two (2) rates of pay, their regular rate for all hours physically worked in excess of forty (40) in a work week. The work week is from Sunday AM (morning) to Saturday PM (night). The amount of overtime work, and employees assigned to work such overtime hours, is established by the Children's Guild. Employees are expected to obtain their supervisor's authorization prior to working any overtime hours. There will be no duplication or pyramiding in the computation of overtime and other premium wages. No employee will be paid more than once for the same hours worked.

COMPLETION OF TIME SHEETS

Every employee submits a timesheet via of our electronic system on a pay period basis (pay dates are the 9th and 24th of each month). Therefore time sheets are due on the 15th and last day of each month. No time sheet will be valid without a supervisors' approval. Time sheets should never directly come to payroll.

PAYROLL INFORMATION

All employees receive their paychecks semi-monthly on the 9th and the 24th day of every month for their work through the last day of the previous month and the fifteenth of the current month, respectively, unless that particular day happens to be a holiday or weekend. In such cases, employees will receive their paycheck on the day preceding the holiday or weekend. The Children's Guild will not release a paycheck to anyone other than the employee, except with written authorization. The Guild is required by law to make deductions from paychecks for federal and state withholding taxes, and for social security taxes (FICA).

An employee may voluntarily authorize in writing additional deductions from his/her paycheck for contributions to benefit plans and other items permitted by the Children's Guild. It is the employee's responsibility to be certain that all such deductions are correct.

The last pay to be received by any employee as a result of their termination of employment will be in the form of a check, even if they had previously utilized the direct deposit system.

EMPLOYEE BENEFITS

Regular Full-time employees are eligible to receive full employee benefits only as specified in the written job offer letter. All other employee categories are eligible for partial or pro-rated benefits only as specified in the written offers of employment. Benefits described herein are subject to change or termination at the discretion of the Children's Guild.

The Children's Guild's insurance benefits are discussed in more detail in separate booklets, formal contracts and other plan documents. In the event there is any question or conflict in language or interpretation between those booklets and documents in relation to the provisions of this handbook, the terms of the actual contracts and other plan documents will supersede the summaries in this handbook.

HEALTH, VISION, DENTAL, LIFE INSURANCES

Regular full-time employees and regular part-time employees who normally work 24 or more hours per week may be eligible for The Children's Guild's health, vision and dental programs (dependent on program). A major portion of the premiums for coverage under these insurances are paid by the Children's Guild, with a smaller portion of the premiums absorbed by the employee through payroll deduction. The coverage becomes effective the first day of the month following qualifying employment status. Qualified employees may also purchase additional coverage for spouses or family members for the health, vision and dental plans through authorized payroll deductions.

Open Enrollment is in September each year and benefits go into effect October 1st. Employees may make changes to their benefits throughout the year if they meet the qualifying events listed below:

1. Position change
2. Spouse's benefit change
3. Marriage, Divorce
4. Birth, Death
5. Adoption, Legal Guardianship
6. Termination, New Hire

Employees have 30 days to notify Human Resources and to complete the appropriate forms after the qualifying life event.

FLEXIBLE SPENDING ACCOUNTS (FSA)

The Children's Guild offers employees the ability to establish an account to pay for qualified medical expenses and/or dependent care expenses with pre-tax dollars through payroll deductions after one year of employment and based on federal maximum contributions.

CONTINUATION OR CONVERSION OF HEALTH /DENTAL INSURANCE BENEFITS (COBRA)

When employees resign, are terminated or experience a reduction in hours affecting benefit eligibility, the Children's Guild complies with all COBRA regulations. Contact Human Resources for details.

SUPPLEMENTAL INSURANCE: AFLAC

The Children's Guild has an employee group plan with AFLAC Insurance. We offer enrollment to all employees. The full premium for this insurance is paid for by the employee. Premiums will be paid at each pay period on a pre-taxed basis. Short term disability offered through AFLAC is post taxed. AFLAC issues W-2 for AFLAC payments (for disability).

LIFE INSURANCE

Employees working at least 30 hours per week are enrolled in a life insurance policy through Allstate American Heritage Life Insurance Company at no cost to the employee. At the time of hire the employee must sign the appropriate form and designate a beneficiary. If no beneficiary has been assigned, it will be assigned to the employee's estate.

RETIREMENT PLAN

The Children's Guild provides employees with a Tax Sheltered Annuity Plan (403b) type of retirement savings vehicle. Contact Human Resources for details.

The Plan year is July 1st to June 30th. The enrollment period and process is the first 15 days of each quarter (January, April, June, and October) and open enrollment. New hires enroll upon hire and are required to submit paperwork within the pre-service training week. Withholdings occur with the first check after human resources receives the required forms. Upon termination, one can elect to maintain their retirement account with the Children's Guild, but cannot contribute.

The Children's Guild will match a salaried employee's contribution at 50% up to a 6 % maximum (must work at least 20 hours per week). An employee can not be a non-resident alien or student teacher to be eligible for this benefit. This will occur automatically once an employee performs 1000 hours of service. An employee is not vested until they achieve 3 years of employment.

Hardship loans are available if an employee meets certain criteria and provides supporting documentation. An employee will not be able to contribute to the 403b plan for 6 months after receipt of a requested hardship loan. The loan amount can not be less than $1000.00 or more than 50% of the vested balance.

403B payments (withdrawals): Employees over 59 ½ can make withdrawals from their account. Employees must withdrawal at the age of 70 ½.

DISABILITY INSURANCE: SHORT AND LONG TERM

The Children's Guild has made provisions for disability insurance to be available to each eligible employee through payroll deduction. Long term disability (LTD) premiums are based on position. Employees at the Director level or above are 100% paid by the Guild. Positions below the Director level will be employee paid at the group rate.

Contact Human Resources for details. Short term disability (STD) provides employees 60% of eligible earnings capped at $500 a week. Employees can use 100% of leave or STD compensation but not both at the same time. Long term disability pays 60% of earnings with a maximum of $6000.00 per month after 90 days of a disability. Employees can use 100% of leave or LTD compensation but not both at the same time.

CREDIT UNION

Employees may participate in a credit union through payroll deductions.

