This **CHARTER** is entered into by and between ST. ALOYSIUS (**"Sponsor"**) and Richard Allen Preparatory (**"School Governing Authority"**), the governing board of a new start-up Ohio public community school established as a public benefit corporation under Ohio Revised Code (R.C.) Chapter 1702.

WHEREAS, R.C. Chapter 3314 permits Ohio public community schools; and

WHEREAS, **St. Aloysius** is an authorized **Sponsor** under R.C. Chapter 3314; and

WHEREAS, the **School Governing Authority** is an Ohio public benefit corporation with its corporate principal place of business located at 184 Salem Avenue, Dayton Ohio 45406 (address of school) (**"School"**) in Montgomery County, Ohio; and

WHEREAS, the **School** is located in the Dayton City School District; and

WHEREAS, the **School Governing Authority** wishes to fully state or restate its agreement to operate an Ohio community school;

NOW THEREFORE, the **School Governing Authority** and the **Sponsor** enter into this Charter pursuant to the following terms and conditions. All Attachments and Recitals to this Charter are incorporated by reference and made a part of this Charter.

ARTICLE I

Purpose

1.1 **Purpose**. This Charter authorizes the operation of the **School** pursuant to R.C. Chapter 3314. Such school shall be a public school, independent of any School District and is part of the State of Ohio Program of Education. Pursuant to R.C. Section 3314.01, the **School Governing Authority** may sue and be sued, acquire facilities as needed, and charter for services necessary for the operation of the School. The School Governing Authority may carry out any act and ensure the performance of any function that is in compliance with the Ohio Constitution, R.C. Chapter 3314, other statutes applicable to community schools and the terms of this Charter. The **School Governing Authority** covenants and agrees to Sections 1.2 through 1.6 below.

1.2 **Non-Profit Corporation**. The **School** is established and operated as a non-profit corporation under R.C. Chapter 1702 if established prior to April 8, 2003. The **School Governing Authority** shall maintain in good standing the **School**'s status as a non-profit corporation. The **School Governing Authority** shall hold all rights to the name of the **School** and any trade names or fictitious names.

1.3 **Public Benefit Corporation**. The **School Governing Authority** must be an Ohio Public Benefit Corporation under R.C. 1702.01(P), if formed after April of 2003. Attached as Attachment 1.3 are the Certificate of Incorporation, Articles of Incorporation, and Code of Regulations. Any changes or updates in any of these documents must be reported in

writing to the **Sponsor** within five (5) business days of the effective date of such changes, along with a copy of all documentation and filings.

For schools beginning operation in the 2018-2019 school year and later, no later than December 31, the **School Governing Authority** shall apply to qualify as a federal tax exempt entity under Section 501(c)(3) of the Internal Revenue Code. The **School Governing Authority** shall submit a copy of the application as submitted to the IRS the **Sponsor** within five (5) business days of submission. Any change in tax status of the **School** must be reported in writing to the **Sponsor** within ten (10) business days after notice to the **School** or the **School Governing Authority**, with a copy of any documentation and official/governmental notices or letters.

1.4 **Sponsor**. The **Sponsor** shall carry out the responsibilities established by law, including:

(a) Monitor the **School's** compliance with the laws applicable to the **School** and with this Charter;

(i) Conduct site visits to the **School** as necessary, but at least twice annually while classes are in session; and

(ii) Report on an annual basis the results of the site visits to the Ohio Department of Education and to the parents of students enrolled in the community school; and

(b) Monitor and evaluate the academic performance and the organization of the **School** as delineated in Attachment 6.4b, the state report cards issued for the School under R.C. 3302.03 and R.C. 3314.07 on at least an annual basis.

(c) Provide reasonable technical assistance to the **School Governing Authority** in complying with this Charter and with applicable laws (provided, however, the **Sponsor** shall not be obligated to give legal advice to the **School Governing Authority** (*See* 2.7 below); and

(d) If necessary, declare the **School Governing Authority** to be on probation pursuant to R.C. 3314.073. The **Sponsor** shall monitor the actions taken by the **School Governing Authority** to remedy the conditions that have warranted probationary status as specified by the **Sponsor.** The **Sponsor** may take over the operation of the **School,** if the material conditions are not remedied to the reasonable satisfaction of the **Sponsor**. The **Sponsor** may also take steps to terminate the charter with the **School Governing Authority** or to suspend operation of the **School** if the **Sponsor** at any time finds that the **School Governing Authority** is no longer able or willing to remedy those material conditions to the reasonable satisfaction of the **Sponsor**.

(e) Monitor and evaluate the **School's** fiscal performance and establish and/or require a plan of action to be undertaken if the **School** experiences financial difficulties before the end of the school year;

(i) Upon learning of financial difficulties, the **Sponsor** shall provide the **School Governing Authority** with a reasonable time frame to submit a plan of action; and

(ii) The **Sponsor** shall review and approve the plan within five (5) business days of receipt; and

(f) Provide in writing the annual assurances for the **School** no later than ten (10) business days prior to the opening of the **School**, as required in R.C. Section 3314.19; and

(g) Abiding by the requirements in its contract with the Ohio Department of Education; and

(h) Other activities designed to specifically benefit the School.

ARTICLE II

School Governing Authority

2.1 **Governing Authority Members**. The **School Governing Authority** (its Board of Directors "Directors" or "Board") must contain at least five (5) Directors, who are not owners or employees, or relatives of owners or employees, of the **School** or any for-profit company that operates or manages the **School**. Further, **School Governing Authority** members shall be disinterested parties as defined by R.C. 102.03, 2921.42 and 2921.43. Attached as **Attachment 2.1** is a **School Governing Authority** roster including names and electronic mail addresses used for school business **The Board shall provide the Sponsor with personal information not related to school business in order to enhance the Sponsor's ability to contact the Board, which personal information will not be attached to this Contract as it is not a public record.** Current resumes for each **School Governing Authority** member will be provided to the **Sponsor** prior to the member being appointed to the **School Governing Authority,** but shall not be a part of this Contract. The **School Governing Authority** agrees to comply with the procedures by which the members of the **School Governing Authority** of the **School** will be selected in the future as set forth in its code of regulations. The **Sponsor** shall be notified of any changes in Directors in within five (5) business days of such change. **School Governing Authority** members may be compensated per R.C. 3314.02(E)(5) in accordance with the Board's policy on compensation.

Each School Governing Authority member agrees to execute a conflict of interest statement on an annual basis and provide a copy to the Sponsor within ten (10) days of signing.

The **School Governing Authority** must meet at least six (6) times per year and must send notice of all regular meetings to the **Sponsor** at least three (3) business days prior to

the meeting. If the **School Governing Authority** calls a special meeting, notice must be sent twenty-four (24) hours prior to the meeting. If the **School Governing Authority** calls an emergency meeting, notice must be sent immediately. The **School Governing Authority** must maintain a policy regarding how it will notify the public of all meetings. The **School Governing Authority** shall submit a meeting schedule to the **Sponsor** no later than July 1st of each school year. Any changes to the regular meetings schedule which affect all future meetings of the School Governing Authority shall be communicated within ten (10) business days of the change being approved.
All names of School Governing Authority members shall be posted on the School's website and updated timely as necessary.

2.2 **Training of Governing Authority Members.** All new **School Governing Authority** members are required to attend Board training, and shall begin the training within ninety (90) days of appointment and complete the training within six (6) months. Training for new members must be at least four (4) hours in length. Additionally, the training must be approved by the **Sponsor** prior to completion. Existing Board members are encouraged to participate in Board training on an annual basis to remain current regarding their responsibilities as a member of the **School Governing Authority.** The **Sponsor** reserves the right to require additional training of any **School Governing Authority** member(s) at the **Sponsor's** reasonable discretion.

2.3 **Criminal Background Checks of Governing Authority Members**. Under R.C. 3314.19(I), all School Governing Authority Members are required to obtain a criminal background check, including both a BCI and a FBI under the standards set out in RC. 3319.39, before serving on the Governing Authority. The School shall obtain the consent of each potential member of the Governing Authority to release that persons background checks to the Sponsor and to the Governing Authority. The BCI and FBI background checks must have been completed within one (1) year prior to the Governing Authority Member being appointed to the **School Governing Authority**. A copy of the BCI and FBI check will be submitted to the **Sponsor**. The **Sponsor** shall indicate preliminarily its approval of potential School Governing Authority member pursuant to the R.C. 3319.39 standards and communicate the approval to the **School Governing Authority**. The board has final approval of any new appointment to the Governing Authority.

2.4 **Material Adverse Effect**. The **School Governing Authority** shall deliver to the **Sponsor** promptly upon any director, trustee, officer, employee, management company employee or agent of the **School Governing Authority** obtaining knowledge of any event or circumstance that could reasonably be expected to have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects or reputation of the **School** including, but not limited to:

(a) Any material breach of any covenant or agreement contained in this Charter, or

(b) Any default notice given to the **School Governing Authority** or any other action taken with respect to a claimed default under any financing obtained by the **School Governing Authority**, or

(c) The failure of the **School Governing Authority** to comply with the terms and conditions of any certificates, permits, licenses, governmental

regulations, a report in reasonable detail of the nature and date, if applicable of such event or circumstance and the **School Governing Authorities'** intended actions with respect thereto; or

(d) The institution of any action, suit, proceeding, governmental investigation or arbitration against or affecting the **School Governing Authority** or any property thereof (collectively, "Proceedings") not previously disclosed in writing by the **School Governing Authority**; or

(e) Any material adverse development in any Proceedings to which the **School Governing Authority** is a party or the **School Governing Authority's** property is subject which may not be covered by insurance and the Treasurer's assessment of any financial impact to the school

Written notice of any of the above must be submitted to the **Sponsor** no later than ten (10) business days after receipt of notice provided to the **School Governing Authority**, a schedule of all Proceedings involving an alleged liability of, or claims against or affecting the **School Governing Authority** or, if there has been no change since the last such report, a statement to that effect, shall timely be sent to the **Sponsor**. Other such information as may be reasonably requested by the **Sponsor** to enable the **Sponsor** and its counsel to evaluate any of such Proceedings shall be sent immediately upon request by the **Sponsor**.

2.5 **Sponsor Oversight**. The **School Governing Authority** and the **School's** administration covenant and agree to cooperate fully with the **Sponsor** in all activities as required by regulations of the Ohio Department of Education for oversight of the **School**. This includes, but is not limited to:

(a) Opening Assurances site visits at least ten (10) days prior to the first day of school for student instruction and compliance site visits at least two (2) times per year and at times thereafter as determined necessary by the **Sponsor**. The **School Governing Authority** or designee must maintain documentation of all verification of compliance in a compliance binder which shall be readily accessible at all times.

(b) Monthly reviews of financials. All financials, operating budgets, assets, liabilities, enrollment records or similar information must be submitted by the Fiscal Officer of the **School** to the **Sponsor** by email to financials@charterschoolspec.com no later than the 15th of every month for the previous months financial activity. The reports submitted may be in a format determined by the **School Governing Authority**, but must include:

(i) Cash Fund Report – a listing of all funds used showing the month's and year's activity and balances; and

(ii) Revenue Summary – a listing of all revenue received for the month and for the year; and

(iii) Statement of Net Position or Balance Sheet – statement showing assets, liabilities and net assets, in balance sheet form.

(iv) Statement of Revenues, Expenses and Changes in Net Position or Income Statement – Statement showing monthly and year-to-date Revenue and Expenses comparative to corresponding budgeted amounts.

(v) Check Register – a listing of all checks for the month; and

(vi) Cash Reconciliation – a book to bank reconciliation of all cash accounts with copies of bank statements; and

(vii) Aged Accounts Payable Detail – a listing of all outstanding accounts payable aged in 30 day increments; and

(viii) Enrollment Records – in the form of monthly FTEs; and

(viv) Copy of the monthly State Community School Statement of Settlement Report, and Detail Funding Report .

Treasurers and the **School Governing Authority** will be notified if a deadline is not met and/or if reports submitted do not contain all of the data required. If the **Sponsor** does not receive the correct data within a reasonable amount of time under the circumstances, the **School Governing Authority** may be placed on probation under section 11.8 of this Charter until all required information is received; and

(c) Signature on this document shall be evidence of granting to the **Sponsor** to read-only access to EMIS, and hard copies of other reports such as testing, with personally identifiable student information redacted.

(d) Other appropriate and reasonable requests for information from the **Sponsor.**

(e) Sponsor representatives shall be included in executive sessions provided such session do not include disputes with or claims of or to the sponsor or matters subject to the attorney client privilege. When any **Sponsor** representative is included in an executive session, he/she will keep information discussed in executive session confidential.

(f) The **School Governing Authority** shall have a post-audit conference unless waived by the Auditor of State's office and the School.

The **Sponsor** shall participate in the post-audit conference even if the **School Governing Authority** chooses not to participate.

2.6 **Technical Assistance and Training by Sponsor.** The **Sponsor** may provide technical assistance and training to the **School** and its staff at such times and to the extent that the **Sponsor** deems appropriate or as the current law requires. The **School**, **School employees** and **School Governing Authority** may be required to attend training and receive technical assistance at the direction of the **Sponsor.**

2.7 **Governing Authority Contracts.** If the **School Governing Authority** contracts with an attorney, accountant, or entity specializing in audits, the attorney, accountant, or entity shall be independent from the operator with which the school has contracted.

2.8 **Internal Financial Controls.** The **School Governing Authority** shall submit copies of all policies and procedures regarding internal financial controls adopted and include them as Attachment 2.8 in this charter agreement.

2.9 **Public Records and Open Meetings Training**. The **School Governing Authority** members, the designated fiscal officer of the school, the chief administrative officer and other administrative employees of the school, and all persons contracted by the School's operator for supervisory or administrative services shall complete training on an annual basis on the public records and open meetings laws.

ARTICLE III

Operations

3.1 **Student Transportation**. The **School Governing Authority** will work to assure that transportation of students is provided to the extent that such transportation is required by law and shall maintain a transportation plan at all times. Under R.C. 3314.091, the **School Governing Authority** must notify the local traditional public school district if the **School Governing Authority** will be accepting responsibility for student transportation. If the School Governing Authority has entered into an agreement with the local school district that designates the School Governing Authority as responsible for providing or arranging for the transportation of the district's native students to and from the community school pursuant to R.C. 3314.091(A), the agreement shall be submitted to the Sponsor for approval. If the School Governing Authority assumes the responsibility for the transportation of the local district's native students by notifying the local district pursuant to R.C. 3314.091(B)(2), then it shall notify the Sponsor of that decision and provide a transportation plan .

3.2 **Management by Third Parties**. Should the **School Governing Authority** enter into any contract for management or operation of the **School** or its curriculum or operations, or any portion thereof, such fully executed contract must be reviewed and negotiated by

an attorney, independent of the Sponsor or the operator with which the School has contracted. The final contract shall be attached as Attachment 3.2.

If the **School Governing Authority** desires to enter into a contract with an operator after execution of this Charter, change operators during the term of this Charter, or remove an operator and operate the School independently, the **School Governing Authority** shall submit information using the application provided by the Sponsor.

The **Sponsor** shall evaluate the proposed operator or independent operation and shall provide the **School Governing Authority** with a written response within ten (10) business days. The **Sponsor** shall approve the proposed operator or the School's independent operation, which approval shall not be unreasonably withheld, prior to execution of a contract with the proposed operator. If the proposed operator is approved, the **School Governing Authority** shall provide the **Sponsor** with the fully executed contract after its next scheduled Board meeting where in the new operator agreement is approved by the Board. This contract shall be incorporated as **Attachment 3.2**.

If the management company provides services to the **School** in excess of twenty percent (20%) of the **School's** gross annual revenues, then the management company must provide a detailed accounting of the nature and costs of the services it provides to the **School**, acceptable to the Auditor of the State of Ohio. This information shall be included in the footnotes of the financial statements of the **School** and be subject to audit during the course of the regular financial audit of the community school.

If the management company or operator loans money to the School or School Governing Authority, all moneys loaned, including facilities loans or cash flow assistance, must be accounted for, documented, and bear interest at a fair market rate.

If the School permanently closes and ceases its operation as a community school, any property that was acquired by the operator or management company of the school in the manner prescribed in R.C. 3314.0210 shall be distributed in accordance with R.C. 3314.015(E) and R.C. 3314.074.

The **School Governing Authority** shall evaluate the performance of its management company based on the responsibilities of the management company in the management contract. This evaluation shall occur annually and a report of the evaluation shall be submitted to the **Sponsor by October 30th** of each year excluding the first year of operation.

3.3 **Non-Sectarian**. The **School** shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, and will not be operated by a sectarian school or religious institution.

3.4 **Disposition of Assets**. To the extent permitted under Chapter 1702 of the Ohio Revised Code and the Internal Revenue Code with respect to a **School** which is a 501(c)(3) tax exempt organization, if the **School** permanently closes the **School and School**

Governing Authority agree to distribute all assets in accordance with Section 3314.074 of the Ohio Revised Code. The **School** shall comply with the closing procedures as agreed to in **Attachment 3.4**.

3.5 **Commencement of School Operations**. The **School** shall open for operation not later than September 30th of each school year, unless the mission of the **School** is solely to serve dropouts. In its initial year of operation, if the school fails to open by the thirtieth (30th) day of September, or within one (1) year after the adoption of the charter if the mission of the school is solely to serve dropouts pursuant to division (D) of section 3314.02 of the Revised Code, the charter shall be void.

3.6 **Safety Plan**. Under R.C. 3313.536, the **School Governing Authority or designee** shall submit to the appropriate required governmental or law enforcement agency, an electronic copy of its emergency management plan not less than once every three years, whenever a major modification to the building requires changes in the procedures outlined in the plan, and whenever information on the emergency contact information sheet changes.

3.7 **Racial and Ethnic Balance**. The **School** will attempt to achieve or continue, as the case may be, racial and ethnic balance reflective of the community it serves by doing each of the items recited in **Attachment 3.7**. Notwithstanding the admissions procedures of the **School**, in the event that the racial composition of the enrollment of the **School** is in violation of a federal desegregation order, the **School** shall take any and all corrective measures to comply with desegregation order. The **School Governing Authority** must assess the Racial and Ethnic Balance of the **School** each school year in order to make necessary adjustments to any marketing plans then used by the school in order to attempt to be reflective of either the community it serves or the local traditional public school district in which the School resides.

3.8 **Tuition**. Subject only to any applicable exception pursuant to R.C. 3314.26, tuition in any form shall not be charged for the enrollment of any student. Additionally, the **School Governing Authority** shall not require parents to volunteer in lieu of a tuition charge. Nothing in this section prevents reasonable activity or class fees as allowed by law, or the **School Governing Authority** engaging in voluntary fund-raising activities.

3.9 **Admissions Policy**. The admissions and enrollment procedures of the **School** are attached hereto as **Attachment 3.9.** The School and/or School Governing Authority shall communicate any changes to the admissions and enrollment procedures within ten (10) business days after the change being approved. At a minimum, the admission procedures at all times must comply with R.C. 3314.06 and R.C. 3314.061 if applicable and must:

(a) specify that the **School** will not discriminate in its admission of students to the **School** on the basis of race, religion, color, national origin, handicap, intellectual ability, athletic ability or measurement of achievement or aptitude;

(b) be open to any individual entitled to attend school in the State of Ohio pursuant to section 3313.64 or section 3313.65 of the Ohio Revised Code, except that admission to the **School** may be limited to (i) students who have obtained a specific grade level or are within a specific age group, (ii) students that meet a definition of "at-risk," as defined within this Charter, (iii) residents of a specific geographic area within the district, as defined in this Charter, (iv) separate groups of autistic students and nondisabled students under R.C. 3314.061 and as defined in this Charter, and/or (v) single-gender students of either sex.

If the number of applicants meeting admission criteria exceeds the capacity of the **School's** programs, classes, grade levels or facilities, students shall be admitted by lot from all eligible applicants, except preference shall be given to students attending the **School** the previous year and may be given to eligible siblings of such students. In addition, if the School so wishes, preference may be given to students of full time staff of the School so long as such students comprise less than 5% of the total enrollment of the school. The lottery may be conducted by the **Sponsor**.

(c) The **School Governing Authority** shall adopt a policy regarding the admission of students residing outside the district in which the **School** is located. That policy shall comply with the admissions procedures specified in sections 3314.06 and 3314.061 of the Revised Code and at the sole discretion of the authority, shall do one of the following:

(i) Prohibit the enrollment of students who reside outside the district in which the **School** is located; or

(ii) Permit the enrollment of students who reside in districts adjacent to the district in which the **School** is located; or

(iii) Permit the enrollment of students who reside in any other district in the state.

(d) If the **School** serves kindergarten and first grade students, it may admit students early into kindergarten and first grade based on their local policy for early entrance. If it is the intent of the **School** to admit students who do not meet the statutory deadline for regular admission, the **School Governing Authority** must adopt its own local policy for early entrance.

3.9.1 The **School Governing Authority** agrees to provide notices to students, parents, employees and the general public indicating that all of the **School's** educational programs are available to its students without regard to race, creed, color, national origin, sex and disability. Further, the **School** shall provide a non-discrimination notice in all newsletters, annual reports, admissions materials, handbooks, application forms and promotional materials other than radio advertisements.