WORKERS' COMPENSATION

The Worker's Compensation Law is a no-fault insurance plan which is supervised by the state and one hundred percent (100%) paid for by the Children's Guild. This law was designed to provide you with benefits for any injury which you may suffer in connection

with your employment. Under the provisions of the law, if you are injured while at work, you are eligible to apply for Worker's Compensation. The State Worker's Compensation Act requires that you immediately report any illness or injury occurring on the job to your supervisor. If you fail to report a job-related injury, you may jeopardize your right to collect Worker's Compensation and health benefits.

The Children's Guild complies with all Workers' Compensation guidelines. Employees may be eligible to receive insurance benefits under the Workers' Compensation Commission Law for injuries or accidents sustained while on the job.

Employees who are eligible to receive wages under workers' compensation may not use paid time off (PTO) in lieu of wages from workers' compensation to cover part or all of their time off due to injury. An employee receives 66.67% of their pay under worker's compensation. An employee may use PTO up to the first 3 days given W.C. does not pay until after the 3rd day.

Under this policy employees are not allowed to use a combination of PTO and workers' compensation to maintain their normal rate of pay. Worker's Compensation runs concurrent with FMLA. After 12 weeks, one's position does not need to be held.

Employees who are allowed by their physician to return to work under light duty are not eligible to use PTO in lieu of light duty. Approval to return to duty under light duty is under the sole discretion of the Children's Guild Executive Management Team. Employees returning to work after being absent due to a work-related injury must contact their supervisor when they are able to return to work and must bring a physician note authorizing the return to work and the ability to perform required job duties.

UNEMPLOYMENT COMPENSATION

The Children's Guild contributes under the State Unemployment Compensation Act to insure funds that may provide employees with income in the event that they are laid off and/or unemployed through no fault of their own. You should apply for benefits through your local State Unemployment Office as soon as possible in order to obtain your eligibility under state law.

DIRECT DEPOSIT

All employees will be required to enroll in the Children's Guild direct deposit pay plan. This provides very secure and confidential compensation to our employees, as well as convenience. Employees will be required to complete a "direct deposit authorization form" providing their bank information, account and routing numbers for their payroll deposit. Any changes in bank information must be reported immediately to Human Resources. If employees are not able to obtain a bank account, they will be provided Pay Cards (debit cards that the organization down loads your pay into). The employee is responsible for the cost of any replacement cards. Only employees unable to obtain bank accounts are eligible for the Pay Cards.

Employees will not receive paper copies of their pay stubs. They will be able to log into I-Pay to review.

EMPLOYEE ASSISTANCE PROGRAM

The Children's Guild's Employee Assistance Program (EAP) is a service available to all employees and their household members. The program addresses any personal problems which can affect personal well-being and job performance, including, but not limited to: family/marital difficulties; drug/alcohol abuse and/or addiction; emotional stress; legal and financial problems; personal crisis and job problems. Employees may use this service voluntarily or may be referred by a supervisor in cases where job performance is an issue. To receive additional assistance or information, contact the EAP directly. This strictly confidential service through MH Net is available 24 hours a day, 7 days a week toll-free at 1-800-448-4434 from anywhere in the U.S.A.

TUITION/CONFERENCE SUPPORT

The Children's Guild will provide limited Tuition Support to employees who want to continue their professional education and who plan to remain at the Guild, once approval is granted. A maximum of twelve (12) credit hours of Tuition Support will be approved per fiscal year for the employee. Guild staff members are encouraged to seek out and enroll in college courses that foster the goal of the Agency's Strategic Plan. Funds, designated for Tuition Support, are determined on an annual basis but are limited. Priorities for Tuition Support will go to staff that are pursuing their certification, re-certification or licensure. Other submitted course work will be considered on an individual basis. Employees are expected to follow the procedures outlined in the policy **"Tuition Support" (policy Number: 02-02-02).**

TIME OFF FROM WORK

PAID HOLIDAYS

All regular full-time and part-time (if a scheduled work day) employees are eligible for holiday pay at their regular base pay for the following holidays: New Year's Day; Martin Luther King's Birthday; Memorial Day; Fourth of July; Labor Day; Thanksgiving Day; and Christmas Day. Residential Staff (direct care) should refer to the time paid off section of this manual given the paid holiday schedule does not apply.

Holiday pay will not be approved unless you work the day before and after a holiday. The exception is if you have prior approval from your supervisor. You are not eligible to receive holiday pay when you are on a leave of absence to include FMLA.

BEREAVEMENT LEAVE

All regular full-time employees are eligible for up to three days bereavement in the event of the death of an immediate family member (child, spouse, parent, parent-in-law, step-parent, sibling, grandparent, and legal guardian). Regular part-time employees will

receive a pro-rated number of bereavement days, based upon total number of hours worked per week. If additional time is needed due to travel outside the local area, the employee may request a reasonable extension of this leave, by using paid time off or leave without pay.

If the death occurs during a period of time when the employee is on leave without pay, the employee will not be eligible for bereavement leave.

JURY DUTY

Time off for jury duty is granted to all regular full-time and part-time employees, in accordance with applicable law. Employees who are absent for jury duty must provide their supervisor with a copy of the subpoena, jury certificate, or court order before leave is granted, and again upon their return to work. Employees must also furnish receipts or other records provided by the court, showing the amount received as juror's fees, travel expenses, or any other compensation provided by the court.

Jury duty pay will be based on the number of hours that normally would be scheduled to work on each day absent. No overtime or holiday wages will be paid. All compensation received from the court, including travel expenses, will be deducted from the base rate and you will receive the difference.

In no event will the employee be entitled to jury duty pay under this policy for more than thirty-five (35) hours within any year unless so required by law.

PAID TIME OFF

Paid time off is granted to full-time employees, and on a pro-rated basis, to part-time employees who elect benefits on a fiscal calendar year basis. Paid time off is not compensation that is earned nor is it compensation for hours worked. Paid time off is granted by the Children's Guild as a benefit to employees based on the employee's date of hire. Rather than offering two separate leave packages e.g., a sick/personal leave package and a vacation package, the Children's Guild offers a single paid time off leave benefit package, combining sick, personal, and vacation.

The Guild strongly urges 12-month employees to consider half of the paid time off accrued as sick/personal leave and 10-month staff to consider all their accrued leave as sick/personal leave since 10-month staff receive paid vacation at Thanksgiving, winter, and spring school recesses. Staff members are encouraged to make prudent use of their paid time off and supervisors will monitor usage so that staff members take timely advantage of paid time off.

Each employee may take leave at such time as is mutually agreed upon with his or her supervisor so long as the employee has accrued adequate leave to cover the requested leave. Leave is not to be considered approved until signed by the supervisor. In cases where the employee does not have adequate leave to cover the leave, the employee may be granted leave without pay. Any remaining generic leave of 10 month staff will be frozen during the summer holiday months. All employees must exhaust their accrued leave prior to taking leave without pay.

Day School staff members must request leave at least 7 days in advance. The number of staff to be granted leave at any given time is determined by the Day School Administration. The specific periods when leave will not be allowed have been determined to be the following: any time that staff is scheduled for the Pre-Service Training Program (PSTP), annual orientation, and all day school in-services. If an employee takes leave and they do not have any accrued, they will not be paid.

The no leave policy for the annual orientation also applies to the following positions: all Information Technology staff and all Operations staff members.

Group Academy staff members must request leave at least 2 weeks in advance. No more than one (1) front end and one (1) back end per shift will be scheduled to be on leave. The no leave policy applies to PSTP and to all in-services. Holiday leave requests will be reviewed by the program administration on a case by case basis and then tracked to insure fair treatment over time.

Employees utilizing paid time off for reason of illness must present a physician's document to their supervisor if away from the workplace for three or more days. These documents must then be forwarded to Human Resources.

Employees are permitted to carry-over a maximum of sixty (60) generic days of leave from year to year. The Guild will pay employees for accumulated but unused paid time off upon termination in accordance with its leave pay out practices, described below. **Employees who are terminated for a breach of employment standards will forfeit any accumulated, but unused, benefits.**

Unless authorized by the supervisor **after** submitting a letter of resignation, a paid time off authorization will be immediately null and void should an employee resign within 5 business days of the employee's return from generic leave.

Employees on leave (with or without pay) are not entitled to unscheduled leave with pay that may be declared by the Guild, due to extraordinary circumstances, during the employee's leave.

PAID TIME OFF TABLE

LEAVE ACCRUAL FOR FULL-TIME EMPLOYEES

10 Month Staff

0 years to 2 years 11 months from date of hire:	10 days (80hrs)	**4.00 hrs per pay**
3 years to 6 years 11 months from date of hire:	13 days (104 hrs)	**5.20 hrs per pay**
7 + years from date of hire:	16 days (128 hrs)	**6.40 hrs per pay**

All accruals in this group are also paid holidays reflected on calendar in addition to generic leave accrued.

12 Month Staff

0 years to 2 years 11 months from date of hire: 25 days (200 hrs) **8.34 hrs per pay**
3 years to 6 years 11 months from date of hire: 28 days (224 hrs) **9.34 hrs per pay**
7 + years from date of hire: 31 days (248 hrs) **10.34 hrs per pay**

All accruals in this group are paid 7 paid holidays in addition to generic leave accrued.

Guild Academy Staff

0 years to 2 years 11 months from date of hire: 32 days (256 hrs) **10.67 hrs per pay**
3 years to 6 years 11 months from date of hire: 35 days (280 hrs) **11.67 hrs per pay**
7+ years from date of hire: 38 days (304 hrs) **12.67 hrs per pay**

All accruals in this staff group do NOT receive paid holidays

Directors and Executive Management

35 days (248 hrs) **11.67 hrs per pay**

All accruals in this group are paid 7 paid holidays in addition to generic leave accrued.

LEAVE ACCRUAL FOR PART-TIME EMPLOYEES

(10 Month)

Weekly Hours	0 - 2 yrs 11 months Hours per Yr/Accr per Pay	3 yrs-6yrs 11 months Hours per Yr/Accr per Pay	7+ years Hours per Yr/Accr per Pay
20	20.00 / **1.00**	24.00 / **1.20**	28.00 / **1.40**
24	32.00 / **1.60**	40.40 / **2.02**	48.00 / **2.40**
28	44.00 / **2.20**	56.00 / **2.80**	68.00 / **3.40**
30	50.00 / **2.50**	64.00 / **3.20**	78.00 / **3.90**
32	56.00 / **2.80**	72.00 / **3.60**	88.00 / **4.40**
36	68.00 / **3.40**	88.00 / **4.40**	108.00 / **5.40**

(12 Month)

Weekly	0 - 2 yrs 11 months	3 yrs-6yrs 11 months	7+ years

Hours	Hours per Yr/Accr per Pay	Hours per Yr/Accr per Pay	Hours per Yr/Accr per Pay
20	40.00 / **1.67**	48.00 / **2.00**	56.00 / **2.34**
24	72.00 / **3.00**	83.20 / **3.47**	94.40 / **3.94**
28	104.00 / **4.34**	118.40 / **4.94**	132.80 / **5.54**
30	120.00 / **5.00**	136.00 / **5.67**	152.00 / **6.34**
32	136.00 / **5.67**	153.60 / **6.40**	171.20 / **7.14**
36	168.00 / **7.00**	188.80 / **7.87**	209.60 / **8.74**

Note: When a work schedule differs from the hours above, the accrual amount will be rounded to the closest hour on the schedule above or rounded down if the work schedule is equidistant from hours on the schedule above.

ELECTION DAY

We encourage you to exercise your voting privileges in local, state and national elections. With the polls open for long periods, you are encouraged to vote before or after regular working hours. If it should be necessary, exempt employees may take up to two (2) hours to leave from work to vote in a governmental election. You will be expected to notify your supervisor at least one week in advance. Non-exempt employees will not be paid for such time but may use generic leave, if available.

TERMINATION OF EMPLOYMENT

Every organization must plan its future personnel needs if it is to operate efficiently. Should an employee decide to leave the Children's Guild, the employee is expected to notify his/her supervisor in writing at least two (2) weeks in advance for non-management staff. Six (6) weeks notice for School Administrators, Director and Executive level managers is required in advance of the final day of work or until a replacement is secured.