3.9.2 The **School Governing Authority** agrees to provide a copy of the most recent Local Report Card to parents during the admissions process under R.C. 3313.6411(B).

3.10 **Attendance Policy**. The **School Governing Authority** must adopt an attendance policy that includes a procedure for automatically withdrawing a student from the **School** if the student, without a legitimate excuse, fails to participate in one hundred five (105) consecutive hours of the learning opportunities offered to the student. The **School** and **School Governing Authority** shall ensure all attendance and participation policies will be available for public inspection and comply with rule and law applicable to truancy and excessive absences. The School's attendance and participation records shall be made available to the Ohio Department of Education, auditor of state and the Sponsor to the extent permitted under and in accordance with the "Family Educational Rights and Privacy Act of 1974," 88 Stat. 571, 20 U.S.C. 1232g, as amended, and any regulations promulgated under that act, and R.C. 3319.321.

3.11 **Suspension and Expulsion Policies**. The **School Governing Authority** shall maintain a policy regarding suspension, expulsion, removal and permanent exclusion of a student that specifies among other things the types of misconduct for which a student may be suspended, expelled or removed and the due process related thereto. The **School's** practices pursuant to the policy shall comply with the requirements of sections 3313.66, 3313.661 and 3313.662 of the Ohio Revised Code. Those policies and practices shall not infringe upon the rights of handicapped students as provided by state and federal law and the **School** must also maintain a separate policy for the discipline of students receiving special education services.

3.12 **Students with Disabilities. School** will comply with all federal and state laws regarding the education of students with disabilities and be in a position to provide services upon admission and/or identification. The **School** shall provide legally required related services, or the **School Governing Authority** may contract for such related services. The **School Governing Authority's** plan to provide these services is included in Attachment 3.12.

3.13 **School Closure or Reconstruction**. The **School** agrees to remain open for students to attend until the end of the school year in which it is determined that the **School** must close. The programs provided to students in the final year of the **School** must continue without interruption or reduction unless program changes are approved in writing by the **Sponsor**. The **Sponsor** may operate the **School** in the event the **School Governing Authority** fails to continue until the end of the approved school year. Provided however, the **Sponsor** may suspend the operations or terminate the charter as otherwise indicated by law.

3.14 **Internet or Computer-Based Community Schools**. The **School Governing Authority** and **School**, if an internet or computer-based community school, shall comply with the requirements in R.C. 3314.013 (Limits on start-up schools) and R.C. 3314.033 (Standards governing operation of internet – or computer – based community schools).

3.15 **Community School Bond.** No new **School** shall initiate operation after February 1, 2016, unless the **School Governing Authority** has posted a bond in the amount of fifty thousand dollars with the auditor of state. In lieu of the bond, the **School Governing Authority**, the **Sponsor** or the operator may deposit, with the auditor of state, cash in the amount of fifty thousand dollars as guarantee of payment under R.C. 3314.50. In lieu of a bond or a cash deposit, the **Sponsor** or the operator may provide a written guarantee of payment, which shall obligate the **Sponsor** or operator to pay the cost of audits of the School up to the amount of fifty thousand dollars. Any such written guarantee shall be binding upon any successor entity that enters into a contract to **Sponsor** or to operate the **School**, and any such entity, as a condition of its undertaking shall acknowledge and accept such obligation.

3.16 **Residency.** The **School** shall annually submit to the Ohio Department of Education and auditor of state a report of each instance under which a student who is enrolled in the **School** resides in a children's residential center as defined under R.C. 5103.05.

ARTICLE IV

Compliance With Laws

4.1 **Compliance with State Laws**. The **School** shall comply with sections 9.90 (Purchase or procurement of insurance), 9.91 (Placement or purchase of tax-sheltered annuity for educational employees), 109.65 (Missing children clearinghouse – missing children fund), 121.22 (Public Meetings), 149.43 (Availability of public records for inspection and copying), 311.29 (Authority for the county sheriff to contract with a community school for police services), 2151.357, (Institution receiving children required to make report), 2151.421 (Reporting child abuse or neglect), 2313.19 (Employer may not penalize employee for being called to jury duty), 3301.07 (Requirement to report financial information to the State Board in the same manner as school districts), 3301.0710 (Ohio Graduation Tests), 3301.0711 (Administration and grading of tests), 3301.0712 (College and work ready assessments), 3301.0714 (Guidelines for statewide education management information system) (as stated in 3314.17), 3301.0715 (District board to administer diagnostic assessments – intervention services), 3301.723(C) (Data verification code for younger children receiving state services), 3301.0729 (Time Spent on Assessments), 3301.52 to 3301.59 (Preschool program standards and licensing), 3301.60 (Interstate Compact on Educational Opportunity for Military Children), 3301.947 (Privacy of data during testing), 3301.948 (Provision of data to multi-state consortium provided), 3302.13 (Reading achievement improvement plan requirements), 3309.013 (Exclusions from definition of employee under ORC section 3309.01), 3311.742 (Municipal school district student advisory committees), 3313.131 (Member of governing authority of community school prohibited from membership on board of education), 3313.375 (Lease-purchase agreement for building or improvements to building), 3313.411 (Lease or sale of unused school facilities), 3313.472 (Policy on parental and foster caregiver involvement in schools), 3313.50 (Record of tests – statistical data – individual records), 3313.536 (School safety plan for each school building), 3313.539 (Concussions and school athletics), 3313.608 (Third Grade Reading

Guarantee), 3313.5310 (Information and training regarding sudden cardiac arrest); 3313.602 (Veteran's Day Observance), 3313.605 (Community service education program), 3313.609 (Grade Promotion and Retention Policy) 3313.6012 (Policy governing conduct of academic prevention/intervention services), 3313.6013 (Dual enrollment program for college credit), 3313.6014 (Parental notification of core curriculum requirements), 3313.6015 (Resolution describing how district will address college and career readiness and financial literacy), 3313.6020 (Policy on Career Advising), 3313.6021 and 3313.6023 (Requirements to provide instruction in CPR and use of AED), 3313.6111 (State seal of biliteracy), 3313.6411 (Providing report card to parent), 3313.643 (Eye protective devices), 3313.648 (Prohibiting incentives to enroll in district), 3313.66 (Suspension, expulsion or permanent exclusion- removal from curricular or extracurricular activities), 3313.661 (Policy regarding suspension, removal, expulsion and permanent exclusion), 3313.662 (Adjudication order permanently excluding pupil from public schools), 3313.666 (District policy prohibiting harassment required), 3313.667 (District bullying prevention initiatives), 3313.668 (Removal from school based on absences); 3313.67 (Immunization of pupils – immunization records – annual summary), 3313.671 (Proof of required immunizations – exceptions), 3313.672 (Presenting school records, custody order if applicable and certification of birth by new pupil), 3313.673 (Screening of beginning pupils for special learning needs), 3313.69 (Hearing and visual tests of school children – exemptions), 3313.71 (Examinations and diagnoses by school physician), 3313.7110 (Procurement of epinephrine autoinjectors for public schools), 3313.7112 (Requirements related to care of students with diabetes), 3313.7113 (Procurement of inhalers for board), 3313.716 (Possession and use metered dose inhaler or dry powder inhaler to alleviate asthmatic symptoms), 3313.718 (Possession and use of epinephrine auto-injector to treat anaphylaxis), 3313.719 (Food allergy protection policy), 3313.721 (Health care for students), 3313.80 (Display of national flag), 3313.814 (Standards governing types of food sold on school premises), 3313.816 (Sale of a la carte beverage items), 3313.817 (A la carte foods; determination of nutritional value; software), 3313.86 (Health and safety review), 3313.89 (Publication of information regarding online education and career planning tool), 3313.96 (Informational programs relative to missing children – fingerprinting program), 3317.161 (Approval of career-technical education programs), 3319.073 (In-service training in child abuse prevention programs), 3319.22 through 3319.31 (Licensure/certification of employees), , 3319.321 (Confidentiality), 3319.39 (Criminal records check), 3319.391 (Applicants and new hires subject to criminal records check provisions), 3319.41 (Corporal punishment policy), 3319.46 (Policy and rules regarding positive behavior intervention supports and the use of physical restraint or seclusion), 3319.58 (Retesting teachers in low performance schools), 3321.041 (Excused absences for certain extracurricular activities), 3321.01 (Compulsory school age – requirements for admission to kindergarten or first grade – pupil personnel services committee), 3321.13 (Duties of teacher or superintendent upon withdrawal or habitual absence of child from school – forms), 3321.14 (Attendance officer – pupil-personnel workers), 3321.17 (Attendance officer and assistants – powers), 3321.18 (Enforcement proceedings), 3321.19 (Examination into cases of truancy – failure of parent, guardian or responsible person to cause child's attendance at school), 3321.191 (Board to adopt policy regarding habitual truancy – intervention strategies), 3323.19 (Comprehensive eye examination), 3327.01, 3327.02

and 3327.09 (Student Transportation), 3327.10 (Qualifications of drivers), 3327.16 (Volunteer bus rider assistance program), 3333.31 (Rules for determining student residency), 3333.81 to 3333.88 (Requirements related to student participation in distance learning courses), 3365.032 (Notice of expulsion of student), 3737.73 (Fire, Tornado and Lockdown Drills), 4111.17 (Prohibiting discrimination in payment of wages), 4113.52 (Reporting violation of law by employer or fellow employee) and 5705.391 (Board of education spending plan), Chapters 117 (Auditor of State), 1347 (Personal Information Systems), 1702 (Non-Profit Corporation Law), 2744 (Political Subdivision Tort Liability), 3307 (State Teachers Retirement System), 3309 (Public School Employees Retirement System), 3314 (Community Schools), 3323 (Special Education), 3365 (Post-Secondary Enrollment Options Program), 3742 (Lead Abatement), 4112 (Civil Rights Commission), 4117 (Collective Bargaining Law), 4123 (Workers' Compensation), 4141 (Unemployment Compensation), and 4167 (Public Employment Risk Reduction Program) of the Ohio Revised Code as if it were a school district. The **School** will comply with these sections and chapters of the Ohio Revised Code now in effect and as hereafter amended. Certain laws listed above which are not specified therein as mandatory, are permissive, unless otherwise specifically required under this Charter. Laws listed above which are mandatory, are also mandatory under this Charter.

The **School** shall comply with Chapter 102 (Public Officers – Ethics), section 2921.42 (Having an unlawful interest in a public contract) and section 2921.43 (Soliciting or accepting improper compensation) and 2921.44 (Dereliction of Duty) of the Ohio Revised Code. The **School Governing Authority** must maintain a general conflict of interest policy.

The **School** shall also comply with R.C. 3302.04 (Three year continuous improvement plan – intervention by department – site evaluations) and R.C. 3302.041 (Failure to make adequate progress – corrective actions), including division (E) of R.C. 3302.04 to the extent possible, except that any action required by a school district under R.C. 3302.04 shall be taken by the **Sponsor**. The **Sponsor**, however, shall not be required to take any action under R.C. 3302.04(F).

The **School** shall comply with R.C. 3313.614 (Testing requirements for fulfilling curriculum requirement for diploma), and with R.C. 3313.61 (Diploma or honors diploma) and 3313.611 (Standards for awarding high school credit equivalent to credit for completion of high school academic and vocational education courses) except that for students who enter ninth grade for the first time before July 1, 2010, the requirement in R.C. 3313.61 and 3313.611 that a person must successfully complete the curriculum adopted by the governing authority of the community school rather than the curriculum specified in R.C. Title XXXIII or any rules of the state board of education. Beginning with students who enter the ninth grade for the first time on or after July 1, 2010, the curriculum of a high school prior to receiving a high school diploma shall be met by completing the Ohio core curriculum prescribed in R.C. 3313.603(C), unless the person qualifies under R.C. 3313.603(D) or (F). Each **School** shall comply with the plan for awarding high school credit based on demonstration of subject area competency, adopted by the State Board of Education under R.C. 3313.603(J).

The **School**, unless it is an internet- or computer-based community school, shall comply with 3313.801 (Display of national and Ohio Mottoes) as if it were a school district.

The School shall comply with Ohio Administrative Code Section 901:5-11-15 governing pesticide policies.

4.2 **Compliance with Other Laws**. The **School** and the **School Governing Authority** may not carry out any act or insure the performance of any function that is not in compliance with the United States Constitution, the Ohio Constitution, federal law, Ohio law and this Charter. The **School** and the **School Governing Authority** are not exempt from federal laws, rules and regulations, or other Ohio laws granting rights to parents.

ARTICLE V

Facilities

5.1 **Location of Facility**. The facility to be used for the **School** will be maintained at 184 Salem Avenue, Dayton Ohio 45406 and 627 Salem Avenue, Dayton, Ohio 45406. If multiple facilities are used, the **School Governing Authority** shall comply with R.C. 3314.05. If the facility has been or will be leased, a copy of the fully executed lease and any lease renewals or amendments must be provided to the **Sponsor** within ten (10) business days of its execution and shall be incorporated into this charter as Attachment 5.1(a). If the facility has been or will be purchased by the **School Governing Authority**, a copy of the contract of sale and related documents must be provided to the **Sponsor** within ten (10) business days of execution, and after purchase, a copy of the recorded conveyance documents shall timely be provided to the **Sponsor.** Any lease, sub-lease or use of the facility by any party, including the management company, must be documented in writing.

The **School Governing Authority** shall provide the following information in Attachment 5.1(b):

(a) a detailed description of each facility used for instructional purposes; and
(b) the annual costs associated with leasing each facility that are paid by or on behalf of the school; and
(c) the annual mortgage principal and interest payments that are paid by the school; and
(d) the name of the lender or landlord, identified as such, and the lender's or landlord's relationship to the operator, if any.

The facility will not be changed and the number of square feet used will not be reduced without prior notification to the **Sponsor**. Any lease, mortgage payments, or capital improvement costs must be consistent with the latest budget given to and approved by the

Board. In any change of facility, the **Sponsor**, at its sole discretion, but without obligation to do so, may request maps, plans and/or revised budgets showing adequate service of the debt and reserves for maintenance or repairs, and/or attorney, accountant or financial consultant assurances or opinions regarding structure, financing or otherwise. The **Sponsor** shall not be liable for the debts, obligations or business of the **School** or the **School Governing Authority**, but may request any information the **Sponsor** deems necessary to assess adequate planning for facilities.

5.2 **Compliance with Health and Safety Standards**. Any facility used by the **School Governing Authority** for or by the **School** shall meet all health and safety standards established by law for community school buildings. The **School** shall not begin operations either at start up or after any structural change requiring permits until which time the **Sponsor** has viewed all health and safety permits and if in order, provided the **School** an Assurances Document as specified by the State Board of Education. Facilities will be maintained in a clean, healthy manner as indicated by proper authorities. Copies of all current permits, inspections and/or certificates must be filed with the **Sponsor**. The **School** must keep all permits, inspections and/or certifications current and compliant.

5.3 **Closure of School**. If the **School** should close for any reason, the **School Governing Authority** is solely responsible for the sale, lease or other distribution of the facility. The **School Governing Authority** agrees to maintain the facility until such time as the facility is sold or leased to another entity.

ARTICLE VI

Educational Program

6.1 **Number of Students**. The **School** will provide learning opportunities to the minimum number of students as required by R.C. 3314.03(A)(11)(a); and as applicable, for a minimum of nine hundred twenty (920) hours per school year or in accordance with any applicable changes of law. The **School** is authorized to serve grades K-8, and currently serves grades K-8. The **School** shall provide an education plan as detailed in Attachment 6.3 for all grades currently served under this charter. The education plan shall include the characteristics and ages of the students to be served, including grade configuration and enrollment projections for the next five (5) years. If the School Governing Authority desires to add additional grades to the School, it shall submit a resolution requesting a charter modification to add grades and modify the education plan. Unless already authorized to serve additional grades, the Sponsor shall evaluate the request for added grades and shall evaluate any modifications and respond accordingly and Sponsor's approval shall be timely (within ten (10) business days) and not unreasonably withheld. The number of students attending the **School** at any one time shall not exceed the number allowed by the occupancy permit (including staff).

6.1.1 If the School does not have at least one-hundred (100) students enrolled thirty (30) days prior to the first day of school, the Sponsor shall review the number of students enrolled, the financial and organizational position of the School and all other opening assurances requirements as prescribed by the Ohio Department of Education. If the Sponsor determines that the number of students enrolled and the financial position of the School are not sufficient for the School to remain open for the entire school year, the Sponsor will require a guarantee of funding from the management company or other sources to keep the School in operation for the entire school year. The School will provide the guarantee and all necessary financial data relative to the funding sources for approval prior to the due date for opening assurances documents to be submitted to the Ohio Department of Education.

6.2 **Continuing Operation**. The **School** agrees to continue operation by teaching the minimum number of students permitted by law or this Charter, whichever is greater. Time is of the essence in continuing operation. Failure to continue operation without customary interruption is grounds for termination of this Charter.

6.3 **Curriculum**. For purposes of this Charter, in Attachment 6.3, the vision, mission, philosophy, goals, focus of the curriculum and objectives shall be separated from the methods used to achieve those goals. The **School Governing Authority** shall provide a clear mission statement which shall be incorporated into Attachment 6.3. Any change in vision, mission, philosophy, goals, focus of the curriculum and objectives methods would constitute a material change in the Charter and must be requested through a charter modification process. Any Charter modification must be submitted to the **Sponsor** in writing for approval. Upon approval by the **Sponsor**, the **School Governing Authority** shall pass a resolution outlining in detail the changes made. The **School's** curriculum must be aligned to the Ohio's Learning Standards including English, Language Arts and Mathematics, Science and Social Studies content standards and any additional content areas for which standards have been established and/or revised per R.C. 3301.079. The **School** must demonstrate at any given time, and to the **Sponsor**'s satisfaction, the implementation of the aligned curriculum as stated in this section. Attachment 6.3 encompasses a description of the learning opportunities that will be offered to students including both class-room based and non-classroom-based learning opportunities that is in compliance with criteria for student participation established by the department under R.C. 3314.08(H)(2). Attachment 6.3 shall also include an explanation of how the educational program will be implemented within the School's facility.

6.3.1 The **School Governing Authority** shall provide the **Sponsor** with a school calendar that includes testing/assessment dates [state, diagnostics, nationally normed and local] and professional development days and bell schedule that includes collaborative teacher planning time each year for approval by a date prescribed by the Ohio Department of Education. The **School Governing Authority** shall consult with each local traditional school district that transports students to the School before changing the calendar or bell schedule which would change transportation drop off, pick-up or days and times needing transportation.

Any changes made without this communication may result in a corrective action plan.

6.3.2 The **School** shall develop a prevention/intervention plan (not related to the special education non-discriminatory evaluation process) for all students not found proficient on the Ohio system of assessments and/or the current tests being required by the Ohio Department of Education. Each year, the **School** shall update the plan and develop additional plans relative to individual student performance.

6.4 **Accountability Standards.** The **School's** academic and non-academic goals shall be reflected in the **School's** School Improvement Plan approved by the **School Governing Authority.** During the first year a School enters into sponsorship with St. Aloysius, the School shall establish two academic and one non-academic goal that will impact grade card performance and align to grade card components by October 15th. The School and School Governing Authority are subject to interventions as detailed in the accountability Attachment 6.4b.

6.5 **Assessments and Performance Standards**. The performance standards (requirements) and assessments shall include the Ohio system of assessments according to R.C. 3301.0710 and R.C. 3301.0712, college and work ready assessments, ACT/SAT WorkKeys, industry credentialing examinations, OELPA, Kindergarten Readiness Assessment (KRA), nationally normed standardized assessments recognized by the Ohio Department of Education as a student growth measure and any other standards and/or assessments required by law or recommended by the **Sponsor.** All assessments must be timely and properly administered. The nationally normed standardized assessment approved by the Ohio Department of Education as a student growth measure chosen by the **School** must be administered at a minimum of twice annually to all grade levels, excluding Kindergarten, with the vendor generated reports for measures of academic progress and analysis in reading and math being provided to the **Sponsor** upon request and no later than June 30th of each school year. The School must assess and keep benchmarks related to interim progress if required by the Ohio Department of Education. The School must report the benchmarks required by ODE to the Sponsor. All assessments required by the Sponsor are identified in Attachment 6.5. Testing shall not exceed the limits established by law, unless by resolution of the School Governing Authority. The School and School Governing Authority shall also comply with all applicable provisions of ESSA.

6.6 **High School Diplomas**. If the **School** is a high school awarding a diploma, the **School** shall comply with sections 3313.603, 3313.6013, 3313.61, 3313.611, 3313.614, 3313.615, 3313.618, 3301.0710, 3301.0711, and 3301.0712 of the Ohio Revised Code as applicable. At least thirty (30) days before any graduation, the **School** shall make available upon request a list of graduates and proof of meeting all Ohio Department of Education graduation requirements and any other School Governing Authority requirements to the **Sponsor**.