Notice is considered to be proper when a full period of notice is given that covers the complete specified notice period in an active work status. Any notice given over a holiday or school break, or that includes any period of absence due to time paid off, must be extended in the amount of that holiday, break or paid time off to assure that the specified notice required is given.

Improper notice will result in the employee forfeiting any accumulated, but unused, benefits. Irrespective of length of service, employees who are terminated for a breach of employment standards will forfeit any accumulated, but unused, paid time off.

On the employee's last day of work, the employee must return all property charged to the employee such as laptop computers, cellular phones and other equipment, books, keys, credit cards, and identification badge and other items. Employees will be required to pay for the full replacement value from their final paycheck for items not returned. In the event the final paycheck does not pay the balance in full, full restitution is required within 2 weeks of the final paycheck.

Before an employee departs, the employee's supervisor or the Human Resources Office may conduct an exit interview with him/her, advising the employee on such matters as insurance and final status. The supervisor or Human Resources representative will welcome the employee's frank opinion during the interview on how the Guild can improve the services it provides.

LEAVE PAYOUTS

Because paid time off (PTO) means vacation, personal and sick leave, staff members who resign or terminate (properly) are paid according to the procedure below. Upon proper termination of employment, employees with at least three (3) years of service, based on actual date of hire, receive payment for 50% percent of their accumulated but unused PTO days up to the cap and based upon the following years of service. In other words, if you have accrued 30 days at the end of employment you can not assume that you will be paid for 30 days, because half of that leave was intended for sick leave which is not payable, and the other half (15 days) is limited by the cap based on your years of services as shown on the table below.

Leave Payouts per Years of Service	Cap:
0 yrs. To 2yrs 11 mos	0 days
3 yrs. To 4 yrs 11 mos	2.5 days
5 yrs to 6yrs 11 mos	5 days
7 yrs to 10 yrs 11 mos	7.5 days
11 yrs to 15 yrs 11 mos	10 days
16 yrs to 20 yrs 11 mos	12.5 days
21yrs to 24 yrs 11 mos	15 days
25 yrs. +	30 days

MILITARY LEAVE

Military leave is granted by the Children's Guild in accordance with applicable law.
One is allowed to PTO until it has been exhausted and will be reinstated in the same or similar position at the same rate of pay.

FAMILY MEDICAL LEAVE

ELIGIBILITY

To be eligible for Family Medical Leave, an employee must have been employed by the Children's Guild working for at least 12 months, whether consecutive or intermittent and worked at least 1,250 hours during the 12-month period preceding the leave.

Eligible staff is entitled to a total of 12 weeks leave under the FMLA during a 12-month period for one or more of the following reasons:

A. The birth or adoption of a child of the employee or placement of a child with the employee for foster care.

B. To care for the spouse, son, daughter, or parent of the employee, if the family member has a serious health condition.

C. A serious health condition that makes the employee unable to perform their assigned job duties.

D. The existence of a "qualifying exigency" arising out of the fact that your spouse, son, daughter or parent is on (or has been notified of an impending call to) "covered active duty" in the Armed Forces.

Temporary or part-time employees working less than 1,250 hours per year are not eligible for Family Medical Leave.

HEALTH CONDITIONS

A serious health condition is defined as an illness, injury, impairment, physical or mental condition that involves inpatient care and/or continuing medical treatment.

A serious health condition must be certified through a qualified health care provider. The Children's Guild may require and pay for a second or third opinion from qualified health providers in accordance with applicable law.

ADVANCE NOTICE

Thirty days advance notice is required when the Family or Medical leave is foreseeable. In addition, when foreseeable leave is for planned medical treatment, a reasonable effort must be made to schedule the treatment so as not to unduly disrupt the Children's Guild's operations.

EFFECT ON OTHER LEAVE

Employees will be required to use unused paid leave to cover all or a portion of your absence. Once the employee's paid leave benefits are exhausted, the remainder of the leave will be in an unpaid status.

ii. Employees will not accrue additional service or benefits (leave days) while on leave. This includes holiday pay. Retirement contributions are not made during unpaid leave. An employee does not have the option to use or not to use FMLA. By law, an employer can record as FMLA without employee notification if the employer believes leave is used for FMLA purposes. If one's position is identified as a key position in organization (must effect 30 % of organization), an employee can be terminated. An employee can also be placed on probation while on FMLA.

RETURN FROM LEAVE

Employees returning from medical leave will provide a physician's certification, where applicable, that they are able to resume work. Ten-month direct care staff working directly with students must have a release note returning them to full duty with no restrictions, unless otherwise approved by Executive Management.

Upon expiration of the medical or family leave, employees covered under the Family Medical Leave Act (FMLA) will return either to their former position or an equivalent position with equivalent benefits, pay, and conditions of employment. However, the Children's Guild cannot guarantee job restoration to the former or an equivalent position for employees who are among the highest paid 10% of Guild staff if the employee's absence will cause substantial and grievous injury to the Children's Guild's operations.

OTHER CONDITIONS

Health insurance benefits will be continued during the leave under the same conditions applicable to active employees. Employees will remit their portion of insurance premiums monthly. The Children's Guild may elect to recover any health insurance premiums it pays if the employee fails to return to work after the leave for a reason other than (1) the continuation, recurrence, or onset of a serious health condition that would entitle the employee to leave, or (2) other circumstances beyond the employee's control.

Medical/family leave may be taken on an intermittent or part-time basis when it is medically necessary to care for a seriously ill family member or because the employee is seriously ill and unable to work. The Children's Guild will require an employee on leave to periodically report to his/her supervisor of his/her status and intention to return to work.

Family leave may not be initiated after the twelve-month period following the birth, adoption, or placement of a foster child.

The Children's Guild reaffirms that it is committed to full compliance with the law and that FMLA leave law governs in case of conflict with other leave policies. The Children's Guild reserves any and all rights and privileges granted to employers under the laws mandating Family Medical Leave, even if not expressly set forth in this policy.