ARTICLE VII

Reporting

7.1 **Annual Report**. The **School Governing Authority** shall submit not later than October 31st (or any subsequent statutorily prescribed date) of each year to the **Sponsor** and to the parents of all students enrolled in the **School**, or any other statutorily required parties, its financial status, and the annual report of its activities and progress in meeting the goals and standards of this Charter, local report card rating, adequate yearly progress rating, value added rating and school improvement status of the most current school year as issued by ODE and statement from the **Sponsor**, as well as its activities and standards.

7.2 **Reports to Sponsor**. The **School Governing Authority** shall timely comply with all reasonable requests for information from the **Sponsor**, including the **School** financial reports required in section 2.5 of this Charter.

7.3 **Site Visits**. The **Sponsor** shall be allowed to observe the **School** in operation at site visits at the **Sponsor's** request and shall be allowed access for such site visits or other impromptu visits as the **Sponsor** deems advisable or necessary, provided the Sponsor does not disturb the educational process or testing.

ARTICLE VIII

Employees

8.1 **Employment of Teachers**. At least one (1) full-time classroom teacher or two (2) part-time classroom teachers each working more than twelve (12) hours per week must be employed by the **School**. The full-time classroom teachers and part-time classroom teachers teaching more than twelve (12) hours per week shall be certified or licensed in accordance with R.C. 3319.22 to 3319.31, or other applicable sections of the Ohio Revised Code. Upon request, the **School** shall forward teacher qualifications, including but not limited to, the grade level and content area being taught and the teacher's licensure or certification granted by the Ohio Department of Education, to the **Sponsor**. The **School** may employ non-licensed persons to teach up to twelve (12) hours per week pursuant to R.C. 3319.301, to the extent permitted by ESSA or any subsequent legislation. There shall be no more than twenty-nine (29) students per classroom on a schoolwide average. If the **School** uses federal funds for the purpose of class size reduction by using Title 1 or Title II-A funds, the school wide students to full-time equivalent classroom teacher ratio shall be no more than 1 to 25 based on the State Operating Standard 3301.35.05(A)(3). The **School** may also employ necessary non-teaching employees. Prior to opening day, the **School** will provide the **Sponsor** with proof of Ohio licensure/certification for a sufficient number of teachers to support the stated teacher/student ratio, as well as the credentials and background checks for all staff

of the **School**. . In addition, persons with only long-term substitute licenses may be employed only if their license is in the grade level and content area they are teaching. The **School Governing Authority** shall provide an organizational chart and a list of roles and responsibilities of all School staff as shown on **Attachment 8.1.**

8.1.1 Each person employed by the **School** as a nurse, teacher, counselor, school psychologist or administrator shall complete at least four (4) hours of in-service training in the prevention of child abuse, violence and substance abuse and the promotion of positive youth development within two (2) years of commencing employment with the **School**, and every five (5) years thereafter. Prior to opening day, the School will provide the Sponsor with: 1) proof of Ohio licensure/certification in represented field, 2) sufficient number to support the stated student ratio, and 3) credentials and proof of background checks completed for all certified staff including nurse, counselor, school psychologist or administrator.

8.1.2 Beginning with the 2015-2016 school year, pursuant to R.C 3319.58(C), if the School is ranked in the lowest ten percent of all public school buildings according to performance index score, the School Governing Authority shall require each classroom teacher currently teaching in a core subject area in the building to demonstrate expertise by examination.

8.2 **Staff Evaluation.** Each school must use the OTES and OPES process, or similar valid model, for evaluating teachers and principals/superintendents that includes goal setting based on the Ohio Standards for the Teacher Profession or the Ohio Principal Standards or the Ohio Superintendent Standards, student performance measures (as defined by the Ohio Department of Education), and an annual review that includes not less than two (2) formal observations and written evaluation reports. Any person conducting reviews must be credentialed by the Ohio Department of Education, hold a current credential at the time of the evaluations, and follow rubrics aligned to the OTES and OPES models. A School Governing Authority member or designee and/or regional manager of the management company shall undergo appropriate training/credentialing by the Ohio Department of Education and be responsible for evaluating the principal/superintendent.

8.3 **Dismissal of Employees**. Subject to 11.2 below, the **School Governing Authority** may employ administrators, teachers and non-teaching employees necessary to carry out its mission and fulfill this Charter, so long as no contract of employment extends beyond the term of this Charter. The requirements and procedures regarding the disposition of employees of the **School** in the event this Charter is terminated or not renewed under R.C. 3314.07 are set out in **Attachment 8.3**.

8.4 **Employee Benefits**. The **School** must provide to all full-time employees health and other benefits as set out in **Attachment 8.4**. In the event certain employees have bargained collectively pursuant to Chapter 4117 of the Ohio Revised Code, the collective bargaining agreement supersedes Attachment 8.4 to the extent that the collective bargaining agreement provides for health and other benefits. The collective bargaining

agreement shall not, under any circumstances, be a part of this Charter. The School shall establish and/or update an employee handbook prior to the first day of school each year.

8.4 **Criminal Background Check**. The **School Governing Authority** must request that the superintendent of the Bureau of Criminal Identification & Investigation conduct a criminal background records check for any applicant who has applied to the **School** for employment, in any position. The **School Governing Authority** hereby appoints the **Sponsor** as a representative pursuant to R.C. 3319.39(D) for purposes of receiving and reviewing copies of the results of the criminal records checks performed under R.C. 3319.39(A)(1) for employees working at the **School** and authorizes its agent(s) (including educational management organizations) to communicate this information directly to the **Sponsor**. The **Sponsor** agrees that it is responsible for any and all reasonable costs or damages that result from the **Sponsor's** failure to comply with other state and federal laws regarding the privacy of the results of criminal records checks. The Board or its chief administrator shall receive all originals and the Board or the operator (if it employs the employees) shall make all final decisions as to hiring. An applicant may be employed conditionally for up to sixty (60) days until the criminal records check is completed and the results of the criminal records check are received. If the results of the criminal records check indicate that the applicant does not qualify for employment the applicant shall be released from employment.

As required by 3314.41, and as applicable, vendors and contractors of any kind shall show proof, which may be provided through their employer, that they have been the subject of a criminal records check in accordance with R.C. 3319.392(D).

All employees, staff, volunteers, vendors or contractors undergoing a criminal background check must sign consent to release the results to the **Sponsor**.

The **School** must comply with the teacher misconduct reporting laws and updated background check requirements found in R.C. 3319.31, 3319.313, 3319.314, 3319.314 and OAC 3301-20.

ARTICLE IX

Finance

9.1 **Financial Records.** The **School's** financial records will be maintained in the same manner as are financial records of school districts, pursuant to rules of the Auditor of the State, R.C. 3314.042 and R.C. 3301.07, and audits shall be conducted in accordance with section 117.10 of the Ohio Revised Code. The Sponsor shall receive a copy of the draft audit and shall be notified, by the Auditor of State, any independent contracted auditor or the School Governing Authority, of all post audit conferences in order to review the school's annual audit prior to the document being finalized and released.

9.2 **Fiscal Officer.** The **School Governing Authority** shall maintain a designated fiscal officer. Unless an appropriate and timely resolution has been passed by the **School Governing Authority** under R.C. 3314.011(D)(1), the fiscal officer shall be employed or engaged under a contract directly with the **School Governing Authority**. This resolution must be passed by the **School Governing Authority** each and every year. The **School Governing Authority** must submit the resolution to the **Sponsor** for approval within seven (7) business days after approval. Under 3314.011, prior to assuming the duties of fiscal officer, agent and/or fiscal servicer of the **School**, the fiscal officer, agent or service provider shall be licensed as provided for in Ohio Revised Code 3301.074.

9.2.1 R.C. 9.24 prohibits any state agency or political subdivision from awarding a contract for goods, services, or construction to any person against whom a finding for recovery has been issued by the Auditor of State, if that finding is unresolved. Before entering into a public contract described above, the **School Governing Authority** is required to verify that the person does not appear in this database.

9.2.2 The School Governing Authority must maintain funds equal to three (3) months of treasurer fees in the event the School closes.

9.3 **Fiscal Bond**. **The fiscal** agent, officer and/or service provider shall execute a bond in an amount and with surety to be approved by the **School Governing Authority**, payable to the State of Ohio, conditioned for the faithful performance of all of the official duties required of the **School** fiscal agent, officer or service provider. The bond shall be in an amount of not less than twenty-five thousand dollars ($25,000). The bond shall be deposited with the **School Governing Authority**, and a copy thereof, certified by the **School Governing Authority**, shall be filed with the county auditor and the **Sponsor**.

9.4 **Budget**. A financial plan detailing an estimated school budget for the first year of the period of this Charter and specifying the total estimated per pupil expenditure amount for each such year and at least five (5) fiscal years thereafter is attached as Attachment 9.4. Each year, the **School Governing Authority**, with the assistance of the School's designated fiscal officer, shall adopt an annual budget by the thirty-first day of October using the format and following the guidelines prescribed by the Ohio Department of Education. .. The **Sponsor** shall assess the yearly budget to ensure the **School Governing Authority** maintains financial viability. Should the **Sponsor** reasonably request further breakdown of revenue or expenses, or line items for expenses or revenue not projected, the **School** agrees to comply with such requests. Should the **School** be managed by a third party operator, the **School Governing Authority** must procure from such operator, sufficient data, at the **Sponsor's** reasonable discretion, to allow the **Sponsor** to review revenue and expenses as required and/or permitted by law.

9.5 **Borrowing Money**. The **School Governing Authority** may borrow money to pay necessary and actual expenses of the **School** in anticipation of receipt of any portion of the payments to be received by the **School.** The **School Governing Authority** may issue notes to evidence such a borrowing. A copy of all notes must be provided to the **Sponsor** within ten (10) business days of signing. The proceeds from the notes shall be used only

for the purpose for which the anticipated receipts may be lawfully expended by the **School**. The **School** may borrow money for a term not to exceed fifteen (15) years for the purpose of acquiring facilities.

9.6 **Payment to Sponsor for Oversight**. For and in consideration of Three percent (3%) of all funds received by the **School** from the State of Ohio, the **Sponsor** shall provide the monitoring, oversight and technical assistance as required by law. Payments to the **Sponsor** may be made by monthly automatic transfer to the general fund of the **Sponsor**, and the **School Governing Authority** agrees to sign documentation necessary to accomplish the same. Payments may also be made as a monthly automatic transfer from the state support payment as allowable. Failure to pay the required payment to the **Sponsor** for oversight by the 30th of every month, may result in the **Sponsor** placing the **School** on probation, suspension or termination as prescribed in sections 11.8 thru 11.10 of this Charter.

9.7 **Fiscal Year**. The fiscal year for the **School** shall be July 1 to June 30.

ARTICLE X

Insurance/Indemnification

10.1 **Liability Insurance**. Commercial general liability insurance at all times will be maintained by the **School Governing Authority** in amounts not less than one million dollars ($1,000,000) per occurrence and two million dollars ($2,000,000) in the aggregate, plus an excess or umbrella policy extending coverage as broad as primary commercial general liability coverage in an amount no less than five million dollars ($5,000,000). The insurance coverage shall be not only for the **School** and the **School Governing Authority,** its Directors, officers and its employees but also provide additional insured status for the **Sponsor, its Board, Executive Director, employees, and Charter School Specialists as additional insureds, not just certificate holders**. The **School Governing Authority** shall also maintain comprehensive general liability, including directors and officers' liability (D&O) and errors and omissions insurance (E&O) coverage in the amount of one million dollars ($1,000,000) per occurrence and one million dollars ($1,000,000) aggregate. The **School Governing Authority** must obtain policies that notify the **Sponsor** in writing at least thirty (30) days in advance of any material adverse change to, or cancellation of, such coverage. All insurers shall be licensed by the State of Ohio and have an AM Best rating of A or better.

10.2 **Indemnification**. The **School Governing Authority** and **School** shall defend, indemnify, save and hold harmless the **Sponsor** and its Board, Superintendent, officers, employees and agents, including Charter School Specialists from any and all claims, debts, actions, causes of actions, proceedings, judgments, mitigation costs, fees, liabilities, obligations, damages, losses, costs or expenses (including, without limitation, attorneys', expert, accounting, auditors or other professionals' fees and court costs) of

whatever kind or nature in law, equity or otherwise (collectively "Liabilities") arising from any of the following so long as not the fault of the indemnified parties:

(a) A failure of the **School Governing Authority** and/or **School** or any of its officers, directors, employees, agents or contractors to perform any duty, responsibility or obligation imposed by law or this Charter;

(b) An action or omission by the **School Governing Authority** and/or **School** or any of its officers, directors, employees or contractors that results in injury, death or loss to person or property, breach of contract or violation of statutory law or common law (state and federal), or Liabilities;

(c) Any sum that the **Sponsor** may pay or become obligated to pay on account of: (1) any inaccuracy or breach of any representation under this Charter; (2) any breach or any failure of the **School Governing Authority** to duly perform, comply with, or observe any term, provision, covenant, agreement, obligation or condition under this Charter or under the law, and all agreements delivered in any way connected herewith, on the part of the **School Governing Authority**, to be performed, complied with, or observed; or (3) Liabilities to lenders, vendors, the State of Ohio, receivers, parents, students, the **School Governing Authority** or to third parties in any way related to the **School** and/or **School Governing Authority**; and

(d) Any Liabilities incurred by the **Sponsor** or any of its officers, directors, employees, agents or contractors as a result of an action or legal proceeding at law or equity brought against the **Sponsor** by a third party based on operations of the School, unless the **third party** obtains a final judgment or order on the merits against the **Sponsor**, and the right to appeal such judgment or order has been exhausted or has expired.

10.3 **Indemnification if Employee Leave of Absence.** If the **Sponsor** provides a leave of absence to a person who is thereafter employed by the **School**, the **School Governing Authority** and the **School** shall indemnify and hold harmless the **Sponsor** and its board members, Superintendent, employees and agents from liability arising out of any action or omission of that person while that person is on such leave and employed by the **School Governing Authority.**

ARTICLE XI

General Provisions

11.1 **Charter Authorization**. Before executing this Charter, the **School Governing Authority** shall employ an attorney, who shall be independent from the **Sponsor** or operator, to review and negotiate the agreement per R.C. 3314.036. The **School Governing Authority** must pass a resolution in a properly noticed and held public meeting, authorizing execution of this Charter and authorizing one or more individuals to

execute this Charter for and on behalf of the party, with full authority to bind the party. For all new schools, this resolution must be passed by March 15th of the year in which the **School** intends to open. For renewal schools, this resolution must be passed by June 1st of the year in which the charter ends.

11.2 **Termination and Cancellation of Contracts**. Except as otherwise permitted by this Charter, or by the **Sponsor**, contracts entered into by the **School Governing Authority** with third parties shall provide for a right to cancel, terminate or non-renew effective each June 30th, or upon termination of this Charter.

11.3 **General Acknowledgements**. The **School Governing Authority** specifically recognizes and acknowledges the following:

(a) The authority of public health and safety officials to inspect and order **School** facilities closed if not in compliance with health and safety laws and regulations in accordance with R.C. 3314.03(A)(22)(a).

(b) The authority of the Ohio Department of Education to suspend the operations of the **School** under R.C. 3314.072 due to the circumstances enumerated therein.

(c) The **Sponsor** is not liable for the acts or omissions, or the debts of the **School** and/or **School Governing Authority** pursuant to R.C. 3314.07(D) and 3314.08(J) (2), and any other applicable law limiting the liability of the **Sponsor**.

(d) The **Sponsor** may take steps to intervene in, correct, declare probationary status of, suspend, terminate or non-renew the status of the **School** as an Ohio Community School, and correct problems in the **School's** performance.

(e) The Ohio Department of Education may take over sponsorship of the **School** in accordance with R.C. 3314.015(C).

(f) The authority of the Auditor of State to cause legal action against or the cessation of payments to the **School** pursuant to Section 269.60.60 of the uncodified law under H.B. 119 of the 127th General Assembly for the period of that law's duration.

(g) The mandate of permanent closure under R.C. 3314.35 under the circumstances enumerated therein.

(h) Consistent with the Sponsor's responsibilities, the **Sponsor** has a legitimate educational interest in the educational records of the **School** and grants to the **Sponsor** and the **Sponsor's designee** access to educational records with personally identifiable information redacted unless absolutely

necessary for Sponsor to see, under 20 U.S.C. § 1232g, the Family Rights and Privacy Act ("FERPA").

(i) If the **School** closes, the chief administrative officer shall collect and assemble in an orderly manner the educational records of each student who is or has been enrolled in the **School** and transmit these records to each student's district of residence within seven (7) business days of the **School** closing pursuant to R.C. 3314.44 (Collection and transmittal of school records after closing; Compliance; Penalty).

11.4 **Dispute Resolution**. The **Sponsor** and **School Governing Authority** agree to informal mediation of any dispute not otherwise governed by mandatory administrative procedures pursuant to this Charter or the law. Such mediation shall be non-binding and the parties, if failing to agree on one mediator, shall obtain a list of three (3) mediators from the Columbus Bar Association or the Ohio Bar Association and each eliminate one, using the one (1) mediator left after eliminations. All mediation will take place in Franklin County and all costs of the mediator shall be split equally between the parties.

11.5 **Term**. This Charter shall be for a term of four (4) years commencing on July 1, 2018. During the 2021-2022 school year, the **School Governing Authority** shall undergo the high stakes review conducted by the **Sponsor**.

11.6 **Contract Performance Measures.** Each new school will be given an initial term of six (6) years to provide the opportunity for review of a full five (5) years of data. If St. Aloysius is not permitted under its agreement with ODE to grant an initial six (6) year term to any new school, this school's term shall be automatically renewed to fulfill an initial six (6) year term to provide the opportunity for review of a full five (5) years of data. Even though schools may be granted safe harbor from closure under R.C. 3314.35, this does not preclude the Sponsor from evaluating and closing the School for non-performance under these measures.

(a) Within the term of this charter, the School may be permanently closed if the Ohio Department of Education determine that the condition(s) outlined in ORC 3314.35 have been met;

(b) If the School receives a grade of C or higher in at least one (1) applicable grade card component for the most recent school year or meets the criteria in (x) listed below, the school shall be eligible to be considered for renewal. After consideration, if the Sponsor renews the school, the term of the new contract shall not exceed three (3) years.

(c) If the School receives a grade of C or higher in multiple LRC graded measures for the most recent school year or meets the criteria in (x) listed below, the school shall be eligible to be considered for renewal. After consideration, if the Sponsor renews the school, the term of the new contract shall not exceed five (5) years.

Once a school is eligible for renewal based on the measures listed above, the Sponsor shall consider the following metrics in determining whether or not to renew the school and the number of years of the new charter agreement.

(a) The **School's** academic performance as measured by:

i) The school report card Performance Index (PI) score and the Indicators Met; and

ii) The school report card Progress Measure and value added data collected from standardized assessments selected by the school; and

iii) The school report card Gap Closing score; and

iv) The school report card K-3 Literacy score (if applicable); and

v) The school report card Prepared for Success indicators (if applicable); and

vi) The school report card Graduation rates (if applicable); and

vii) Student attendance; and

viii) Student performance on other valid and reliable assessments; and

ix) Adherence to accountability standards as detailed in Attachment 6.4b; and

x) An overall report card grade that is greater than or equal to three of the five comparison group schools, consisting of traditional public schools and charter schools with similar student demographics within 5-10 miles of the School:
   a. Fairview Pre-K-6 School
   b. Louise Troy Pre-K-6 School
   c. Westwood Pre-K-6 School
   d. Dayton Leadership Academies- Dayton View Campus
   e. Klepinger Community School; and

xi) Evidence of the School's capacity to improve demonstrated by the following:
   a. Strong leadership; and
   b. Research based curriculum and instructional tools and resources; and
   c. Professional development support for staff including coaching and mentoring; and
   d. Multi-tiered intervention and prevention model to support at-risk learners; and
   e. Evidence of a school improvement plan and process that includes the 5-step OIP model

(b) The **School's** financial viability; and

(c) The **School's** operational performance.

11.7 **Non-renewal of this Charter**.

(a) Consistent with the standards in 11.6 above, the **Sponsor** may choose not to renew this Charter at its Expiration Date for any of the following reasons:

(i) Failure to meet student performance requirements stated in this Charter;

(ii) Failure to meet generally accepted standards fiscal management;

(iii) Violation of any provision of this Charter or applicable state or federal law;

(iv) Other good cause.

By January 15th of the termination year of this Charter, the **Sponsor** shall notify the **School Governing Authority** of the proposed action in writing. The notice shall include the reasons for the proposed action in detail, the effective date of the non-renewal, and a statement that the **School Governing Authority** may, within fourteen (14) days of receiving the notice, request in writing, an informal hearing before the **Sponsor**. The informal hearing shall be held within fourteen (14) days of the receipt of a request for the hearing. Within fourteen (14) days following the informal hearing, the **Sponsor** shall issue a written decision either affirming or rescinding the decision to not renew this Charter.

(b) If the **School Governing Authority** does not intend to renew this Charter with the **Sponsor**, the **School Governing Authority** shall notify the **Sponsor** in writing of that fact at least one hundred eighty (180) days prior to the expiration of this Charter. In such a case, the **School Governing Authority** may enter into a Charter with a new **Sponsor** in accordance with R.C. 3314.03, upon the expiration of this Charter or at the sole discretion of the **Sponsor**, by an assignment of this Charter before its expiration date.

11.8 **Probation**. The **Sponsor** may, in lieu of suspension or termination, declare in writing that the **School Governing Authority** is in a probationary status, after consulting with the **School Governing Authority** or authorized parties thereof, and specifying the conditions that warrant probation and after receiving the **School Governing Authority's** written assurances (satisfactory to **Sponsor**) of the actions and time frames necessary to remedy those conditions. Such probationary status shall not extend beyond the current school year. The **Sponsor** may proceed to suspension, termination or take-over of

operations if the **Sponsor** finds at any time, that the **School Governing Authority** is no longer able or willing to remedy the conditions to the satisfaction of **Sponsor**. For purposes of this Charter, the **Sponsor** agrees to attempt to declare probationary status with the **Governing Board**, before proceeding to suspension, except in extraordinary circumstances such as those involving the health and safety of students, or waste or illegal use of state or federal funds.

11.9 **Intent to Suspend/Suspension**. The **Sponsor** may suspend operations of the **School** for (1) failure to meet student performance requirements stated in this Charter, or (2) failure to meet generally accepted standards of fiscal management, or (3) violation of any provision of this Charter or applicable state or federal law, (4) other good cause or if funding to the School Governing Authority should cease under R.C. 263.420, if the **Sponsor** sends a written notice of intent to suspend explaining the reasons and provides the **School Governing Authority** with five (5) business days to submit a remedy, and promptly reviews and disapproves the proposed remedy, or if the **School Governing Authority** fails to submit a remedy or fails to implement the remedy. Intent to suspend will be in accordance with the standards adopted by the Sponsor as to suspension and termination existing at the inception of this contract.

Once the **School Governing Authority** is suspended it must cease operations on the next business day, immediately send notice to all **School** employees and parents stating that the **School** is suspended and the reasons therefore, and the **School** again has an opportunity to submit a proposed remedy within five (5) business days. At all times during suspension, the **School Governing Authority** remains subject to non-renewal or termination proceedings in accordance with the law.

Under R.C. 3314.03, if the School Governing Authority fails to remedy the conditions cited by the Sponsor as reasons for the suspension by the thirtieth (30th) day of September of the school year immediately following the school year in which the operation of the School was suspended, this Charter shall become void.

11.10 **Termination of the Charter**. The **Sponsor** may choose to terminate this Charter for any of the following reasons: (1) failure to meet student performance requirements stated in section 11.6 title Contract Performance Measures of this Charter, (2) failure to meet generally accepted standards fiscal management, (3) violation of any provision of this Charter or applicable state or federal law, or (4) other good cause. Termination will be in accordance with the standards adopted by the Sponsor as to suspension and termination existing at the inception of this contract.

Additionally, if the **Sponsor** has suspended the operation of this Charter under R.C. 3314.072, the **Sponsor** may choose to terminate this Charter prior to its expiration.

By January 15th of the termination year of this Charter, the **Sponsor** shall notify the **School Governing Authority** of the proposed action in writing. The notice shall include the reasons for the proposed action in detail, the effective date of the termination, and a statement that the **School Governing Authority** may, within fourteen (14) days of

receiving the notice, request, in writing, an informal hearing before the **Sponsor**. The informal hearing shall be held within fourteen (14) days of the receipt of a request for the hearing. Within fourteen (14) days following the informal hearing, the **Sponsor** shall issue a written decision either affirming or rescinding the decision to terminate this Charter.

The termination of this Charter shall be effective upon the occurrence of the later of the following events:

(a) the date the **Sponsor** notifies the **School Governing Authority** of its decision to terminate this Charter as provided for above; or

(b) if an informal hearing is requested and as a result of that hearing the **Sponsor** affirms its decision to terminate this Charter, the effective date of the termination specified in the notice,

If this Charter is terminated for failure to meet student performance or for failure to meet generally accepted standards of fiscal management pursuant to this provision, then the **School Governing Authority** shall not enter into a charter with any other **Sponsor**.

11.11 **Access to Records.** The **School** and **Sponsor** agree and state that pursuant to 20 U.S.C. Section 1232g, the Family Rights and Privacy Act ("FERPA") and 34 *CFR* Part 99 the **Sponsor** is an authorized representative of a state educational authority and that the **School** is permitted to disclose to Sponsor personally identifiable information from an education record of a student without parental consent (or student consent where applicable) and that the Sponsor is authorized by Federal, State, and local law to conduct audit, evaluation, compliance, and enforcement activities of Federal and State supported education programs. Accordingly, the **School** agrees to grant to **Sponsor's** employees Full and Complete Access as defined hereinafter to "education records" as defined by FERPA and all documents, records, reports, databases, and other information made available to or maintained by the **School** or its agent(s) (including educational management companies) that is reportable to the Ohio Department of Education or to the Ohio Auditor of State. Such information shall include, but is not limited to, the School Options Enrollment System, and the Education Management Information System. "Full and Complete Access" shall include the ability to inspect and copy paper and electronic documents at the **School** and the **School** or its agent(s) including (education management companies) shall provide usernames and passwords where applicable to enable the **Sponsor** to have remote self-service access in read-only format.

The **Sponsor** agrees to comply with FERPA and the regulations promulgated thereunder and warrants that it uses reasonable methods to limit Sponsor employee(s) access to only those records in which they have legitimate educational interests and that as required by law the Sponsor will destroy the educational records when no longer needed for the purposes outlined in this Contract, or otherwise needed under state or federal law or any applicable Court Order.

The **Sponsor** agrees that it is responsible for any and all reasonable costs or damages that result from the **Sponsor's** failure to comply with FERPA, or the **Sponsor's** failure to comply with other state and federal laws regarding the privacy of education records and the results of criminal records checks. Sponsor shall also be responsible for any liability or adverse consequence(s) resulting from an accidental or other deletion, release, or alteration of information or data systems of the School or Ohio Department of Education as a result of such access.

11.12 **Compliance with Requests of Sponsor**. The **School Governing Authority** and the **School** shall timely comply with all reasonable requests of the **Sponsor**, and allow the **Sponsor** to monitor the **School** operations. Failure to do so is grounds for suspension and termination or non-renewal of this Charter. Timeliness is defined as an answer in writing within ten (10) business days (unless a shorter time is otherwise required pursuant to this Charter) and adequate assurances of cure or actual cure within a period of time acceptable to the **Sponsor**.

11.13 **Headings**. Headings are for the convenience of the parties only. Headings have no substantive meaning.

11.14 **Assignments**. This Charter and its terms shall not be assigned or delegated without the express written approval of the other party.

11.15 **Notice**. Any notice to one party by the other shall be in writing and effective upon receipt and may be satisfied by personal delivery or by any other means by which receipt can be documented, to; in the case of the **Sponsor** or **Sponsor's Designee**, the President; or, in the case of the **School Governing Authority**, the President, and to the attorney for the **School Governing Authority**, at the last known business address of the **Sponsor**, and the last known business or home address of the **School** and/or its administrator or any board member.

Should the **School** be abandoned by or not have in place, an administrator or an authorized Director of the Board, the **Sponsor** may give notice to the Ohio Department of Education.

11.16 **Severability.** Should any term, clause or provision of this charter be deemed invalid or unenforceable by a court of competent jurisdiction, all remaining terms, clauses or provisions shall remain valid and enforceable and in full force and effect, and the invalid or unenforceable provision shall be stricken or replaced with a provision as near as possible to the original intent.

11.17 **Changes or Modifications**. This Charter constitutes the entire agreement among the parties and any changes or modifications of this Charter shall be made and agreed to in writing, authorized and executed by both parties. Notifications required by this Charter shall not be considered changes or modifications of this Charter.

11.18 **Changes in Rule or Law**. The **School**, **Sponsor** and **School Governing Authority** shall not carry out any act or perform any function that is not in compliance with current Ohio Community School Law located in Ohio Revised Code Chapter 3314 or other applicable laws in the Ohio Revised Code, the United States Constitution, the Ohio Constitution, or Federal law (including but not limited to ESSA or successor legislation and IDEA), and that they are each individually subject to all applicable changes in rule and/or law regardless of whether or not this Charter is modified to specifically reflect those changes.

11.19 **Attachments**. All Attachments (1.3-9.4) to this Charter are attached hereto and incorporated by reference into the Charter.

Executed this 7 day of July, 2018 in Cincinnati, Ohio.

St. Aloysius

By: _____
(Name)

Its: Executive Director
(Title)

with full authority to execute this Charter for and on behalf of the **Sponsor** and with full authority to bind the **Sponsor.**

School Governing Authority of

RICHARD ALLEN PREPARATORY

By: Wanda Mills
(Name)

Its: Secretary
(Title)

with full authority to execute this Charter for and on behalf of the **School Governing Authority** and with full authority to bind the **School Governing Authority**.

DATE	DOCUMENT ID	DESCRIPTION	FILING	EXPED	PENALTY	CERT	COPY
06/13/2014	201416400364	NONPROFIT - CERTIFICATE OF CONTINUED EXISTENCE (CCE)	25.00				0

Receipt

This is not a bill. Please do not remit payment.

DINSMORE & SHOHL LLP
10 N. LUDLOW STREET - SUITE 1100
DAYTON, US, 45402

STATE OF OHIO
CERTIFICATE

Ohio Secretary of State, Jon Husted

1129864

It is hereby certified that the Secretary of State of Ohio has custody of the business records for

RICHARD ALLEN PREPARATORY, INC.

and, that said business records show the filing and recording of:

Document(s)

NONPROFIT - CERTIFICATE OF CONTINUED EXISTENCE
Effective Date: 06/13/2014

Document No(s):

201416400364

United States of America
State of Ohio
Office of the Secretary of State

Witness my hand and the seal of the Secretary of State at Columbus, Ohio this 13th day of June, A.D. 2014.

Jon Husted

Ohio Secretary of State

ARTICLES OF INCORPORATION

OF

RICHARD ALLEN PREPARATORY, INC.

The undersigned, desiring to form a corporation, not-for-profit, under Sections 1702.01 et seq. of the Ohio Revised Code, does hereby certify:

FIRST: The name of the corporation is **Richard Allen Preparatory, Inc.**

SECOND: The place in Ohio where its principal office is to be located is Dayton, Montgomery County, Ohio.

THIRD: The corporation is organized and shall be operated exclusively for charitable, religious, educational and scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States internal revenue law), including, without limitation thereto, the following:

(a) To establish a community based educational facility that establishes and operates a regularly scheduled curriculum, a regular faculty of qualified teachers, regularly scheduled extracurricular activities and a facility where its educational activities are regularly carried on to a regularly enrolled body of students in kindergarten through twelfth grades;

(b) To solicit and receive donations and charitable contributions and to distribute the same to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States internal revenue law).

(c) To engage in any lawful act or activity and to do all things necessary, convenient, or expedient to further the general purpose of the corporation either alone or in association with other corporations, firms, associations or individuals.

FOURTH: No part of the net earnings or assets of the corporation shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Third hereof. 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 publication or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provisions of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States internal revenue law).

FIFTH: The following persons shall serve the Corporation as Trustees until the first annual meeting or other meeting called to elect Trustees:

Jeanette C. Harris	3300 Governors Trail Kettering, Ohio 45409
Rev. Earl G. Harris	3300 Governors Trail Kettering, Ohio 45409
Michelle L. Prear	2128 Blanton Drive Miamisburg, Ohio 45342

SIXTH: This Corporation shall conduct its educational programs in a non-discriminatory manner and shall not decline to enroll any student on the basis of student's national origin, race, gender, religion or creed, or because such student is physically handicapped.

IN WITNESS WHEREOF, I have hereunto subscribed my name this 2nd day of February, 2000.

Philip A. Zukowsky
Incorporator

:41068.1

EXHIBIT A

CODE OF REGULATIONS

- of -

RICHARD ALLEN PREPARATORY, INC.

An Ohio Nonprofit Corporation

ARTICLE I

SCOPE

These Regulations are not intended to state purposes or authorize powers different from or in addition to those provided in the Articles of Incorporation of the Corporation.

ARTICLE II

PURPOSE

This Corporation shall have the purposes or powers as may be stated in its Articles of Incorporation and such powers as are now or may be granted hereafter by law.

The primary purpose of this Corporation is to establish a community based school that establishes and operates an educational facility including a regularly scheduled curriculum, a regular faculty of qualified teachers, and a facility where its educational activities are regularly carried on to a regularly enrolled body of students in Kindergarten through 8th grade.

ARTICLE III

NON-DISCRIMINATION POLICY

This Corporation shall conduct its educational programs in a nondiscriminatory matter and shall not decline to enroll any student on the basis of such student's national origin, race, gender, religion or creed, or because such student is physically handicapped.

ARTICLE IV

MEMBERS

The Corporation shall have no members The trustees of the Corporation shall for purposes of any statute, rule, or law relating to corporations, have all rights and privileges of members.

ARTICLE V

BOARD OF TRUSTEES

Section 1. General Powers. Except where the law, the Articles of Incorporation or these Regulations require that action be otherwise authorized or taken, all of the authority of the Corporation shall be exercised by or under the direction of the Board of Trustees.

Section 2. Number of Trustees. Until changed by the Board of Trustees, there shall be not less than three (3) nor more than eleven (11) trustees of the Corporation. There shall be ten (10) initial Trustees.

Section 3. Election and Term of Office. At all elections of trustees, the candidates receiving the greatest number of votes shall be elected. Trustees shall hold office for a period of one year from the time of their election until the annual meeting of the Board of Trustees, at which time successors are elected and qualified.

Section 4. Qualification of Trustees. Trustees of the Corporation shall be qualified by reason of knowledge and experience in affairs related to the activities of the Corporation. No trustee shall be ineligible for re-election to the Board of Trustees by reason of length of service as a trustee.

Section 5. Resignation and Vacancies. A trustee may resign at any time by instrument in writing to that effect filed with the Secretary or any officer of the Corporation other than himself.

Whenever any vacancies shall occur among the trustees, the remaining trustees shall constitute the trustees of the Corporation until such vacancy is filled or until the number of trustees is changed. The remaining trustees may, by a vote of a majority of their number, fill any vacancy for the unexpired term.

Section 6. Voting, Quorum and Adjournments. The presence of a majority of the trustees shall constitute a quorum, provided that any meeting duly called may, by vote of a majority of the trustees present, adjourn the meeting from time to time and place to place within or without the State of Ohio, in which case no further notice of the adjourned meeting need be given. At any meeting of trustees, all questions and business shall be determined by the affirmative vote of not less

than a majority of the trustees present, except as the Articles of Incorporation or these Regulations may require the affirmative vote of a greater number of trustees.

Section 7. Annual Meeting. The annual meeting of the Board of Trustees shall be held in March or at such time and at such place as may be fixed by the Board of Trustees, or, if it fails to do so, by the President. The annual meeting shall be held for the purpose of electing trustees, officers and transacting any other business.

Section 8. Meetings of the Board. Regular meetings of the Board of Trustees shall be held on such dates and at such times and places as the Board may designate and shall generally be held on a semi-annual basis.

Special meetings of the Board of Trustees may be held at any time upon call of the President, and Vice President or any tow members of the Board.

Section 9. Notice and Waivers of Notice. Meetings of the Board of Trustees may be held at any place with the greater Dayton, Ohio area. Written notice of the time and place of each meeting, regular or special, shall be given by mailing the same to each trustee at his or her last known address at least five (5) days prior to the date of such meeting, or such notice may be delivered by telephone or telegraphed in substance to each trustee not less than forty-eight (48) hours before the meeting, which notice shall specify the purposes of the meeting in the case of a special meeting. Except as otherwise provided in these Regulations, notice of each annual meeting of trustees shall be given to each trustee by letter or telegram or in person not less than two nor more than 30 days prior to such meeting.

Unless otherwise limited in the notice thereof, any business may be transacted at any annual or regular meeting. Any trustee may waive notice of any meeting and, by attending any meeting without protesting the lack of proper notice, shall be deemed to have waived notice thereof.

Section 10. Compensation. The trustees shall not receive salaries, fees or compensation for their service as trustees or their attendance at any meeting or committee meeting of trustees. However, the trustees shall be reimbursed for expenses incurred in connection with the performance of their duties.

Section 11. Duality of Interest. A trustee having a conflict of interest or conflict of responsibility on any matter involving the Corporation and any other business entity or person shall refrain from voting on such matter. No trustee shall use his position as a trustee of the Corporation for his own direct or indirect financial gain.

Section 12. Action by Trustees Without Meeting. Trustees may participate in a meeting of the Board of Trustees (or a committee of the Board of Trustees) by means of conference telephone or a similar communication equipment by means of which all persons participating in the meeting can hear each other, and such participation in a meeting shall constitute presence in person at the meeting.

In addition, any action which may be authorized or taken at a meeting of the Board of Trustees may be authorized or taken without a meeting with the affirmative vote or approval of, and in a writing or writings signed by, all of the trustees who would be entitled to notice of a meeting for such purpose. Any such writing shall be filed with or entered upon the records of the Corporation.

ARTICLE VI

COMMITTEES

The Board of Trustees may appoint one or more trustees and/or other qualified persons who are not trustees to constitute one or more other committees of the Corporation. The resolution establishing each such committee shall specify a designation by which it shall be known and shall fix its powers and authority. The Board of Trustees may delegate to any such committee any of the authority of the Board of Trustees, however conferred.

Each such committee shall serve at the pleasure of the Board of Trustees, shall act only in the intervals between meetings of the Board of Trustees, and shall be subject to the control and direction of the Board of Trustees. All actions by any such committee shall be subject to revision and alteration by the Board of Trustees provided that no rights of third persons shall be adversely affected by any such revision or alteration.

Any such committee may act by a majority of its members at a meeting or by a writing or writings signed by all of its members.

ARTICLE VII

OFFICERS

Section 1. Officers. The officers of the Corporation shall consist of a President, a Vice President, a Secretary and a Treasurer. The Board of Trustees may appoint such other officers and assistants as may be necessary.

Section 2. Election of Officers. The officers of the Corporation shall be elected by the Board of Trustees at the annual meeting of the Board of Trustees and shall hold office until the next annual meeting of the Board of Trustees and until their successors are elected and qualified. The Board of Trustees may remove any officer at any time, with or without cause, by a vote of the majority of Trustees at a meeting where a quorum is present. The Board of Trustees may fill any vacancy in any office occurring from whatever cause.

Section 3. Duties of Officers.

(a) President. The President shall preside at all meetings of the Board of Trustees and shall sign any contracts, notes, deeds or other papers requiring the President's signature, and shall have such other duties as may from time to time be required of the President by the Board of Trustees.

(b) Vice President. A Vice President shall have the powers of the President during the absence or incapacity of the President or when there is a vacancy in the office of President, and shall have such other powers and duties as may be prescribed by the trustees.

(c) Secretary. The Secretary shall keep minutes of all the proceedings of the Board of Trustees, make proper record of the same and furnish copies of such minutes to the President prior to the next meeting of the Board of Trustees; sign all bonds, contracts, notes, deeds and other papers executed by the Corporation requiring such signature; give notice of meetings of trustees, keep such books as may be required by the Board of Trustees and perform such other and further duties as may from time to time be required by the Board of Trustees.

(d) Treasurer. The Treasurer shall have general supervision of all finances. The Treasurer shall receive and have in charge all money, bills, notes, deeds, leases, mortgages, insurance policies and similar property belonging to the Corporation, and shall do with the same such as may from time to time be required by the Board of Trustees. The Treasurer shall cause to be kept adequate and correct accounts of the business transactions of the Corporation and on the expiration of the term of office shall turn over to the succeeding Treasurer or to the Board of Trustees all property, books, papers and money of the Corporation.

(e) Assistant Officers. Assistant officers shall act as assistants to and under the direction of their superior officers and shall be vested with all of the powers or be required to perform any of the duties of their superior officers in their absence, and they shall perform such other and further duties as may, from time to time, be required of them by the Board of Trustees.

SECTION VIII

LIMITATION OF LIABILITY

No person shall be liable to the Corporation for any loss or damage suffered by it on account of any action taken or omitted to be taken by him as a trustee or officer of the Corporation, if such person performs his duties, including his duties as a member of any committee of the Board of Trustees upon which he may serve, in good faith and in a manner he reasonably believes to be in the best interests of the Corporation, and with the care that an ordinarily prudent person in a like

position would use under similar circumstances. In performing his duties, a trustee or officer is entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, that are prepared or presented by: (1) one or more trustees, officers or employees of the Corporation whom the trustee or officer reasonably believes are reliable and competent in the matters prepared or presented; (2) counsel, public accountants or other persons as to matters that the trustee or officer reasonably believes are within the person's professional or expert competence; (3) a committee of the Board of Trustees upon which he does not serve, duly established in accordance with a provision of the Articles of Incorporation or these Regulations, as to matters within its designated authority, which committee the trustee or officer reasonably believes to merit confidence.