UNPAID LEAVE OF ABSENCE

Employees may desire to take extended time off from work for reasons not covered by other leave policies. Such leave may be granted at the Children's Guild's discretion. Employees who want to take an unpaid leave of absence are expected to present a written request to their supervisor, who will forward it to the Director responsible for that division for consideration.

Taking other employment or initiating your own business will not be considered as a personal reason. If you accept any employment or initiate your own business while on leave of absence you will be considered to have voluntarily resigned from employment with the Children's Guild as of the day on which you began your leave of absence.

Employees who are granted a leave of absence will have their seniority preserved, but they will not earn any length of service (seniority) credit or receive any benefit days while on leave. Being granted a leave of absence does not assure the employee the right to return to work for the Children's Guild, or to return to the job held before leaving. Employees who choose to decline an offer of reinstatement to a position offered by the Children's Guild at the end of the leave of absence will be deemed to have voluntarily resigned.

WHAT THE GUILD EXPECTS FROM EMPLOYEES

The Children's Guild has the expectation that its employees will portray a specific group of normative characteristics and workplace expectations. These will be an integral part of all written performance reviews.

Normative Employee Characteristics:

Assertiveness	Flexibility	Ownership
Child-focused	Initiative	Self-confidence
Commitment/Dedication	Integrity	Sense of Humor
Creativity	Mental Health Awareness	Team Oriented
Empathy	Mentoring	Professionalism

Workplace Expectations:

Norms, Not Rules:	Understand the situation and act in context.
Spinning Plates:	Often we must manage a myriad of tasks with insufficient time and resources.
Brinkmanship:	We come to know our true potential when we are pushed to the brink of the impossible.
Change is Constant:	We work in a dynamic environment that calls for constant re-evaluation of decisions and assumptions.
Decide. Then Re-Decide!:	Don't stick to the old decisions when you have new information.
Own It:	When you're looking for a problem, start with yourself.
Be True to Your School:	Talk the talk and walk the walk. Model the values you espouse.
Be a Master Teacher *and* a Master Learner :	Teach by example and always be open to grow personally and professionally.
Count Using Mission Math:	Those who move the project toward its mission will be recognized.
Don't Sign It Until the Quality Is In It:	Do it over until it is right!
Work is Fun:	Working where our talents lie brings joy and enriches life.
There is No Growth Without Pain:	Accomplishments are attained through struggle and self-discipline.
1 + 1 = 3:	In problem-solving, the sum is greater than the parts.
Go For It (Ready, Fire, Aim):	Assess the risk, begin to act, and then make the adjustments along the way.
Say No with Compassion:	Develop the courage to deliver a difficult message with respect and compassion... and then do it.

Make the Covert Overt: When there are unstated issues between individuals and groups, bring them to the surface for discussion.

ATTENDANCE

The Children's Guild's success depends on its efficient operation. It is necessary for employees to be at their job location ready to start work at the scheduled time and continue working until the scheduled hours of work are completed. It is the employee's obligation to notify his/her supervisor, as far as possible in advance of the scheduled workday, whenever he/she will be late or absent, and to advise the supervisor when he/she expects to return to work. E-mailing and texting is not considered notification.

Employees who are not able to reach their supervisor should leave a message with the contact person for their supervisor. The message should include a telephone number where the employee can be reached. If the employee is physically unable to make a personal call, he/she is expected to have someone else call.

INCLEMENT WEATHER

In the case of inclement weather, disaster, or other emergencies, which create a hazardous situation, the Children's Guild will communicate alternative schedules to employees, students, and parents/guardians to ensure the safety of all students, employees, and visitors. Employees are expected to follow the procedures outlined in the policy **Closings/Late Openings/Early Dismissal" (Policy Number: 04-12-01)**

It is important to note that 10-month day school hourly staff are not paid in these cases, but will be allowed to take paid time off, if available to the employee, to enable them to be paid for these unscheduled closings.

SECURITY AND USE OF FACILITIES

The Children's Guild's facilities contain valuable machinery, equipment, furnishings, merchandise, and other property. It is important, in order to protect the jobs of everyone employed by the Children's Guild, that all employees pay close attention to the security of the facilities as well as all other property of the Children's Guild. Employees should notify their supervisor immediately if they see any suspicious or illegal activity of any kind, including the presence of strangers on Guild premises. Employees should also notify their supervisor immediately if they notice any theft no matter the value of the stolen item(s).

PERSONAL INFORMATION

It is the employee's responsibility to notify the Children's Guild's Human Resources department promptly of any change in address, telephone number, marital status, and number of dependents, beneficiary designation, which would affect the employee's benefits or the ability to contact the employee quickly in an emergency.

PERSONAL PROPERTY

The Guild does not reimburse staff for personal property damage caused by students e.g. broken glasses, damaged clothing, and vehicle damage. You may, however, work with the student, the family or other guardian to take formal or informal steps to obtain reimbursement.

PERSONAL APPEARANCE

All Children's Guild employees will dress professionally and appropriately, to provide a positive role model for our students and an appropriate professional image in the community.

The personal appearance standards required of Guild employees are based on three basic principles:

1. Promoting and modeling how important our students and colleagues are
2. Providing for the safety of students and staff
3. Fostering economic opportunity through appearance and manners

Employees are expected to abide by the Policy **"Appearance for Day School Staff" (Policy Number 02-01-01) or "Appearance for TGH Staff" (Policy Number 02-01-02).**

PERSONAL USE OF VEHICLE

Staff attending off-site meetings or traveling on Guild business may use their personal vehicle as their means of transportation. Guild staff in personal vehicles when necessary may transport guild students and/or family members, and when more appropriate transportation is unavailable. Wear and tear on personal vehicles is reimbursable at the prevailing Guild per-mile rate. All employees whom transport students must provide a valid drivers license at the time of employment.

Employees are expected to abide by the **"Vehicle Use and Transportation" (Policy Number 04-14-01).**

CONFIDENTIAL INFORMATION

NON-DISCLOSURE/CONFIDENTIALITY

Any information concerning the business of the Children's Guild, its clients, sub-contractors, dealers, employees or other personnel, is confidential and restricted. Your employment with the Children's Guild assumes an obligation to maintain confidentiality while you are employed with us as well as once you leave the organization. We value our staff, students' and families and all information obtained should remain confidential. Any violation of confidentiality seriously injures the organizations reputation and effectiveness.