ARTICLE IX

INDEMNIFICATION OF TRUSTEES, OFFICERS AND EMPLOYEES

The Corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending, or completed civil, criminal, administrative, or investigative action, suit, or proceeding, other than an action by or in the right of the Corporation, by reason of the fact that he is or was a trustee, officer, employee, or agent of or a volunteer of the Corporation, or is or was serving at the request of the Corporation as a trustee, director, officer, employee, or agent of or a volunteer of another domestic or foreign nonprofit corporation or corporation for profit, or a partnership, joint venture, trust, or other enterprise, against expenses, including attorney's fees, judgments, fines, and amounts paid in settlement actually and reasonably incurred by him in connection with such action, suit, or proceeding, if he acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the Corporation, and, with respect to any criminal action or proceeding, if he had no reasonable cause to believe his conduct was unlawful. The termination of any action, suit, or proceeding by judgement, order, settlement, or conviction, or upon plea of nolo contendere or its equivalent, shall not create, of itself, a presumption that the person did not act in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the Corporation, and, with respect to any criminal action or proceeding, a presumption that the person had reasonable cause to believe that his conduct was unlawful.

The Corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending, or completed action or suit by or in the right of the Corporation to procure a judgment in its favor, by reason of the fact that he is or was a trustee, officer, employee, or agent of or a volunteer of the Corporation, or is or was serving at the request of the Corporation as a trustee, director, officer, employee, or agent of or a volunteer of another domestic or foreign nonprofit corporation or corporation for profit, or a partnership, joint venture, trust, or other enterprise against expenses, including attorney's fees, actually and reasonably incurred by him in connection with the defense or settlement of such action or suit, if he acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the Corporation, except that no indemnification shall be made in respect of any of the following:

(a) Any claim, issue or matter as to which such person is adjudged to be liable for negligence or misconduct in the performance of his duty to the Corporation unless, and only to the extent that, the court of common pleas or the court in which the action or suit was brought determines, upon application, that, despite the adjudication of liability but in view of all circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses as the court of common pleas or such other court considers proper;

(b) Any action or suit in which liability is asserted against a trustee and that liability is asserted only pursuant to Section 1702.55 of the Ohio Revised Code.

To the extent that a trustee, director, officer, employee, agent, or volunteer has been successful on the merits or otherwise in defense of any action, suit, or proceeding referred in this Article, or in defense of any claim, issue, or matter in such an action, suit, or proceeding, he shall be indemnified against expenses, including attorney's fees, actually and reasonably incurred by him in connection with that action, suit, or proceeding.

Unless ordered by a court and subject to the above provision, any indemnification under this Article shall be made by the Corporation only as authorized in the specific case, upon a determination that indemnification of the trustee, director, officer, employee, agent, or volunteer is proper in the circumstances because he has met the applicable standard of conduct set forth in this Article. Such determination shall be made in any of the following manners:

(a) By a majority vote of a quorum consisting of trustees of the Corporation who were not and are not parties to or threatened with the action, suit, or proceeding referred to in this Article.

(b) Whether or not a quorum as described above is obtainable, and if a majority of a quorum of disinterested trustees so directs, in a written opinion by independent legal counsel other than an attorney, or a firm having associated with it an attorney, who has been retained by or who has performed services for the Corporation or any person to be indemnified within the past five years;

(c) By the members of the Corporation;

(d) By the court of common pleas or the court in which the action, suit, or proceeding referred to in this Article was brought.

If an action or suit by or in the right of the Corporation is involved, any determination made by the disinterested trustees under this Article or by independent legal counsel under this Article shall be communicated promptly to the person who threatened or brought such action or suit and, within ten days after receipt of such notification, such person shall have the right to petition the court of common pleas or the court in which such action or suit was brought to review the reasonableness of such determination.

Expenses, including attorney's fees, incurred by a trustee, director, officer, employee, agent, or volunteer in defending any action, suit, or proceeding referred to in this Article may be paid by the Corporation as they are incurred, in advance of the final disposition of the action, suit, or proceeding, as authorized by the trustees in the specific case, upon receipt of an undertaking by or on behalf of the trustee, director, officer, employee, agent, or volunteer to repay the amount if it ultimately is determined that he is not entitled to be indemnified by the Corporation.

The indemnification authorized by this Article is not exclusive of, and shall be in addition to, any other rights granted to those seeking indemnification, pursuant to the Articles of Incorporation, these Regulations, any agreement, a vote of members or disinterested trustees, or otherwise, both as to action in their official capacities and as to action in another capacity while holding their offices or positions, and shall continue as to a person who has ceased to be a trustee, director, officer, employee, agent, or volunteer and shall inure to the benefit of the heirs, executors, and administrators of such person.

Any indemnification authorized herein shall be permitted only to the extent that it does not constitute an act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code or a taxable expenditure as defined in Section 4945(d) of the Internal Revenue Code.

ARTICLE X

DONATIONS AND SPECIAL FUNDS

The Corporation shall have authority to receive donations from any source in cash or other property acceptable to the Board of Trustees. The Board of Trustees may, in its discretion, accept donations subject to restrictions as to the uses and purposes for which the same may be applied or which limit the time, manner, amount or other terms of such application, provided that the uses and purposes and the terms of application specified are within the purpose of the Corporation and do not violate the Articles of Incorporation, these Regulations or any applicable statute or rule of law. To facilitate the making and administration of restricted donations, the Board of Trustees may establish special trusts or funds, donations to which shall be held for specified uses and purposes and/or terms of application, provided that such specific uses and purposes and terms of application are within the uses and purposes of the Corporation and do not violate the Articles of Incorporation, these Regulations or any applicable statutes or rule of law. The authority granted to the Corporation, and the powers granted to the Board of Trustees in this Article, shall be deemed to be in addition to, and not in limitation of, the authority and powers granted to each of them.

ARTICLE XI

DISSOLUTION

No part of the net earnings of the corporation shall inure to the benefit or be distributable to: its members, trustees, officers or other private persons, except that the corporation

shall be authorized and empowered to pay reasonable compensation for services rendered and to make payment and distribution in furtherance of the purpose set forth in the Articles hereof. No substantial part of the activities of the corporation shall be the caring 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 any candidate for public office. Notwithstanding any other provision of these Regulations, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt for Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law.)

Upon the dissolution of the organization, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE XII

RULES OF ORDER

Robert's Rules of Order shall prevail at all meetings.

ARTICLE XIII

AMENDMENTS

These Regulations may be amended or repealed and new Regulations may be adopted only by the act of a majority of the Trustees.

42449.1

AMENDED AND RESTATED CODE OF REGULATIONS OF RICHARD ALLEN ACADEMY RICHARD ALLEN ACADEMY II RICHARD ALLEN ACADEMY III RICHARD ALLEN PREPARATORY

ARTICLE I
PURPOSE

Section 1. **Purpose.** Richard Allen Academy, Richard Allen Academy II, Richard Allen Academy III, and Richard Allen Preparatory, (the "Corporation") is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provision of any future United States Internal Revenue Law to operate as a community school in the State of Ohio.

ARTICLE II
MEMBERSHIP OF THE CORPORATION

Section 1. **Membership.** There shall be no members of the Corporation. The Board of Directors shall, for purpose of any statute or rule of law relating to Ohio non-profit corporations, act as the members of the Corporation, and shall have all the rights and privileges of members, as provided by the Ohio Non-Profit Corporation Code Chapter 1702, as amended.

ARTICLE III
NOTICES AND MAILING

Section 1. **Form.** Any notice required to be given by this Code of Regulations of Corporation (the "Code" or "Regulations"), shall be in writing and shall be delivered personally or sent by telegram, telecopy, or electronic mail transmission or by United States mail, express, Mail, or courier service, with postage or fees prepaid. For any notice sent by personal delivery, telegram, telecopy or electronic mail, notice shall be deemed to be given when delivered or transmitted. For any notice sent by United States mail, or courier service, notice shall be deemed to be given when delivered or deposited in the mail or with the courier service.

Section 2. **Waiver of Notice.** Notice of the date, time, and place of any meeting of the Board of Directors may be waived by telegram, telecopy, electronic mail transmission or other writing, either before or after such meeting has been held. Attendance at a meeting without protest of lack of proper notice shall automatically constitute a waiver of notice of that meeting.

ARTICLE IV
DIRECTORS

Section 1. **Number.** The number of Directors of the Corporation shall be at least five (5), or such greater number as may be subsequently determined by the Directors, but in no case less than five (5).

Section 2. **Election and Term.** At the annual meeting of the Board of Directors, or at any other meeting called for such purpose, the outgoing Board of Directors shall elect individuals to fill vacancies on the Board of Directors created by the expired term(s) of any Director. Each Director shall hold office for a term of three (3) years, which expires on June 30th of the year following their election, and until their successor is duly elected and qualified or until their earlier death, resignation, or removal from office. However, nothing in the Code shall be construed to prevent and Director, if re-elected, from serving consecutive terms as a Director. Any individual elected to fill a vacancy on the Board of Directors caused by resignation, removal or death of a Director shall, subject to the other provisions of this Code, serve the remainder of the term of that Director. Any individual elected to fill a vacancy on the Board of Directors caused by an increase in the authorized number of Directors shall, subject to the other provisions of this Code, serve until the next annual meeting of Directors.

Section 3. **Qualifications and Role of Directors.** The Directors shall be, in the capacity as Directors, the Governing Board of a public community school in Ohio. The Directors shall have a strong interest in the welfare of the Corporation and in education, accounting, legal matters, and or community matters. Each Director should be willing and able to attend all meetings, both regular and special, and also be willing to accept special assignments and serve on committees.

Section4. **Meetings.** The annual meeting of the Directors shall be held on a date, time, and place set by the Chair in approximately June of each year, to elect a Board of Directors and for such other purposes as the President may determine. The Chair, at any time, may call a special meeting of Directors for such purposes as the Chair shall determine. Provided, however meetings relating in any way to the business or operation of the public school must be open to the public and publicized or advertised as required by law.
The rules contained in the current edition of Robert's Rules of Order Newly Revised, shall govern the applicable procedure at meetings, as long as such rules are not inconsistent with this Code of Regulations, Ohio law, or any special rules the Board of Directors may adopt. The Chair shall preside at meetings of the Board of Directors. The Chair shall have and exercise general supervision and control over the conduct of the meetings of the Board of Directors. Unless otherwise determined by the Chair, the order of business at all Directors' meetings shall be as follows:

1. Roll Call;
2. Proof of public notice of meeting;
3. Proof of notice of meeting of Directors or waiver thereof;
4. Reading of minutes of prior meeting and acting thereon, unless dispensed with by unanimous consent;
5. Reports of officers, if any;
6. Reports of committees, if any;
7. Election of directors, if any;
8. Unfinished business, if any; and
9. New business, if any.

Section 5. **Quorum and Voting.** The physical presence of a simple majority of the total number of Directors shall constitute a quorum for the transaction of business at all meetings of the Board of Directors unless otherwise provided by law or herein. A vote of a simple majority of the Directors physically present at a meeting at which a quorum is present shall be required to effectuate action on all matters within the powers of the Board of Directors unless otherwise provided by law or herein. The Directors must be physically present at a meeting in order to be counted as part of a quorum and to vote.

Section 6. **Notice.** Notice of any meeting of the Board of Directors shall be given in accordance with Article III, Section 1 of this code. Unless waived, notices of a regular or annual meeting must state the date, place and time of the meeting. Unless waived, notice of a special meeting must communicate the time, date, place and purpose of the meeting. Notices shall be given to each Director not more than sixty (60) days nor less than two (2) days before any meeting. The attendance of any Director at a meeting without protesting, prior to or at the commencement of the meeting shall waive notice or lack of proper notice for that meeting. However, nothing shall eliminate or alter any legal requirement of the Corporation, to provide notice to the public of meetings, while operating a public Ohio community school.

Section 7. **Action by Written Consent.** All actions taken at a meeting of the Board of Directors must be taken at an open and public meeting and an action by written consent shall not be allowed, unless and until the Corporation ceases to operate a public community school.

Section 8. **Committees of Directors.** The Board of Directors may create an Executive Committee and such other committee or committees as the Directors may determine, the members of which committee or committees shall include not less than one (1) director and the President. The President shall preside as the Chair of each committee. A Simple majority of the members of any such committee shall constitute a quorum, and the act of a simple majority of the votes cast at a meeting at which a quorum is present shall be the act of the committee. In every instance, however, the final action on all committee business shall be in the nature only of recommendations to the Board of Directors. Notwithstanding anything to the contrary in this Section 8 of the Article IV however, no committee or any group of Directors, which consist of a majority of the Board of Directors, shall meet in the prearranged manner to discuss public school business, without proper notice to the public of a regular or special meeting.

Section 9. **Other Advisory Councils.** The Board of Directors may, at its discretion, also consider recommendations of associations, supporting organizations or advisory councils which are not part of the Board of Directors, such as those of parents or other pertinent groups.

Section 10. **Removal of Directors.** Any Director may be removed, with or without cause, at any time by the majority vote of the Board of Directors.

Section 11. **Vacancies.** The office of a Director shall become vacant if he or she is removed, dies, or resigns. Any Director may resign *by* tendering a written resignation to the Board of Directors. The resignation shall be effective upon the receipt of the resignation by an officer of the Board or, if later, upon the date specified by the Director in his/her resignation. The remaining Directors, though less than a majority of the whole authorized number of Directors, may, by a vote of the majority of their number fill any vacancy in the Board for the unexpired term.

Section 12. **Powers of Directors.** The policies of the Corporation shall be established by the Board of Directors in accordance with the law and, while operating a public Ohio Community School, consistent with the Corporation's contract with its sponsor. Subject to the provisions of Ohio law in general, the Ohio Nonprofit Corporation Law, the Articles of Incorporation and the Code of Regulations of the Corporation, the Board of Directors shall do and perform every act and thing whatsoever which it shall deem necessary, expedient to advisable to carry out the purpose of the Corporation.

Section 13. **Honorary Directors.** Any individual, whether an emeritus director or not, who has provided extraordinary service to the Corporation over a period of time, may be honored with the title "Honorary Director", at the discretion of the Board, by a majority vote of the Board. Honorary Directors are elected for life, are not voting members of the Board and are permitted but not required to attend meetings.

ARTICLE V
OFFICERS

Section 1. **General Provisions.** The officers of the Corporations shall consist of a President; such number Vice Presidents as the Board may, from time to time, determine, a Secretary and a Treasurer. The Board of Directors may, from time to time, create such offices and appoint such other Officers and elect Assistant Officers as it may determine. The Officers shall be elected by the Board of Directors. Any two of such offices may be held by the same person, but no Officer shall execute, acknowledge or verify any instrument in more than one capacity. The Officers elected by the Board of Directors shall be paid such compensation as the Board of Directors may from time to time determine.

Section 2. **Term of Office.** The Officers of the Corporation, other than the President, shall hold office until the annual meeting of the Board of Directors next following the date of the election and until their successors are chosen and qualified unless sooner removed by the Board of Directors. However, nothing in the Code shall be construed to prevent any Officer, if re-elected from serving consecutive terms as an Officer. The Board of Directors may remove any Officer, other than the President, at any time, with or without cause, by a majority vote. A vacancy in any office, however created, may be filled by the Board of Directors.

Section 3. **President.** The president shall be the Chief Executive Officer of the Corporation. Subject to this Code of Regulations and the orders of the Board of Directors, the President shall supervise, manage, control, and oversee the operations of the Corporation, and, in general, perform all duties usually incident to the office of President or that may be required by the Board of Directors. The President shall serve for a term of three (3) years and can be re-elected for additional terms. The Board of Directors shall only remove the President for cause by the vote of a majority of the entire Board of Directors. For purposes of this Section 3 of Article V, cause shall mean, (i) gross incompetence in the performance of the duties of the office, (ii) embezzlement or other misappropriation of corporate assets, (iii) a breach of the president's fiduciary duties to the Corporation; or (iv) indictment for criminal charges involving theft, dishonesty, moral turpitude or that constitute a felony.

Section 4. **Vice President.** In the President's absence or inability to act, the Vice President shall discharge the duties of the President.

Section 5. **Secretary.** The Secretary shall (a) keep minutes of all meetings of the Board of Directors, as well as the resolutions and waivers of notice; (b) give notice of all meetings of Board of Directors, both corporate and public; (c) keep such books as may be required by the Board of Directors; and (d) perform such other duties as may be assigned from time to time by the Board of Directors or by the President. All books and papers pertaining to the office of the Secretary shall be subject at any time to the inspection of any member of the Board of Directors and the President, and, on the expiration of the Secretary's term of office such Secretary shall deliver all books, papers, and other property of the Corporation in the Secretary's possession or under the Secretary's control to the President or to the Secretary's successor in office; and, in general, the Secretary shall perform all duties pertaining to such office as may be required by the President or Board of Directors.

Section 6. **Treasurer.** The Treasurer shall have general supervision of all finances; the Treasurer shall receive and safely keep all monies belonging to the Corporation and shall perform such other duties as from time to time may be assigned by the Board of Directors. The Treasurer shall keep proper books of account and keep accurate account of the finances of the Corporation and shall present, at the annual meeting of the Board of Directors, a financial statement reporting the Corporation's receipts and expenditures and a balance sheet containing a summary of the assets and liabilities as of the close of the corporation's fiscal year. The financial statement shall have appended thereto a certificate signed by the President or a Vice President and the Treasurer or an Assistant Treasurer or by a public accountant or a firm of public accountants, to the effect that the financial statement presents fairly the financial position of the Corporation and the results of its operations in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding period or such other certificate as is in accordance with sound accounting practice. At any meeting of the Board of Directors, the Treasurer shall furnish summary statements of the financial condition of the Corporation as of the date requested by the President or the Board of Directors. Upon the expiration of the Treasurer's term of office, the Treasurer shall deliver all money, books, papers and other property of the Corporation that shall be in the Treasurer's possession under the Treasurer's control to the President or the Treasurer's successor in office.

ARTICLE VI
INDEMNIFICATION OF DIRECTORS, OFFICERS AND EMPLOYEES

To the extent permitted by Ohio law, the Corporation shall indemnify and present former Director, officer, committee member, administrative staff resource person to a committee, or key administrative staff employee against expenses (including attorney's fees), judgments, decrees, fines, penalties, amounts paid in settlement and other liabilities in connection with the defense of any pending or threatened action, suit, or proceeding whether criminal, civil, administrative, or investigative, to which such person is or could reasonably expect to be made a party, provided:

(a) that such person was not guilty of willful or wanton misconduct in the performance of their duty to the Corporation;

(b) that such person acted in good faith in what they reasonably believed to be the best interests of the Corporation; and

(c) that, in any matter the subject of a criminal action, suit, or proceeding, such person had no reasonable cause to believe that their conduct was unlawful.

The determination as to (a), (b), and (c) above shall be made:

(1) by a majority vote of a quorum of the Board of Directors consisting of said Directors who are not or were not parties to or threatened with such action, suit, o proceeding; or

(2) if such a quorum is not available, or even if obtainable, if a majority of such quorum of disinterested Directors so directs, by a written opinion of independent legal counsel to whom the matter may be referred by a majority of Directors. Any independent counsel or a firm associated with the attorney shall not have performed services for the corporation or any person to be indemnified within the past five years.

The termination of any claim, action, suit, or proceeding by judgment, order, settlement conviction, or plea of guilty or nolo contendere shall not create a presumption that such person did not meet the standards of conduct set forth in this Article.

To the extent that any such person has been successful on the merits, on a procedural basis or otherwise, with respect to any such action, suit, or proceeding, or in the defense of any claim, issue, or matter therein, such person shall be indemnified against expenses, including reasonable attorneys' fees, incurred in connection therewith regardless of the determination specified in the above paragraph of this Article.

The indemnification provided by this Article shall not be deemed exclusive of, or in any way to limit, any other rights to which any person eligible for indemnification may be or may become entitled as a matter of law, or pursuant to the Articles of Incorporation, the Code of Regulations, agreements, insurance coverage, or otherwise. The indemnification provided by this Article shall continue as to a person who has ceased to be a Director, officer, committee member, administrative staff resource person, or key administrative staff employee and shall inure to the benefit of heirs, executors, and administrators of such person.

Irrespective of the provisions of this Article, the Board of Directors at any time or from time to time, may approve the indemnification of Directors and officers or other persons to the full extent permitted by the provisions of the Ohio General Non-Profit Corporation law at the time in effect, whether on account of past or future transactions.

The extension of rights of indemnification hereunder by liberalization of any existing law of the State of Ohio shall not be construed as limiting any right of indemnification of any Director or officer which has accrued under an existing law. It is the intention of this provision that any liberalization of the law of the State of Ohio shall inure to the benefit of Directors and officers entitled to indemnification. No change in the law of Ohio decreasing the rights of indemnification shall be deemed to derogate from decrease any right of indemnification which shall have accrued or vested prior to the change in such law.

If any part of this Article shall be found in any action, suit, or proceeding to be invalid or ineffective, the validity and the effect of the remaining provisions of this Article shall not be affected.

ARTICLE VII
CONTRACTS BETWEEN CORPORATION AND RELATED PERSONS

To the greatest extent allowed by Ohio law, any contract or other transaction between this Corporation and one or more of its Directors, or between this Corporation and any entity of which one or more of this Corporation's Directors are interested, whether such Director is a member of the Governing Board of the community school or not, shall be valid for any an all purposes, notwithstanding the presence of such Director at the meeting at which the Board of Directors of the Corporation acts upon, or in reference to, such contract or transaction, and notwithstanding the participation of the Director in such action, if the fact of such interest shall be disclosed or known to the Board of Directors, and the Board of Directors nevertheless, authorize, approve, or ratify such contract or transaction by vote of a majority of the Directors present. Unless Ohio law otherwise prohibits or permits, the interested Director may be counted in determining whether a quorum is present, but may not be counted in voting upon the matter or in calculating the majority of such quorum necessary to carry such vote. This Article VII shall not be construed to invalidate any contract or other transaction which would otherwise be valid under the common and statutory law applicable thereto. During the period of time that the Corporation operates an Ohio Community school, the Board of Directors shall comply with Chapter 102 and Section 2921.42 of the Ohio Revised Code.

ARTICLE VIII
AMENDMENTS

The Board of Directors at a meeting held for such purposes, may adopt an amendment to these Regulations by the affirmative vote of three-quarters of the entire Board of Directors. In addition to or in lieu of adopting an amendment to the Regulations, the Directors may adopt amended Regulations by the same action or vote as that required to adopt the amendment.

ARTICLE IX
MISCELLANEOUS

Section 1. **Fiscal Year.** The fiscal year of the Corporation shall end on the 30th day of June in each year or on such day as may be fixed from time to time by the Board of Directors.

Section 2. **Mortgages.** The Board of Directors may authorize any mortgage or pledge of all or any of the property of this Corporation of any description, or any interest therein, for the purpose of securing the payment or performance of any obligation or contract of this Corporation.

Section 3. **Property.** All property acquired by this Corporation by purchase, gift, bequest, or otherwise, shall be the absolute property of this Corporation, unless at the time of acquiring such property it is otherwise specified in writing.

Section 4. **Books and Records.** The Corporation shall keep correct and complete books, records and minutes of the Board of Directors' meetings, which shall be public records until such time as the Corporation is no longer functioning as a public school. The Secretary of the Corporation shall keep an accurate list of the names and addresses of the board of Directors.

Amended and restated code of regulations reviewed by David Wickman – December 2010; approved by the Board November 2011.

AMENDED AND RESTATED CODE OF REGULATIONS OF RICHARD ALLEN ACADEMY RICHARD ALLEN ACADEMY II RICHARD ALLEN ACADEMY III RICHARD ALLEN PREPARATORY

ARTICLE I
PURPOSE

Section 1. **Purpose.** Richard Allen Academy, Richard Allen Academy II, Richard Allen Academy III, and Richard Allen Preparatory, (the "Corporation") is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provision of any future United States Internal Revenue Law to operate as a community school in the State of Ohio.

ARTICLE II
MEMBERSHIP OF THE CORPORATION

Section 1. **Membership.** There shall be no members of the Corporation. The Board of Directors shall, for purpose of any statute or rule of law relating to Ohio non-profit corporations, act as the members of the Corporation, and shall have all the rights and privileges of members, as provided by the Ohio Non-Profit Corporation Code Chapter 1702, as amended.

ARTICLE III
NOTICES AND MAILING

Section 1. **Form.** Any notice required to be given by this Code of Regulations of Corporation (the "Code" or "Regulations"), shall be in writing and shall be delivered personally or sent by telegram, telecopy, or electronic mail transmission or by United States mail, express, Mail, or courier service, with postage or fees prepaid. For any notice sent by personal delivery, telegram, telecopy or electronic mail, notice shall be deemed to be given when delivered or transmitted. For any notice sent by United States mail, or courier service, notice shall be deemed to be given when delivered or deposited in the mail or with the courier service.

Section 2. **Waiver of Notice.** Notice of the date, time, and place of any meeting of the Board of Directors may be waived by telegram, telecopy, electronic mail transmission or other writing, either before or after such meeting has been held. Attendance at a meeting without protest of lack of proper notice shall automatically constitute a waiver of notice of that meeting.

ARTICLE IV
DIRECTORS

Section 1. **Number.** The number of Directors of the Corporation shall be at least five (5), or such greater number as may be subsequently determined by the Directors, but in no case less than five (5).

Section 2. **Election and Term.** At the annual meeting of the Board of Directors, or at any other meeting called for such purpose, the outgoing Board of Directors shall elect individuals to fill vacancies on the Board of Directors created by the expired term(s) of any Director. Each Director shall hold office for a term of three (3) years, which expires on June 30th of the year following their election, and until their successor is duly elected and qualified or until their earlier death, resignation, or removal from office. However, nothing in the Code shall be construed to prevent and Director, if re-elected, from serving consecutive terms as a Director. Any individual elected to fill a vacancy on the Board of Directors caused by resignation, removal or death of a Director shall, subject to the other provisions of this Code, serve the remainder of the term of that Director. Any individual elected to fill a vacancy on the Board of Directors caused by an increase in the authorized number of Directors shall, subject to the other provisions of this Code, serve until the next annual meeting of Directors.

Section 3. **Qualifications and Role of Directors.** The Directors shall be, in the capacity as Directors, the Governing Board of a public community school in Ohio. The Directors shall have a strong interest in the welfare of the Corporation and in education, accounting, legal matters, and or community matters. Each Director should be willing and able to attend all meetings, both regular and special, and also be willing to accept special assignments and serve on committees.

Section4. **Meetings.** The annual meeting of the Directors shall be held on a date, time, and place set by the Chair in approximately June of each year, to elect a Board of Directors and for such other purposes as the President may determine. The Chair, at any time, may call a special meeting of Directors for such purposes as the Chair shall determine. Provided, however meetings relating in any way to the business or operation of the public school must be open to the public and publicized or advertised as required by law.
The rules contained in the current edition of Robert's Rules of Order Newly Revised, shall govern the applicable procedure at meetings, as long as such rules are not inconsistent with this Code of Regulations, Ohio law, or any special rules the Board of Directors may adopt. The Chair shall preside at meetings of the Board of Directors. The Chair shall have and exercise general supervision and control over the conduct of the meetings of the Board of Directors. Unless otherwise determined by the Chair, the order of business at all Directors' meetings shall be as follows:

1. Roll Call;
2. Proof of public notice of meeting;
3. Proof of notice of meeting of Directors or waiver thereof;
4. Reading of minutes of prior meeting and acting thereon, unless dispensed with by unanimous consent;
5. Reports of officers, if any;
6. Reports of committees, if any;
7. Election of directors, if any;
8. Unfinished business, if any; and
9. New business, if any.

Section 5. **Quorum and Voting.** The physical presence of a simple majority of the total number of Directors shall constitute a quorum for the transaction of business at all meetings of the Board of Directors unless otherwise provided by law or herein. A vote of a simple majority of the Directors physically present at a meeting at which a quorum is present shall be required to effectuate action on all matters within the powers of the Board of Directors unless otherwise provided by law or herein. The Directors must be physically present at a meeting in order to be counted as part of a quorum and to vote.

Section 6. **Notice.** Notice of any meeting of the Board of Directors shall be given in accordance with Article III, Section 1 of this code. Unless waived, notices of a regular or annual meeting must state the date, place and time of the meeting. Unless waived, notice of a special meeting must communicate the time, date, place and purpose of the meeting. Notices shall be given to each Director not more than sixty (60) days nor less than two (2) days before any meeting. The attendance of any Director at a meeting without protesting, prior to or at the commencement of the meeting shall waive notice or lack of proper notice for that meeting. However, nothing shall eliminate or alter any legal requirement of the Corporation, to provide notice to the public of meetings, while operating a public Ohio community school.

Section 7. **Action by Written Consent.** All actions taken at a meeting of the Board of Directors must be taken at an open and public meeting and an action by written consent shall not be allowed, unless and until the Corporation ceases to operate a public community school.

Section 8. **Committees of Directors.** The Board of Directors may create an Executive Committee and such other committee or committees as the Directors may determine, the members of which committee or committees shall include not less than one (1) director and the President. The President shall preside as the Chair of each committee. A Simple majority of the members of any such committee shall constitute a quorum, and the act of a simple majority of the votes cast at a meeting at which a quorum is present shall be the act of the committee. In every instance, however, the final action on all committee business shall be in the nature only of recommendations to the Board of Directors. Notwithstanding anything to the contrary in this Section 8 of the Article IV however, no committee or any group of Directors, which consist of a majority of the Board of Directors, shall meet in the prearranged manner to discuss public school business, without proper notice to the public of a regular or special meeting.

Section 9. **Other Advisory Councils.** The Board of Directors may, at its discretion, also consider recommendations of associations, supporting organizations or advisory councils which are not part of the Board of Directors, such as those of parents or other pertinent groups.

Section 10. **Removal of Directors.** Any Director may be removed, with or without cause, at any time by the majority vote of the Board of Directors.

Section 11. **Vacancies.** The office of a Director shall become vacant if he or she is removed, dies, or resigns. Any Director may resign *by* tendering a written resignation to the Board of Directors. The resignation shall be effective upon the receipt of the resignation by an officer of the Board or, if later, upon the date specified by the Director in his/her resignation. The remaining Directors, though less than a majority of the whole authorized number of Directors, may, by a vote of the majority of their number fill any vacancy in the Board for the unexpired term.

Section 12. **Powers of Directors.** The policies of the Corporation shall be established by the Board of Directors in accordance with the law and, while operating a public Ohio Community School, consistent with the Corporation's contract with its sponsor. Subject to the provisions of Ohio law in general, the Ohio Nonprofit Corporation Law, the Articles of Incorporation and the Code of Regulations of the Corporation, the Board of Directors shall do and perform every act and thing whatsoever which it shall deem necessary, expedient to advisable to carry out the purpose of the Corporation.

Section 13. **Honorary Directors.** Any individual, whether an emeritus director or not, who has provided extraordinary service to the Corporation over a period of time, may be honored with the title "Honorary Director", at the discretion of the Board, by a majority vote of the Board. Honorary Directors are elected for life, are not voting members of the Board and are permitted but not required to attend meetings.

ARTICLE V
OFFICERS

Section 1. **General Provisions.** The officers of the Corporations shall consist of a President; such number Vice Presidents as the Board may, from time to time, determine, a Secretary and a Treasurer. The Board of Directors may, from time to time, create such offices and appoint such other Officers and elect Assistant Officers as it may determine. The Officers shall be elected by the Board of Directors. Any two of such offices may be held by the same person, but no Officer shall execute, acknowledge or verify any instrument in more than one capacity. The Officers elected by the Board of Directors shall be paid such compensation as the Board of Directors may from time to time determine.

Section 2. **Term of Office.** The Officers of the Corporation, other than the President, shall hold office until the annual meeting of the Board of Directors next following the date of the election and until their successors are chosen and qualified unless sooner removed by the Board of Directors. However, nothing in the Code shall be construed to prevent any Officer, if re-elected from serving consecutive terms as an Officer. The Board of Directors may remove any Officer, other than the President, at any time, with or without cause, by a majority vote. A vacancy in any office, however created, may be filled by the Board of Directors.

Section 3. **President.** The president shall be the Chief Executive Officer of the Corporation. Subject to this Code of Regulations and the orders of the Board of Directors, the President shall supervise, manage, control, and oversee the operations of the Corporation, and, in general, perform all duties usually incident to the office of President or that may be required by the Board of Directors. The President shall serve for a term of three (3) years and can be re-elected for additional terms. The Board of Directors shall only remove the President for cause by the vote of a majority of the entire Board of Directors. For purposes of this Section 3 of Article V, cause shall mean, (i) gross incompetence in the performance of the duties of the office, (ii) embezzlement or other misappropriation of corporate assets, (iii) a breach of the president's fiduciary duties to the Corporation; or (iv) indictment for criminal charges involving theft, dishonesty, moral turpitude or that constitute a felony.

Section 4. **Vice President.** In the President's absence or inability to act, the Vice President shall discharge the duties of the President.

Section 5. **Secretary.** The Secretary shall (a) keep minutes of all meetings of the Board of Directors, as well as the resolutions and waivers of notice; (b) give notice of all meetings of Board of Directors, both corporate and public; (c) keep such books as may be required by the Board of Directors; and (d) perform such other duties as may be assigned from time to time by the Board of Directors or by the President. All books and papers pertaining to the office of the Secretary shall be subject at any time to the inspection of any member of the Board of Directors and the President, and, on the expiration of the Secretary's term of office such Secretary shall deliver all books, papers, and other property of the Corporation in the Secretary's possession or under the Secretary's control to the President or to the Secretary's successor in office; and, in general, the Secretary shall perform all duties pertaining to such office as may be required by the President or Board of Directors.

Section 6. **Treasurer.** The Treasurer shall have general supervision of all finances; the Treasurer shall receive and safely keep all monies belonging to the Corporation and shall perform such other duties as from time to time may be assigned by the Board of Directors. The Treasurer shall keep proper books of account and keep accurate account of the finances of the Corporation and shall present, at the annual meeting of the Board of Directors, a financial statement reporting the Corporation's receipts and expenditures and a balance sheet containing a summary of the assets and liabilities as of the close of the corporation's fiscal year. The financial statement shall have appended thereto a certificate signed by the President or a Vice President and the Treasurer or an Assistant Treasurer or by a public accountant or a firm of public accountants, to the effect that the financial statement presents fairly the financial position of the Corporation and the results of its operations in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding period or such other certificate as is in accordance with sound accounting practice. At any meeting of the Board of Directors, the Treasurer shall furnish summary statements of the financial condition of the Corporation as of the date requested by the President or the Board of Directors. Upon the expiration of the Treasurer's term of office, the Treasurer shall deliver all money, books, papers and other property of the Corporation that shall be in the Treasurer's possession under the Treasurer's control to the President or the Treasurer's successor in office.

ARTICLE VI
INDEMNIFICATION OF DIRECTORS, OFFICERS AND EMPLOYEES

To the extent permitted by Ohio law, the Corporation shall indemnify and present former Director, officer, committee member, administrative staff resource person to a committee, or key administrative staff employee against expenses (including attorney's fees), judgments, decrees, fines, penalties, amounts paid in settlement and other liabilities in connection with the defense of any pending or threatened action, suit, or proceeding whether criminal, civil, administrative, or investigative, to which such person is or could reasonably expect to be made a party, provided:

(a) that such person was not guilty of willful or wanton misconduct in the performance of their duty to the Corporation;

(b) that such person acted in good faith in what they reasonably believed to be the best interests of the Corporation; and

(c) that, in any matter the subject of a criminal action, suit, or proceeding, such person had no reasonable cause to believe that their conduct was unlawful.

The determination as to (a), (b), and (c) above shall be made:

(1) by a majority vote of a quorum of the Board of Directors consisting of said Directors who are not or were not parties to or threatened with such action, suit, o proceeding; or

(2) if such a quorum is not available, or even if obtainable, if a majority of such quorum of disinterested Directors so directs, by a written opinion of independent legal counsel to whom the matter may be referred by a majority of Directors. Any independent counsel or a firm associated with the attorney shall not have performed services for the corporation or any person to be indemnified within the past five years.

The termination of any claim, action, suit, or proceeding by judgment, order, settlement conviction, or plea of guilty or nolo contendere shall not create a presumption that such person did not meet the standards of conduct set forth in this Article.

To the extent that any such person has been successful on the merits, on a procedural basis or otherwise, with respect to any such action, suit, or proceeding, or in the defense of any claim, issue, or matter therein, such person shall be indemnified against expenses, including reasonable attorneys' fees, incurred in connection therewith regardless of the determination specified in the above paragraph of this Article.

The indemnification provided by this Article shall not be deemed exclusive of, or in any way to limit, any other rights to which any person eligible for indemnification may be or may become entitled as a matter of law, or pursuant to the Articles of Incorporation, the Code of Regulations, agreements, insurance coverage, or otherwise. The indemnification provided by this Article shall continue as to a person who has ceased to be a Director, officer, committee member, administrative staff resource person, or key administrative staff employee and shall inure to the benefit of heirs, executors, and administrators of such person.

Irrespective of the provisions of this Article, the Board of Directors at any time or from time to time, may approve the indemnification of Directors and officers or other persons to the full extent permitted by the provisions of the Ohio General Non-Profit Corporation law at the time in effect, whether on account of past or future transactions.

The extension of rights of indemnification hereunder by liberalization of any existing law of the State of Ohio shall not be construed as limiting any right of indemnification of any Director or officer which has accrued under an existing law. It is the intention of this provision that any liberalization of the law of the State of Ohio shall inure to the benefit of Directors and officers entitled to indemnification. No change in the law of Ohio decreasing the rights of indemnification shall be deemed to derogate from decrease any right of indemnification which shall have accrued or vested prior to the change in such law.

If any part of this Article shall be found in any action, suit, or proceeding to be invalid or ineffective, the validity and the effect of the remaining provisions of this Article shall not be affected.

ARTICLE VII
CONTRACTS BETWEEN CORPORATION AND RELATED PERSONS

To the greatest extent allowed by Ohio law, any contract or other transaction between this Corporation and one or more of its Directors, or between this Corporation and any entity of which one or more of this Corporation's Directors are interested, whether such Director is a member of the Governing Board of the community school or not, shall be valid for any an all purposes, notwithstanding the presence of such Director at the meeting at which the Board of Directors of the Corporation acts upon, or in reference to, such contract or transaction, and notwithstanding the participation of the Director in such action, if the fact of such interest shall be disclosed or known to the Board of Directors, and the Board of Directors nevertheless, authorize, approve, or ratify such contract or transaction by vote of a majority of the Directors present. Unless Ohio law otherwise prohibits or permits, the interested Director may be counted in determining whether a quorum is present, but may not be counted in voting upon the matter or in calculating the majority of such quorum necessary to carry such vote. This Article VII shall not be construed to invalidate any contract or other transaction which would otherwise be valid under the common and statutory law applicable thereto. During the period of time that the Corporation operates an Ohio Community school, the Board of Directors shall comply with Chapter 102 and Section 2921.42 of the Ohio Revised Code.

ARTICLE VIII
AMENDMENTS

The Board of Directors at a meeting held for such purposes, may adopt an amendment to these Regulations by the affirmative vote of three-quarters of the entire Board of Directors. In addition to or in lieu of adopting an amendment to the Regulations, the Directors may adopt amended Regulations by the same action or vote as that required to adopt the amendment.

ARTICLE IX
MISCELLANEOUS

Section 1. **Fiscal Year.** The fiscal year of the Corporation shall end on the 30th day of June in each year or on such day as may be fixed from time to time by the Board of Directors.

Section 2. **Mortgages.** The Board of Directors may authorize any mortgage or pledge of all or any of the property of this Corporation of any description, or any interest therein, for the purpose of securing the payment or performance of any obligation or contract of this Corporation.

Section 3. **Property.** All property acquired by this Corporation by purchase, gift, bequest, or otherwise, shall be the absolute property of this Corporation, unless at the time of acquiring such property it is otherwise specified in writing.

Section 4. **Books and Records.** The Corporation shall keep correct and complete books, records and minutes of the Board of Directors' meetings, which shall be public records until such time as the Corporation is no longer functioning as a public school. The Secretary of the Corporation shall keep an accurate list of the names and addresses of the board of Directors.

Amended and restated code of regulations reviewed by David Wickman – December 2010; approved by the Board November 2011.

EXHIBIT A

CODE OF REGULATIONS

- of -

RICHARD ALLEN PREPARATORY, INC.

An Ohio Nonprofit Corporation

ARTICLE I

SCOPE

These Regulations are not intended to state purposes or authorize powers different from or in addition to those provided in the Articles of Incorporation of the Corporation.

ARTICLE II

PURPOSE

This Corporation shall have the purposes or powers as may be stated in its Articles of Incorporation and such powers as are now or may be granted hereafter by law.

The primary purpose of this Corporation is to establish a community based school that establishes and operates an educational facility including a regularly scheduled curriculum, a regular faculty of qualified teachers, and a facility where its educational activities are regularly carried on to a regularly enrolled body of students in Kindergarten through 8th grade.

ARTICLE III

NON-DISCRIMINATION POLICY

This Corporation shall conduct its educational programs in a nondiscriminatory matter and shall not decline to enroll any student on the basis of such student's national origin, race, gender, religion or creed, or because such student is physically handicapped.

ARTICLE IV

MEMBERS

The Corporation shall have no members The trustees of the Corporation shall for purposes of any statute, rule, or law relating to corporations, have all rights and privileges of members.

ARTICLE V

BOARD OF TRUSTEES

Section 1. General Powers. Except where the law, the Articles of Incorporation or these Regulations require that action be otherwise authorized or taken, all of the authority of the Corporation shall be exercised by or under the direction of the Board of Trustees.

Section 2. Number of Trustees. Until changed by the Board of Trustees, there shall be not less than three (3) nor more than eleven (11) trustees of the Corporation. There shall be ten (10) initial Trustees.