Personnel information includes personal salary information about oneself and/or other staff members. This information is specifically forbidden from being discussed with other staff members.

No one is permitted to remove or make copies of any Children's Guild records, reports, or documents without prior management approval. Employees who improperly use of disclose confidential information will be subject to disciplinary action, including termination of employment and legal action, even if they do not actually benefit from the disclosed information.

Employees may not reveal any such information except under the direction of their supervisor or with his/her approval. Employees are expected to abide by the Policy **"Confidentiality" (Policy Number 03-03-01).**

PERSONNEL FILES

Employee personnel files include the following: job application, job description, resume, education, background clearances, benefits, withholding forms, training records, salary history, records of disciplinary action and documents related to employee performance reviews and any other government documents relating to payroll.

Personnel files are the property of the Children's Guild and access to the information is restricted. Management personnel who have a legitimate reason to review the file are allowed to do so. Medical information is excluded.

Employees who wish to review their own file should contact their supervisor or Human Resources. With reasonable advanced notice, the employee may review his/her personnel file in the administrative office and in the presence of a human resource representative.

PROTECTIVE SERVICE CALLS

In order to comply with child abuse and neglect laws, all suspected cases of child abuse or neglect must be reported to the local Department of Social Services (DSS) or appropriate law enforcement agency. Please refer to the Guild's Abuse/Neglect Policy for further information. Report any and all concerns, suspicions, or incidence to of child abuse/neglect to your supervisor and to the Director of the program. Employees are expected to abide by the Policy **"Child Abuse and Neglect Issues" (Policy Number 03-11-04).**

CONFLICT OF INTEREST and ETHICAL PRACTICE

The Children's Guild, Inc. conflict of interest and Ethical practice policy were designed to ensure that high standards of ethical conduct are adhered to in governance and operation of the Corporation. These existing policies assure that the board, personnel and/or consultants are not in a position of conflict of interest or the appearance of conflict

of interest and do not use their relationship with the organization for personal gain. Furthermore, we wish to adhere to the conflict of interest standards established by the Corporation's existing By-laws, which prohibit conflict of interest. Employees are expected to abide by the Policy **"Conflict of Interest" (Policy Number 03-18-01) and by the Policy "Ethical Practice" (Policy Number 03-11-03).**

DRUG AND SMOKE FREE WORKPLACE- pending seeking legal counsel

Policy:
The use of dangerous substances is not permitted in the workplace. Alcohol use during the work day by employees is not permitted unless it is within the context of approved business under sanctioned functions such as certain fund raisers or special events of celebration. Smoking (to include smokeless tobacco) is not permitted in the Children's Guild facilities, vehicles, on its grounds or within a one block radius of the borders of its facilities during the work day for all employees. All direct care staff working in the Non-public schools and the group homes are expected to provide supervision at all times to students. Therefore those employees who work in these programs should not leave the premises during the scheduled work day unless authorized by their supervisor. Direct care staff is defined as youth life educators and supervisors, fidelity coaches, teachers, teaching assistants, related service staff, and IEP Aides. The expectation is that direct care staff will be supervising students at all times to include meal times.

Rationale:

The Children's Guild provides a drug, smoke and alcohol-free workplace in order to ensure a safe, and healthy and productive work environment for all employees. It is essential that our employees model good health for children. The Children's Guild is all about messages and the use of drugs, alcohol, and smoking in the workplace conveys a message of unhealthy living

Employees are expected to abide by the Policy **"Drug and Smoke Free Workplace" (Policy Number 02-04-01).**

STANDARDS OF CONDUCT

Whenever groups of people work together, there must be standards of conduct for common guidance and efficiency. Discipline may vary depending on, among other things, the gravity of the infraction, the circumstances under which it occurred, the employee's duties, and overall work record, including any prior misconduct. In order of severity, discipline can take one of the following forms: counseling; oral or written warning or reprimand; probation (no more than one incidence of probation is allowed); suspension (with or without pay); suspension subject to discharge; or discharge. The Children's Guild has no obligation to use any one or more of these forms of discipline prior to discharging an employee.

Original documentation must be forwarded to the Human Resources office for filing to the staff member's personnel file. Supervisors may keep copies for their local files.

There are certain major offenses, which may result in an immediate penalty of probation, or suspension subject to discharge, or discharge, without any prior counseling. In other words, if an employee commits a major offense, all or any part of the Guild's progressive counseling procedure may be omitted, at the Guild's discretion. In order to avoid such severe consequences, employees should follow appropriate practical guidelines and avoid major offenses such as, but not limited to the following:

LEVEL ONE

1. Failure or refusal to carry out orders or instructions including following agency personnel policy and procedure;

2. Unsatisfactory work performance;

3. Failure to fulfill the responsibilities of the job to an extent that might or does cause injury to a person or damage to or loss of product, machinery, equipment, facilities, or other property of the Children's Guild;

4. Insubordinate behavior;

5. Violation of a safety, fire prevention, health, or security rule, policy or practice, failure to report a work-related injury to your supervisor in a timely manner;

6. False, fraudulent, misleading or harmful statement, action or omission involving another employee, a client, the Children's Guild or relations with the Children's Guild; or any action disloyal to the Children's Guild;

7. False, fraudulent, misleading or harmful statement, action or omission related to an employment application or any other information provided to or requested by the Children's Guild, whether oral or written; or refusal or failure to provide such information in a timely manner;

8. The use of profane or abusive language;

9. Falsification of hours worked or other records and/or omission on information requests.

LEVEL TWO

1. Unauthorized use of, removal of, theft of or damage to the property of the Children's Guild, an employee, an independent contractor, or a client;

2. Threatened or actual physical violence;

3. Carrying any weapon while on the Children's Guild business, job site, premises or property without authorization from the Children's Guild;

4. Violation of any of the provisions of the Children's Guild's Drug and Smoke Free Workplace Policy;

5. Organized gambling, disorderly, or immoral conduct while on the Children's Guild premises, job site or while conducting any business on behalf of the Children's Guild in the community;

6. Attempting to conduct any outside business while on the Children's Guild's premises or business;

7. Garnishments beyond the type and number protected by law;

8. Chronic, habitual, or excessive lateness or absenteeism;

9. Harassment of another employee of sexual nature or otherwise, including but not limited to verbal or physical conduct, or unwelcome advances with regard to or on the basis of race, color, religion, sexual orientation, creed, age, sex, national origin, marital status, disability, or other classification protected by applicable law;

10. An arrest, criminal complaint, summons to answer a criminal charge, statement of charges, indictment, criminal information or any other criminal charge or conviction of an employee, depending on the particular circumstances and the offense charged, including but not limited to the Children's Guild's judgment as to the potential risk to safety or health of children, employees, the security of the Children's Guild premises and property, and/or the Children's Guild's reputation.

PROBLEM-SOLVING PROCEDURE

The Guild's problem-solving philosophy strongly encourages immediate attention to problems, concerns and suggestions that arise. It is the employee's responsibility to keep his/her supervisor informed of such issues; conversely, it is the supervisor's responsibility to be aware of and proactive about problems and concerns. If an employee believes that his/her issue, concern or problem is not being addressed adequately, the next level of management should be consulted in accordance with the organizations grievance procedures.

GRIEVANCE PROCEDURE

If attempts to resolve differences between employees are not met with success, it is the employee's responsibility to submit a formal grievance in the following manner:

1) The employee should present the grievance in writing to the Educational Management Organization's Human Resource Department within five business days of the date on which the action occurred.

At this time Human Resources will contact the Principal to inform him/her that a grievance has been filed.

2) The Principal will inform the employee of his/her decision regarding the grievance in writing. Human Resources shall receive a copy of the Principal's decision. Human Resources is available for consultation.

3) If the grievance is still not resolved to the satisfaction of the employee, the employee may, within three business days of the grievance decision by the Principal, appeal the decision in writing to the COO of Schools of the Educational Management Organization. The COO of Schools may meet with any or all parties involved and render a decision. This decision will come to the employee via a written response.

4) If the grievance is still not resolved to the satisfaction of the employee, the employee may, within three business days of the grievance decision by the COO of Schools, appeal the decision to the Planning and Assessment Committee of the Board of Directors, who will administratively review the grievance and make a final decision.

Copies of all grievances, appeals and decisions will be forwarded to the Department of Human Resources by management and placed in the employee's personnel file.

GIFTS

Advance approval from a member of the executive management team is required before an employee may accept or solicit a gift from a customer, supplier or vendor representative. If approved, the gift should go to the common good of the organization. This is based on the organization's key value of servant leadership. Employees are not permitted to give gifts to customers or suppliers except for certain promotional items printed with the Children's Guild logo.

MEDIA RELATIONS

The President and CEO of the Children's Guild, Inc. is the spokesperson for the agency but may designate others to speak on the agency's behalf.

Media contacts and media products (press releases, newspaper articles, etc.) will be archived by the executive assistant to the President and CEO. **A duplicate file will be maintained by the Public Relations Consultant.**

Emergencies and Media Relations
In the event of an emergency involving the Children's Guild, the President and CEO of The Guild must be notified by the senior person on the scene.

The spokesperson will be the President and CEO of the Children's Guild or his/her designee. In the event that the president and CEO are unable to carry out this duty, please refer to the procedures outlined in Policy # 04-13-05 – Delegation of Administrative Responsibility.

REFERENCE PROCEDURES

The Children's Guild will issue a reference through the Human Resources Department. Employees are not permitted to write a professional reference for a former or existing employee.

THE CHILDREN'S GUILD'S RESPONSIBILITIES

Notwithstanding any other provision of this Handbook, all managerial and administrative functions and authorities entrusted to and conferred upon employers inherently, expressly, and by law, are retained and vested exclusively with the management of the Children's Guild.
S/Everyone/Policies/Personnel Handbook

RECEIPT FOR COPY OF MANUAL

(Please Print)

_____

Name

I have received a copy of The Children's Guild's Personnel Handbook and understand my responsibility to familiarize myself with its provisions. All policies can be obtained on the organization's group shares drive. I also understand that my employment is at will, and that nothing in this Manual in any way creates an expressed or implied contract of employment or warranty of any benefit.

I understand that the policies, rules and benefits described are subject to change at the sole discretion of The Children's Guild. The policies in this manual are to be considered as guidelines. The Children's Guild may change, delete, suspend, or discontinue any part or parts of the policies in this manual at any time without prior notice. Any such action shall apply to existing as well as future employees. I understand that this manual replaces (supersedes) all other manuals for The Children's Guild.

_____ _____

Date Employee Signature

_____

Employee's Social Security Number

The Children's Guild, Inc.
Policy & Procedure Manual

Title: Recruitment and Interview	Policy Number: 02-08-03
Page(s): 5	Initiated By: John Moore Dir, Human Resources
	Approved By: Executive Management
	Effective Date: 3/18/99
Supersedes:	Reviewed By: Terry Manning
Attachment:	VP, Organizational Learning/HR
"Steps to Ensuring Criminal Records Check Prior to Employment"	Review Dates: 5/00, 1/04, 8/06, 9/07, 3/08, 11/09, 8/10, 7/11, 9/11, 12/12

Policy:
To provide equal employment opportunity to all qualified applicants for employment without regard to race, color, religion, national origin, sex, age, veteran status or disability.

Rationale:
To ensure a systematic and efficient hiring process in compliance with Federal regulations regarding Affirmative Action, the Equal Employment Opportunity Commission (EEOC), and the Americans with Disabilities Act (ADA). To facilitate staff promotion. To identify, and end unlawful activities that may have an adverse impact on members of protected groups.

Definitions:

Job Posting Application: An application for employment, completed by an existing employee, in order to apply for a posted position.

Job Posting: Internal mechanism to inform all current employees of an available position, giving them the opportunity to apply.

Enhancement Workforce Staff Members: Agency hired temporary worker with no benefits

Contractual Employment: Temporary employment through a placement agency or a self employed person.