Section 3. Election and Term of Office. At all elections of trustees, the candidates receiving the greatest number of votes shall be elected. Trustees shall hold office for a period of one year from the time of their election until the annual meeting of the Board of Trustees, at which time successors are elected and qualified.

Section 4. Qualification of Trustees. Trustees of the Corporation shall be qualified by reason of knowledge and experience in affairs related to the activities of the Corporation. No trustee shall be ineligible for re-election to the Board of Trustees by reason of length of service as a trustee.

Section 5. Resignation and Vacancies. A trustee may resign at any time by instrument in writing to that effect filed with the Secretary or any officer of the Corporation other than himself.

Whenever any vacancies shall occur among the trustees, the remaining trustees shall constitute the trustees of the Corporation until such vacancy is filled or until the number of trustees is changed. The remaining trustees may, by a vote of a majority of their number, fill any vacancy for the unexpired term.

Section 6. Voting, Quorum and Adjournments. The presence of a majority of the trustees shall constitute a quorum, provided that any meeting duly called may, by vote of a majority of the trustees present, adjourn the meeting from time to time and place to place within or without the State of Ohio, in which case no further notice of the adjourned meeting need be given. At any meeting of trustees, all questions and business shall be determined by the affirmative vote of not less

than a majority of the trustees present, except as the Articles of Incorporation or these Regulations may require the affirmative vote of a greater number of trustees.

Section 7. Annual Meeting. The annual meeting of the Board of Trustees shall be held in March or at such time and at such place as may be fixed by the Board of Trustees, or, if it fails to do so, by the President. The annual meeting shall be held for the purpose of electing trustees, officers and transacting any other business.

Section 8. Meetings of the Board. Regular meetings of the Board of Trustees shall be held on such dates and at such times and places as the Board may designate and shall generally be held on a semi-annual basis.

Special meetings of the Board of Trustees may be held at any time upon call of the President, and Vice President or any tow members of the Board.

Section 9. Notice and Waivers of Notice. Meetings of the Board of Trustees may be held at any place with the greater Dayton, Ohio area. Written notice of the time and place of each meeting, regular or special, shall be given by mailing the same to each trustee at his or her last known address at least five (5) days prior to the date of such meeting, or such notice may be delivered by telephone or telegraphed in substance to each trustee not less than forty-eight (48) hours before the meeting, which notice shall specify the purposes of the meeting in the case of a special meeting. Except as otherwise provided in these Regulations, notice of each annual meeting of trustees shall be given to each trustee by letter or telegram or in person not less than two nor more than 30 days prior to such meeting.

Unless otherwise limited in the notice thereof, any business may be transacted at any annual or regular meeting. Any trustee may waive notice of any meeting and, by attending any meeting without protesting the lack of proper notice, shall be deemed to have waived notice thereof.

Section 10. Compensation. The trustees shall not receive salaries, fees or compensation for their service as trustees or their attendance at any meeting or committee meeting of trustees. However, the trustees shall be reimbursed for expenses incurred in connection with the performance of their duties.

Section 11. Duality of Interest. A trustee having a conflict of interest or conflict of responsibility on any matter involving the Corporation and any other business entity or person shall refrain from voting on such matter. No trustee shall use his position as a trustee of the Corporation for his own direct or indirect financial gain.

Section 12. Action by Trustees Without Meeting. Trustees may participate in a meeting of the Board of Trustees (or a committee of the Board of Trustees) by means of conference telephone or a similar communication equipment by means of which all persons participating in the meeting can hear each other, and such participation in a meeting shall constitute presence in person at the meeting.

In addition, any action which may be authorized or taken at a meeting of the Board of Trustees may be authorized or taken without a meeting with the affirmative vote or approval of, and in a writing or writings signed by, all of the trustees who would be entitled to notice of a meeting for such purpose. Any such writing shall be filed with or entered upon the records of the Corporation.

ARTICLE VI

COMMITTEES

The Board of Trustees may appoint one or more trustees and/or other qualified persons who are not trustees to constitute one or more other committees of the Corporation. The resolution establishing each such committee shall specify a designation by which it shall be known and shall fix its powers and authority. The Board of Trustees may delegate to any such committee any of the authority of the Board of Trustees, however conferred.

Each such committee shall serve at the pleasure of the Board of Trustees, shall act only in the intervals between meetings of the Board of Trustees, and shall be subject to the control and direction of the Board of Trustees. All actions by any such committee shall be subject to revision and alteration by the Board of Trustees provided that no rights of third persons shall be adversely affected by any such revision or alteration.

Any such committee may act by a majority of its members at a meeting or by a writing or writings signed by all of its members.

ARTICLE VII

OFFICERS

Section 1. Officers. The officers of the Corporation shall consist of a President, a Vice President, a Secretary and a Treasurer. The Board of Trustees may appoint such other officers and assistants as may be necessary.

Section 2. Election of Officers. The officers of the Corporation shall be elected by the Board of Trustees at the annual meeting of the Board of Trustees and shall hold office until the next annual meeting of the Board of Trustees and until their successors are elected and qualified. The Board of Trustees may remove any officer at any time, with or without cause, by a vote of the majority of Trustees at a meeting where a quorum is present. The Board of Trustees may fill any vacancy in any office occurring from whatever cause.

Section 3. Duties of Officers.

(a) President. The President shall preside at all meetings of the Board of Trustees and shall sign any contracts, notes, deeds or other papers requiring the President's signature, and shall have such other duties as may from time to time be required of the President by the Board of Trustees.

(b) Vice President. A Vice President shall have the powers of the President during the absence or incapacity of the President or when there is a vacancy in the office of President, and shall have such other powers and duties as may be prescribed by the trustees.

(c) Secretary. The Secretary shall keep minutes of all the proceedings of the Board of Trustees, make proper record of the same and furnish copies of such minutes to the President prior to the next meeting of the Board of Trustees; sign all bonds, contracts, notes, deeds and other papers executed by the Corporation requiring such signature; give notice of meetings of trustees, keep such books as may be required by the Board of Trustees and perform such other and further duties as may from time to time be required by the Board of Trustees.

(d) Treasurer. The Treasurer shall have general supervision of all finances. The Treasurer shall receive and have in charge all money, bills, notes, deeds, leases, mortgages, insurance policies and similar property belonging to the Corporation, and shall do with the same such as may from time to time be required by the Board of Trustees. The Treasurer shall cause to be kept adequate and correct accounts of the business transactions of the Corporation and on the expiration of the term of office shall turn over to the succeeding Treasurer or to the Board of Trustees all property, books, papers and money of the Corporation.

(e) Assistant Officers. Assistant officers shall act as assistants to and under the direction of their superior officers and shall be vested with all of the powers or be required to perform any of the duties of their superior officers in their absence, and they shall perform such other and further duties as may, from time to time, be required of them by the Board of Trustees.

SECTION VIII

LIMITATION OF LIABILITY

No person shall be liable to the Corporation for any loss or damage suffered by it on account of any action taken or omitted to be taken by him as a trustee or officer of the Corporation, if such person performs his duties, including his duties as a member of any committee of the Board of Trustees upon which he may serve, in good faith and in a manner he reasonably believes to be in the best interests of the Corporation, and with the care that an ordinarily prudent person in a like

position would use under similar circumstances. In performing his duties, a trustee or officer is entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, that are prepared or presented by: (1) one or more trustees, officers or employees of the Corporation whom the trustee or officer reasonably believes are reliable and competent in the matters prepared or presented; (2) counsel, public accountants or other persons as to matters that the trustee or officer reasonably believes are within the person's professional or expert competence; (3) a committee of the Board of Trustees upon which he does not serve, duly established in accordance with a provision of the Articles of Incorporation or these Regulations, as to matters within its designated authority, which committee the trustee or officer reasonably believes to merit confidence.

ARTICLE IX

INDEMNIFICATION OF TRUSTEES, OFFICERS AND EMPLOYEES

The Corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending, or completed civil, criminal, administrative, or investigative action, suit, or proceeding, other than an action by or in the right of the Corporation, by reason of the fact that he is or was a trustee, officer, employee, or agent of or a volunteer of the Corporation, or is or was serving at the request of the Corporation as a trustee, director, officer, employee, or agent of or a volunteer of another domestic or foreign nonprofit corporation or corporation for profit, or a partnership, joint venture, trust, or other enterprise, against expenses, including attorney's fees, judgments, fines, and amounts paid in settlement actually and reasonably incurred by him in connection with such action, suit, or proceeding, if he acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the Corporation, and, with respect to any criminal action or proceeding, if he had no reasonable cause to believe his conduct was unlawful. The termination of any action, suit, or proceeding by judgement, order, settlement, or conviction, or upon plea of nolo contendere or its equivalent, shall not create, of itself, a presumption that the person did not act in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the Corporation, and, with respect to any criminal action or proceeding, a presumption that the person had reasonable cause to believe that his conduct was unlawful.

The Corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending, or completed action or suit by or in the right of the Corporation to procure a judgment in its favor, by reason of the fact that he is or was a trustee, officer, employee, or agent of or a volunteer of the Corporation, or is or was serving at the request of the Corporation as a trustee, director, officer, employee, or agent of or a volunteer of another domestic or foreign nonprofit corporation or corporation for profit, or a partnership, joint venture, trust, or other enterprise against expenses, including attorney's fees, actually and reasonably incurred by him in connection with the defense or settlement of such action or suit, if he acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the Corporation, except that no indemnification shall be made in respect of any of the following:

(a) Any claim, issue or matter as to which such person is adjudged to be liable for negligence or misconduct in the performance of his duty to the Corporation unless, and only to the extent that, the court of common pleas or the court in which the action or suit was brought determines, upon application, that, despite the adjudication of liability but in view of all circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses as the court of common pleas or such other court considers proper;

(b) Any action or suit in which liability is asserted against a trustee and that liability is asserted only pursuant to Section 1702.55 of the Ohio Revised Code.

To the extent that a trustee, director, officer, employee, agent, or volunteer has been successful on the merits or otherwise in defense of any action, suit, or proceeding referred in this Article, or in defense of any claim, issue, or matter in such an action, suit, or proceeding, he shall be indemnified against expenses, including attorney's fees, actually and reasonably incurred by him in connection with that action, suit, or proceeding.

Unless ordered by a court and subject to the above provision, any indemnification under this Article shall be made by the Corporation only as authorized in the specific case, upon a determination that indemnification of the trustee, director, officer, employee, agent, or volunteer is proper in the circumstances because he has met the applicable standard of conduct set forth in this Article. Such determination shall be made in any of the following manners:

(a) By a majority vote of a quorum consisting of trustees of the Corporation who were not and are not parties to or threatened with the action, suit, or proceeding referred to in this Article.

(b) Whether or not a quorum as described above is obtainable, and if a majority of a quorum of disinterested trustees so directs, in a written opinion by independent legal counsel other than an attorney, or a firm having associated with it an attorney, who has been retained by or who has performed services for the Corporation or any person to be indemnified within the past five years;

(c) By the members of the Corporation;

(d) By the court of common pleas or the court in which the action, suit, or proceeding referred to in this Article was brought.

If an action or suit by or in the right of the Corporation is involved, any determination made by the disinterested trustees under this Article or by independent legal counsel under this Article shall be communicated promptly to the person who threatened or brought such action or suit and, within ten days after receipt of such notification, such person shall have the right to petition the court of common pleas or the court in which such action or suit was brought to review the reasonableness of such determination.

Expenses, including attorney's fees, incurred by a trustee, director, officer, employee, agent, or volunteer in defending any action, suit, or proceeding referred to in this Article may be paid by the Corporation as they are incurred, in advance of the final disposition of the action, suit, or proceeding, as authorized by the trustees in the specific case, upon receipt of an undertaking by or on behalf of the trustee, director, officer, employee, agent, or volunteer to repay the amount if it ultimately is determined that he is not entitled to be indemnified by the Corporation.

The indemnification authorized by this Article is not exclusive of, and shall be in addition to, any other rights granted to those seeking indemnification, pursuant to the Articles of Incorporation, these Regulations, any agreement, a vote of members or disinterested trustees, or otherwise, both as to action in their official capacities and as to action in another capacity while holding their offices or positions, and shall continue as to a person who has ceased to be a trustee, director, officer, employee, agent, or volunteer and shall inure to the benefit of the heirs, executors, and administrators of such person.

Any indemnification authorized herein shall be permitted only to the extent that it does not constitute an act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code or a taxable expenditure as defined in Section 4945(d) of the Internal Revenue Code.

ARTICLE X

DONATIONS AND SPECIAL FUNDS

The Corporation shall have authority to receive donations from any source in cash or other property acceptable to the Board of Trustees. The Board of Trustees may, in its discretion, accept donations subject to restrictions as to the uses and purposes for which the same may be applied or which limit the time, manner, amount or other terms of such application, provided that the uses and purposes and the terms of application specified are within the purpose of the Corporation and do not violate the Articles of Incorporation, these Regulations or any applicable statute or rule of law. To facilitate the making and administration of restricted donations, the Board of Trustees may establish special trusts or funds, donations to which shall be held for specified uses and purposes and/or terms of application, provided that such specific uses and purposes and terms of application are within the uses and purposes of the Corporation and do not violate the Articles of Incorporation, these Regulations or any applicable statutes or rule of law. The authority granted to the Corporation, and the powers granted to the Board of Trustees in this Article, shall be deemed to be in addition to, and not in limitation of, the authority and powers granted to each of them.

ARTICLE XI

DISSOLUTION

No part of the net earnings of the corporation shall inure to the benefit or be distributable to: its members, trustees, officers or other private persons, except that the corporation

shall be authorized and empowered to pay reasonable compensation for services rendered and to make payment and distribution in furtherance of the purpose set forth in the Articles hereof. No substantial part of the activities of the corporation shall be the caring 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 any candidate for public office. Notwithstanding any other provision of these Regulations, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt for Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law.)

Upon the dissolution of the organization, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE XII

RULES OF ORDER

Robert's Rules of Order shall prevail at all meetings.

ARTICLE XIII

AMENDMENTS

These Regulations may be amended or repealed and new Regulations may be adopted only by the act of a majority of the Trustees.

42449.1

DIRECTORS' ACTION

CONFLICT OF INTEREST POLICY

BOARD RESOLUTION

RESOLVED, that the Board of Directors for Richard Allen Preparatory, Richard Allen Academy, Richard Allen Academy II and Richard Allen Academy III approved the Conflict of Interest Policy effective July 1, 2016. This Policy will continue until revised and approved by the Board of Directors.

RESOLVED, The purpose of this Conflict of Interest Policy is to protect the interest of the Schools when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Governing Board member or employee of the Schools or an immediate family member or business associate thereof. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to community schools, as well as nonprofit and charitable organizations.

Laquetta Cotton

Dr. Laquetta Cortner, Chairperson Board of Trustees
Richard Allen Preparatory, Inc.
Richard Allen Academy, Inc.
Richard Allen Academy II,
RichardAllen Academy III

1/12/17

Date

Richard Allen Preparatory Governing Board
Conflict of Interest Policy

Article I

Purpose

The purpose of this Conflict of Interest Policy is to protect the interest of the Richard Allen Preparatory ("RA Prep") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Governing Board member or employee of RA Prep or an immediate family member or business associate thereof. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to community schools, as well as nonprofit and charitable organizations.

Article II

Definitions

1. **Immediate Family Member**

   Incudes spouses, children, parents, grandparents, siblings and in-laws.

2. **Interested Person**

   Any director, principal officer, or member of a committee with Governing Board delegated powers, who has a direct or indirect pecuniary or beneficial interest, is an interested person.

3. **Operator**

   An individual or organization that manages the daily operations of RA Prep pursuant to a contract between the operator and the Governing Board or a nonprofit organization that provides programmatic oversight and support to RA Prep under a contract with the Governing Board and that retains the right to terminate its affiliation with RA Prep if RA Prep fails to meet the organization's quality standards.

4. **Pecuniary Interest**

   A person has a pecuniary interest if the person has, directly or indirectly, through business, investment, or family:

   a. An ownership or investment interest in any entity with which RA Prep has a transaction or arrangement;

Article IV

Procedures

1. **Duty to Disclose**

   In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the direct or indirect pecuniary or beneficial interest and be given the opportunity to disclose all material facts to the Governing Board, or committee thereof, considering the proposed transaction or arrangement.

2. **Recusal of Interested Person**

   After disclosure of the potential interest and all material facts, and after any discussion with the interested person, s/he shall leave the Governing Board or committee meeting while the deliberation and decision with respect to the proposed transaction or arrangement occurs.

3. **Determination by the Governing Board**

   The non-interested members of the Governing Board or committee thereof shall:

   a. Determine whether the subject of the transaction or arrangement is necessary supplies or services for RA Prep;

   b. Determine whether the supplies or services are unobtainable elsewhere for the same or lower cost, or are being furnished to RA Prep as part of a continuing course of dealing established prior to the public official's becoming associated with RA Prep;

   c. Determine whether the treatment accorded RA Prep is either preferential to or the same as that accorded other customers or clients in similar transactions or arrangements;

   d. Determine whether the entire transaction is conducted at arm's length, with full knowledge by the Governing Board of the interest of the public official, member of the public official's family, or business associate; and

   e. Ensure that the public official has taken no part in the deliberations or decision of the Governing Board with respect to the proposed transaction or arrangement.

   If all of the foregoing is answered affirmatively, the Governing Board may enter into the proposed transaction or arrangement, despite the conflict of interest.

4. **Violations of Conflicts of Interest Policy**

   a. If the Governing Board or committee has reasonable cause to believe a public official has failed to disclose an actual or possible conflict of interest, it shall inform the public

official of the basis for such belief and afford the public official an opportunity to explain the alleged failure to disclose.

b. If, after hearing the public official's response and after making further investigation as warranted by the circumstances, the Governing Board or committee determines the public official has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article V

Record of Proceedings

The minutes of the Governing Board and all committees with Board delegated powers shall contain:

a. The name(s) of the public official(s) who disclosed or otherwise were found to have a direct or indirect pecuniary or beneficial interest in connection with an actual or possible conflict of interest, the nature of the interest, any action taken to determine whether a conflict of interest was present, and the Governing Board's or committee's decision as to whether to enter into the proposed transaction or arrangement;

b. Specific reference to any documents reviewed during discussion of the proposed transaction or arrangement; and

c. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article VI

Periodic Reviews

To ensure RA Prep operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining; and

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to RA Prep's written policies, are properly recorded, reflect reasonable

investment or payments for goods and services, further educational purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VI, RA Prep may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Adopted:

Richard Allen Preparatory
Board of Directors
2018 - 2019

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1205 New Mexico Drive
Xenia, OH 45385
amerev@yahoo.com
(513) 376-3715

Board – Treasurer

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Richard Allen Preparatory
Financial Policy Manual
Formal Board Policies

Financial Policies Manual

Section: 0.1

Rev.: 1R Date: 08/01/02

Title: **Index**

Section	Title	Rev #	Date
0.1	Index	*1R*	*08/01/02*
1	Purpose and Scope	*1R*	*08/01/02*
1.1	General		
1.2	Application		
2	Financial Management System	*1R*	*08/01/02*
2.1	General Requirements		
2.2	Documentation Requirements		
2.2.1	General		
2.2.2	Financial Policies Manual		
2.2.3	Control of Documents		
2.2.4	Control of Records		
3	Management Responsibility	*1R*	*08/01/02*
3.1	Management Commitment		
3.2	Board Policy		
3.3	Financial Planning		
3.4	Planning		
3.5	Responsibility, Authority and Communication		
3.5.1	Responsibility and Authority		
3.5.2	Management Representative		
3.5.3	Internal Communication		
3.6	Management Review		
3.6.1	General		
3.6.2	Review Input		
3.6.3	Review Output		
4	Resource Management	1*R*	*08/01/02*
4.1	Provision of Resources		
4.2	Human Resources		
4.2.1	General		
4.2.2	Competence, Awareness and Training		
4.2.3	Infrastructure		

Title: **Index**

Section	Title	Rev #	Date
5	Financial Processes	1*R*	*08/01/02*
5.1	Purchasing Process		
5.2	Accounts Payable Process		
6	Financial Reporting, Analysis and Monitoring	1*R*	*08/01/02*
6.1	General		
6.2	Financial Reporting		
6.2.1	Bank Reconciliation		
6.2.2	Financial Reports		
6.3	Financial Analysis and Monitoring		
6.3.1	Variance Analysis and Fund Balance Monitoring		
6.4	Control of Nonconforming Issues		
6.5	Improvement		
6.5.1	Continual Improvement		
6.5.2	Corrective Action		
6.5.3	Preventive Action		

Approved: _____

Date: _____

Board President

Title: **Purpose and Scope**

1.1 General

The purpose of the Financial Policies Manual is to document the financial practices used by Richard Allen Preparatory to assure the quality of its financial process.

1.2 Application

The scope of the Financial Policies Manual includes financial policy needed to assure appropriate receipt, expense, and accounting of public funds.

Title: **Financial Management System**

2.1 General Requirements

Richard Allen Preparatory has implemented a Financial Management System that is continuously maintained for effectiveness and process improvements in accordance with the requirements of its State Charter.