Procedures:
OPEN POSITIONS

1. The hiring/contractual process begins with the completion of the Hiring Request Approval Form (HR 5).

2. If this is a newly created position, the hiring supervisor will create a Job Description of the job functions and requirements, which will accompany the Hiring Request Approval Form.

3. Human Resources will post internally and/or place an advertisement (if applicable) in various advertising media, trade journals, Internet websites and other community resources.

INTERVIEWING

1. The applicant will complete the agency job application at the time of the interview.

2. The job description for the position will be given to the applicant at the time of the interview.

3. Brief interview notes will be made during the initial and *all* following interviews (i.e., second or third interviews).

4. To ensure compliance, the hiring supervisor should have a selection of interview questions to be used for all applicants.

   Questions that are discriminatory, and that are not job related may be unlawful and must be avoided. Reference to the Labor and Employment Law Update, Pre-employment Inquiries, will identify permissible inquiries.

   The organization's policies and practices related to staff to student boundaries, including those related to physical contact and communications, will be addressed given we are a child serving organization.

5. Final candidates have the opportunity to speak with currently employed personnel regarding the scope and demands of the position.

SELECTION PROCESS

1. The hiring supervisor will check a minimum of three business or professional references. One personal reference is permitted as a substitute for any one of the required business references.

2. The hiring supervisor must ensure that the candidate meets all local, state or national standards for certification, licensing, etc. and holds a current valid license or certificate, if applicable.

3. Upon selection of a candidate, Human Resources is notified to make a salary offer. Once

the candidate verbally agrees to the salary offer, Human Resources will generate an offer letter and send to the candidate.

4. Prior to the first day of employment, the hiring supervisor will contact Human Resources to set up New Hire Orientation and to complete a criminal background record check. (See Attachment "Steps to Ensuring Criminal Records Check Prior to Employment")

INTERNAL JOB POSTING AND TRANSFER PROCESS

1. When applicable, Human Resources will place a Job Posting at all campus locations.

   Open positions will usually remain posted for ten (10) working days. The internal candidate must apply within this timeframe.

2. The internal candidate will submit the Job Posting Application (HR 1) to Human Resources. Human Resources will forward all applications to the hiring supervisor.

3. The hiring supervisor will review the application.

   The hiring supervisor will make the final decision and will notify the current supervisor of the intent to hire the employee.

   The hiring supervisor will, transfer all job posting applications back to Human Resources.

4. Once the final decision is made, the best-qualified candidate will be notified by Human Resources

5. Human Resources or a chosen designee will notify all other internal candidates of the decision.

6. After the notification process is complete, Human Resources will announce the decision.

APPLICANT FLOW LOGS

Application Flow Logs must be generated for EEO tracking purposes for each vacant position.

1. When the interview process in completed, the hiring supervisor will forward the completed candidate's application, resume, interview notes, references and all other documents used to select the final candidate to Human Resources.
2. An Applicant Flow Log will be completed by the Corporate recruiter for each position (clinician, teacher, etc.) For each applicant, ethnicity, gender, interview status, etc., must be tracked.

ENHANCEMENT WORKFORCE STAFF MEMBERS

The Enhancement Workforce Staff Members are employees who have agreed to work in The Children's Guild *temporary* staffing pool.

1. Supervisors in need of temporary staffing should contact Human Resources who will recruit candidates for this pool. A Hiring Request Approval Form will be used to request temporary staffing.

2. The interviewing process will follow the procedures as outlined in the above section entitled, **"INTERVIEWING"**.

3. Once the candidate has been selected, Human Resources will notify them of their decision and set-up New Hire Orientation. Temporary staff members are required to sign a Letter of Agreement, which replaces an offer letter. Candidates selected to work in Residential Services will be required to have a physical examination, Tuberculosis (TB) test and drug screen. Candidates selected to work in the Day School program will only need a drug screen.

4. Human Resources in collaboration with the hiring supervisor will complete the Enhancement Workforce Personnel Action Form.

5. The temporary staff member may be hired as a regular full time or part time employee in the event of an opening, if qualified and their work performance meets Agency expectations.

   The hiring supervisor must complete the Hiring Request Approval Form and follow the procedures outlined in the Hiring Request and Approval Policy (#02-08-01).

Attachment

The Children's Guild, Inc.

Steps to Ensuring Criminal Records Check Prior to Employment

As specified in Family Law Article, Title 5, Part VI, Annotated Code of Maryland, on or before the first day of employment an employee in a school shall apply to the Department of Public Safety and Correctional Services Department for a Federal and State of MD criminal history records check. This includes any contractual employees who do regularly scheduled work on the premises during the day, whether they work directly with or are in the presence of the students, i.e., including contractual employees who clean the premises, if they work during the school day and could have access to children attending the school.

The specific steps that will be taken to ensure that each individual employed by The Children's Guild, Inc. either directly or through a contractual agency, will apply for a criminal history records check prior to working at the school are as follows:

1. Each candidate selected for direct employment by the Children's Guild, Inc., or as a contractor with the Guild, will be fingerprinted by an authorized fingerprinting agent (e.g., at CJIS or at a State Police barracks) for the purpose of completing a Federal and State of Maryland criminal history records check.

2. The Human Resources Generalist/Recruiter at The Children's Guild, Inc. will determine that the application for a criminal history records check (also referred to as the "fingerprinting card") has been fully completed and will provide, in writing, to the Director of Educational Services or other appropriate direct supervisor, a date on which the direct or contractual employee may start to work at the school. The start date will then be communicated to this individual.

3. The application is completed and fingerprinting is administered prior to the employee's first day of work. Along with the appropriate financial documents to cover the cost of processing, The Children's Guild, Inc. then submits the request to CJIS for processing. The processing at CJIS follows this and information is then forwarded to The Children's Guild, Inc. when completed.

Thus, as a minimum expectation, The Children's Guild, Inc. leadership, including members of Executive Management and Program Managers including other appropriate direct supervisors and administrative support staff in any program, will not allow any direct or contractual employee to start working in any of its schools until an application for the criminal records check is completed, a copy of this application is received and reviewed by the Human Resources Department and the supervisor receives written notification from the Human Resources Department. If this is not obtained, the individual will not start working at the school and will not do so until this process has been completed.