2.2 Documentation Requirements

2.2.1 General

The system documentation consists of five levels; the Board Policy (level one), the Financial Policies Manual (level two), Standard Operating Procedures (level three), Work Instructions (level four) and Records (level five). Supplemental to these documents are the Inspection and Test Plans and Master Lists.

LEVEL I Board Policy – A documented Policy Statement regarding financial management

LEVEL II Financial Policies Manual – The financial Policies Manual establishes requirements and guidelines for the overall management of finance. These requirements and guidelines are applicable to the operations at Richard Allen Preparatory.

LEVEL III Standard Operating Procedures – The SOP Manual is a collection of Standard Operating Procedures (SOP's), which are documented in conformance with, and support of the Financial Policies Manual's requirements and guidelines. The SOP Manual details the implementation of requirements and guidelines for the operation. (Procedures are placed as hard copies at relevant workstations).

LEVEL IV Work Instructions – Work Instructions are documented as necessary to support each applicable Quality Procedure. They detail **specific** quality or inspection information and **specific instructions** for performance of individual tasks.

LEVEL V Records – Completed Forms provide the objective evidence of compliance.

2.2.2 Financial Policies Manual

The Board delegates the responsibility for the preparation, distribution and the maintenance of the Financial Policies Manual to the Chief Fiscal Officer (CFO).

Assigned holders of the Financial Policies Manual are responsible for maintaining controlled copies and for the communication/training required by the most recent revisions.

Initial Review/Approval – The CFO approves the Financial Policies Manual. The Board approves the Financial Policy.

Review/Approval of Revisions – Revisions to the Financial Policies Manual are subject to the same review and approval process as the original.

Title: **Financial Management System**

Revisions are subject to the following:

a) Manual revisions are controlled by page and only revised pages of a section have a revision level, (i.e. Rev.: 2R).
b) Revision levels are assigned in numeric order, starting with "1" for the original issue and increasing by one with each revision.
c) Section: 0.1, (Index) is also revised to incorporate identification of the changed section/page and to document the revision status of the manual.

Change Identification – Where practical, revision to sections is indicated by using an *italic font.* If changes are extensive, the section is rewritten completely and designated by the addition of an "R" to the revision number on the page and in the index, (i.e. *2R*). Grammatical changes are not designated. Record of Changes – The Quality Assurance Department maintains a history of revisions and a file of superceded documents.

Controlled/Uncontrolled Copies:

a) The CFO issues only Controlled Copies of the Quality Assurance Manual.
b) Controlled copies are assigned according to the Quality Manual Distribution List. The CFO maintains the Quality Manual Distribution List.
c) Serial numbers of copies downgraded from controlled to uncontrolled are not reused.
d) Only controlled copies of the Quality Policies Manual are distributed and used by Richard Allen Preparatory personnel.
e) Uncontrolled copies are not maintained with subsequent revisions and are not issued to personnel.

Revision Distribution:

a) The CFO revises all copies of the Quality Policies Manual and distributes as required.

It is the responsibility of the Director and the CFO to implement and maintain the Financial Management System defined in the Financial Policies Manual.

The CFO is responsible for the issuance and control of the Financial Policies Manual.

A record is maintained by the CFO for all controlled copies of the Quality Policies Manual.

Manuals are either controlled or uncontrolled issues. Richard Allen Preparatory personnel use only controlled copies unless otherwise authorized.

Title: **Financial Management System**

2.2.3 Control of Documents

Richard Allen Preparatory establishes, implements and maintains documented procedures to control all documentation and data that relate to Financial System requirements, to include documents of external origin such as contracts, invoices, bills of lading, purchase orders, etc..

It is the responsibility of the CFO and the assigned holders of financial documents to maintain system documentation.

Documents and data are reviewed and approved for adequacy by the CFO and the appropriate Department Supervisors as per the documented procedures. These controls ensure that:

a) All documents, instructions and procedures are adequate for their intended purpose.
b) Correct documents, instructions and procedures are available at effected work locations and/or accessible to appropriate personnel.
c) Obsolete documents are promptly removed from all points of issue or use
d) Revision levels of documents can be readily identified.

Document Revisions are subject to:

a) Approval – Revisions to documents are reviewed and approved by the same approval process and/or authority as the original.
b) Revision Identification – Revised documents reflect the nature of revisions, where practical.
c) Record of Revisions – Records of revisions are maintained by the issuing function where appropriate.

2.2.4 Control of Records

Richard Allen Preparatory establishes, implements and maintains documented procedures for the identification, collection, indexing, filing, storage, maintenance and disposition of financial records.

The CFO is responsible for the Control of Financial Records.

School Administrators are also responsible for documentation, accumulation and maintenance of financial records.

Financial Policies Manual
Section: 3

Rev.: 1R Date: 08/01/02

Title: **Management Responsibility**

3.1 Management Commitment

The Board and Administration are responsible for the use of public funds entrusted to it and have developed process improvements in accordance with the requirements of its State Charter and all other statutory or regulatory requirements as appropriate.

3.2 Board Policy

Richard Allen Preparatory defines and documents its Policy for Financial Management, which provides the overall objectives for an effective Financial Management System. The Financial Policy is relevant to the company's goals and the expectations of its customers.

Our Board Policy is:

Richard Allen Preparatory is committed to providing its students and the Public at large appropriate financial management to meet and exceed Government standards and expectations.

Approved: _____
Date: _____
Board President

Richard Allen Preparatory employees and management are committed to assuring that this policy is implemented, understood and maintained at all levels of the organization.

Title: **Management Responsibility**

3.3 Financial Planning

The Director is responsible for identifying needed purchases for the smooth operation of the school.

It is the responsibility of the CFO to ensure the compatibility of all Financial Management System pieces.

The Director and the CFO are responsible for monitoring of funds, including the development of new techniques to ensure financial compliance with its State Charter and all other statutory or regulatory requirements as appropriate.

The Board is responsible for the approval of financial documents and oversight of financial matters.

3.3.1 Financial Management System Planning

The CFO and Director reviews the appropriate resource requirements for planning, provides adequate resources and assigns trained personnel to execute all functions of the Financial Management System.

Organizational Changes – As organizational changes are implemented and responsibilities are defined (or newly created), it is the responsibility of the CFO and Director to assure the timely revision of associated documentation and the proper training of associated personnel.

3.4 Responsibilities, Authority and Communication

3.4.1 Responsibility and Authority

The Director is responsible for the review of the appropriate resource requirements, providing adequate resources and assigning trained personnel to communicate and execute all functions of the Financial Management System within the organization.

3.4.2 Management Representative

The CFO is the **Management Representative** and is responsible for reporting the progress and implementation of the provisions outlined in the Quality Policies Manual.

The Management Representative is responsible for assuring that the Financial Management System is implemented at all levels of the organization. The Management Representative is a member of the management team with the necessary authority required to accomplish implementation. The Management Representative also acts as the liaison for third party auditors.

3.4.3 Internal Communication

The Director ensures that appropriate communication processes are established within the organization.

3.5 Management Review

3.5.1 General

The Director and CFO conduct a Management Review of the Financial System annually, (at a minimum); to assess it's continued suitability, effectiveness and future direction.

Records of Management Reviews – The CFO records/documents a summary, (minutes), of each management review.

3.5.2 Review Input

Management Review Process Inputs – The Director and CFO review ***all*** appropriate Financial Management System documentation.

3.5.3 Review Output

Management Review Process Outputs – The Director and CFO will report to the Board any changes required in the Financial Management System. Board will be responsible for reviewing and approving the changes.

Title: **Resource Management**

4.1 Provision of Resources

The Director is responsible for determining the appropriate resource requirements and providing adequate resources for the organization. This includes, assigning trained personnel to implement and maintain the Financial Management System and continually improve its effectiveness in regards to customer satisfaction and customer requirements.

4.2 Human Resources

4.2.1 General

Richard Allen Preparatory establishes, implements and maintains documented procedures for identifying training needs and for ensuring that personnel performing activities affecting quality are adequately trained, qualified and certified per established requirements or standards.

4.2.2 Competence, Awareness and Training

Richard Allen Preparatory is responsible for defining personnel qualifications and ensuring that the appropriate personnel are trained and aware of their role affecting financial management. Accordingly, the Director is responsible for maintaining personnel training records.

4.3 Infrastructure

Richard Allen Preparatory establishes and maintains the facilities, utilities and all associated hardware, software and supporting services needed to achieve financial management.

Title: **Financial Processes**

5.1 Purchasing

5.1.1 Purchasing Process

Richard Allen Preparatory has developed, documented and implemented procedures and systems to ensure that material, products and services purchased from suppliers conform to specified requirements.

The Director is responsible for Purchasing procedures and the CFO is responsible for all relevant documentation, such as records.

The Director and CFO is responsible for vendors on the Approved Contractors List.

5.1.2 Purchasing Information

Richard Allen Preparatory ensures that specified purchase requirements are adequate prior to being communicated to the supplier and that they describe the product, to include:

a) requirements for approval of product, procedures, processes and equipment
b) requirements for qualification of personnel
c) Financial Management System requirements

5.1.3 Verification of Purchased Product

Richard Allen Preparatory ensures that purchased products meet specified purchase requirements in accordance with quality procedures. The verification of purchased parts, materials and services, including purchaser-supplied material, are the responsibility of the Director.

5.2 Accounts Payable and Payment Processing

5.2.1 Invoice Processing and Payment

Richard Allen Preparatory has developed, documented and implemented procedures and systems to ensure that payments to vendors conform to specified requirements.

The Director is responsible for verifying purchases and the CFO is responsible for check processing.

The CFO is responsible for all relevant documentation, such as records.

5.3 Accounts Receivable and Treasury Management

5.3.1 Revenue Processing and Deposits

Richard Allen Preparatory has developed, documented and implemented procedures and systems to ensure that revenue received from vendors, parents, students, and the State conform to specified requirements.

The Director is responsible for verifying revenue and the CFO is responsible for deposits.

The CFO is responsible all relevant documentation, such as records.

Title: **Financial Processes**

5.4 Fixed Assets

5.4.1 Fixed Asset Processing

Richard Allen Preparatory has developed, documented, and implemented procedures and systems to ensure that fixed assets purchased or donated from vendors, parents, students, and the State conform to specified requirements. Capitalization of fixed assets is set at individual items that cost more than $5000.

The Director is responsible for verifying fixed assets and oversight of the inventory.

The Director and CFO are responsible all relevant documentation, such as records, and schedules.

Title: **Financial Reporting, Analysis and Monitoring**

6.1 General

The Board of Richard Allen Preparatory understands that financial reporting, analysis and monitoring are necessary to ensure:

a) Public funds are received and spent appropriately;
b) Management is meeting its target goals and initiatives; and
c) To comply with appropriate laws and regulations

6.2 Financial Reporting

6.2.1 Bank Reconciliation

Richard Allen Preparatory has developed, documented and implemented procedures and systems to ensure that bank reconciliations conform to specified requirements.

The Director is responsible for reviewing bank reconciliations and the CFO is responsible for preparation of the reconciliation. The Director is responsible for giving the reconciliations to the Board.

The Board is responsible for reviewing the reconciliation, questioning any discrepancies, and approving the reconciliation

6.2.2 Financial Reports

Richard Allen Preparatory establishes, implements and maintains documented procedures for comprehensive financial reports at planned intervals to comply with appropriate laws and regulations, Board policy, and to verify the effectiveness of the Financial Management System.

The CFO is responsible for preparing all financial reports per documented procedures. The CFO develops a schedule for all financial reports according established timelines or special requests.

Reports and prepared according to GASB, GAAP, Board requirements and/or other established laws and regulations plans. Copies of all reports are forwarded to the Board, appropriate government agency, or other interested party and maintained by the CFO.

6.3 Financial Analysis and Monitoring

Richard Allen Preparatory implements and maintains comprehensive methods for monitoring and measuring the school finances, which demonstrates the importance that the Board and Administration places on funds propriety. When planned results are not achieved, corrective actions are implemented and monitored for effectiveness.

6.3.1 Variance Analysis and Fund Balance Monitoring

Richard Allen Preparatory implements and maintains comprehensive methods for monitoring funds usage through variance analysis fund balance monitoring. Evidence of conformity with the acceptance criteria is maintained in the records and through the approvals of the Director, CFO and the Board.

Title: **Financial Reporting, Analysis and Monitoring**

6.4 Control of Nonconforming Issues

Richard Allen Preparatory establishes, implements and maintains documented procedures to ensure that nonconforming issues are handled as defined in Board Policy and in compliance with appropriate laws and regulations.

The CFO is responsible for working out non-conforming issues with the Director and staff to the extent that the issue permits. In the event that the CFO cannot make corrective action, the CFO will inform the Board of the issue. Should the issue rise to the level of fraud, the appropriate government authority will be notified.

6.5 Improvement

6.5.1 Continual Improvement

Richard Allen Preparatory continually improves the effectiveness of its Financial Management System through the use of the Board Policy, quality objectives, audit results, analysis of data, corrective and preventive actions and management reviews.

6.5.2 Corrective Action

Richard Allen Preparatory establishes, implements and maintains documented procedures to initiate corrective and preventive actions as needed. Corrective Action Procedures define the requirements for:

a) Reviewing nonconformities (including complaints)
b) Determining causes of nonconformities
c) Evaluating the need for action to ensure that nonconformities do not recur
d) Determining and implementing the action needed
e) Records of the results of action implemented
f) Review of corrective action implemented

The CFO is responsible for Corrective Actions and a feedback system is used to provide early warning of quality problems and for input into the corrective action system.

6.5.3 Preventive Action

Richard Allen Preparatory establishes and maintains documented procedures to determine the appropriate preventive actions required to eliminate the causes of potential nonconformities in order to prevent their occurrence. Preventive Action Procedures define the requirements for:

a) Determining potential nonconformities and their causes
b) Evaluating the need for action to prevent occurrence of nonconformities
c) Determining and implementing the action needed
d) Records of the results of action implemented
e) reviewing preventive action implemented

The CFO is responsible for Preventive Action at Richard Allen Preparatory.

SCHOOL MANAGEMENT AGREEMENT

This MANAGEMENT AGREEMENT ("Agreement") is entered into effective as of this 1st day of August, 2017 (the "Effective Date") by and between Educational Management and Development Group, LLC is an Ohio limited liability company, ("EMDG") and the Governing Authority for Richard Allen Preparatory, Inc., an Ohio not-for-profit corporation (the "School").

BACKGROUND

WHEREAS, School is established as an Ohio community school pursuant to Chapter 3314 of the Ohio Revised Code ("ORC");

WHEREAS, the School desires to retain EMDG as the exclusive management organization of the School;

WHEREAS, the School and EMDG (collectively referred to as the "Parties") wish to enter into an agreement that will allow the Parties to create an enduring educational alliance by promoting educational excellence and innovation based on EMDG's unique proprietary educational model, which includes school design, comprehensive educational program, and management principles (the "Richard Allen Model"); and

WHEREAS, the School desires EMDG to provide such requisite management, educational, and other consulting services necessary to operate the School in accordance with the its Charter with its Sponsor Contract with the Ohio Department of Education's Office of School Sponsorship (the "Sponsor"), which is attached hereto as Exhibit B and incorporated by reference herein.

NOW, THEREFORE, for good and valuable consideration, the receipt and sufficiency of which is mutually agreed upon and acknowledged, the parties hereto agree as follows:

ARTICLE I
TERM

1.1 Term. The initial term of this Agreement shall commence on August 1, 2017 and shall continue for a term of five (5) academic years through June 30, 2023, unless terminated sooner pursuant to the terms herein. Thereafter, this Agreement will automatically renew for additional one (1) year terms, unless one party notifies the other party at least sixty (60) days prior to the expiration of the then current term of its intention not to renew this Agreement.

ARTICLE II
MANAGEMENT SERVICES

The School's Governing Authority (the "Board") shall govern the School and be responsible for its operation in accordance with the Sponsor Contract. To assist the Board and the School in carrying out the terms of the Sponsor Contract, the School hereby contracts with EMDG to provide the School and the Board with the educational model and management of the day-to-day

operation of the School as set forth hereunder and in Schedule ___ hereto, all in strict accordance with the terms and conditions of the Sponsor Contract. In accordance with the foregoing, and subject to the other terms of this Agreement, the Company shall provide the School with the EDUCATIONAL AND ADMINISTRATIVE goods and services set forth as follows:

2.1 Educational Services. For the Term (as defined in Article I above), and as further defined in Exhibit A, EMDG will provide to the School and its students the following educational services (the "Educational Services"):

(i) Curriculum. The development and implementation of the curriculum used at the School, including a license for the use of EMDG's Curriculum defined herein under Exhibit A;

(ii) Instruction. Oversight and coordination of the services to be provided by instructional personnel, Chief Educational Officer, and the rest of the School's Leadership Team and its teachers and support staff;

(iii) Instructional Tools. The selection of instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education, procurement of which shall be subject to Board approval;

(iv) Extra-Curricular and Co-Curricular Programs. The development and implementation of appropriate extra-curricular and co-curricular activities and programs that support the School's mission and goals and are budgeted during the annual budgeting process.

(v) Additional Educational Services. Such other services as are necessary or expedient for the provision of teaching and learning at the School, as may be agreed to, in writing, between EMDG and the School.

(A) The Educational Services will be provided in accordance with the School's educational mission and goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule and age and grade range of pupils to be enrolled at the School (the "Educational Program") as adopted by the Board and as provided for in the Sponsor Contract;

(B) Subject to this Agreement, the Sponsor Agreement and/or the Ohio Revised Code (the "Code"), EMDG may modify the Educational Services, provided that any substantial modification of the Educational Services will be subject to the prior approval of the Board of Directors and of any other person as may be specifically required by the Code;

(C) EMDG shall be responsible and accountable to the School for the provision of the Educational Services, provided, that such obligations, duties and responsibilities are limited by the Budget established pursuant to Section _____below, and EMDG shall not

and will not be required to expend funds on such services in excess of the amounts set forth in such Budget unless mutually agreed to in writing by the parties;

(D) Supplemental Programs Sponsored by Board. In addition to the educational services and administrative services provided by EMDG to the School, the Board may adopt and provide additional supplemental programs including, but not limited to, prekindergarten, summer school, academic camps, before and after school programs, vocational training, and latch-key programs to students and non-students of the School (the "supplemental programs"), provided that nothing herein shall require EMDG to provide any such supplemental program. EMDG shall use its best efforts to implement such programs as adopted and funded by the Board. If EMDG determines that such program is disadvantageous to the School or EMDG is unable to implement such program, it shall report to the Board the specific reasons why such program cannot be implemented. The Board shall review such report and defer to EMDG's recommendations regarding the same, unless the Board determines that EMDG's recommendations are unreasonable. EMDG shall not be entitled to an additional fee from profits or any fees pursuant to supplemental programs provided by the board and/or an outside party providing related services under this provision.

(E) Additional Programs Sponsored by EMDG. EMDG shall not be obligated to provide any goods or services that are not explicitly agreed to hereunder. The School and EMDG may decide that EMDG may provide additional programs which are not inconsistent with the Sponsor Contract, state and/or federal law. Schedule _____ hereto may be modified as needed to reflect the allocation of responsibility for the costs thereof.

2.2 Administrative Services.

(A) During the Term, EMDG shall provide to the School the following administrative services (the "Administrative Services"):

(i) Personnel Management. Management and professional development of all personnel providing Educational Services and Administrative Services;

(ii) Facility Operation and Maintenance. Operation and oversight of maintenance of the School's facility (the "Facility") to the extent consistent with any and all leases or other documents pertaining to the Facility;

(iii) Business Administration. Administration of the following business aspects of the Charter School;

(a) Talent Acquisition. EMDG shall assist the Board with identifying, recruiting, and interviewing individuals suitable for employment with the School and hiring all staff and personnel necessary for the proper operation and administration of the School.

(b) Human Resources Administration. EMDG shall be responsible for

conducting background checks on newly hired School employees, processing and maintaining all personnel records for School employees, and implementing and enforcing workplace rules, policies and procedures (including disciplinary and termination procedures).

(c) Facility Acquisition and Management. EMDG shall assist the Board in identifying facilities that are suitable for lease by the School. Additionally, EMDG shall be responsible to oversee that the School facility is cleaned and in good working order.

(d) Financial Management. The Board shall retain a Fiscal Officer as required under section 3314.011 of the Code. The Fiscal Officer shall be responsible for overseeing all aspects of the financial operation of the School (including budgeting, internal controls, fiscal policies, and audits). Notwithstanding this provision, EMDG may also maintain its own Fiscal Officer which shall oversee all aspects of the financial operation of EMDG in connection with the School's budget, as approved by the Board.

(e) Grants Management. EMDG shall assist in managing all grants and other State and Federal Awards that the School may receive, including ensuring that all monies received under these programs are expended for their intended purpose and that all required reporting requirements under such programs are met.

(f) Executive Leadership. EMDG shall provide the School with executive level guidance and leadership consistent with the terms of this Agreement, the Sponsor Contract, and applicable State and Federal rules and regulations.

(g) Board Expenses. The Board of Directors shall bear all costs for, and be responsible for remitting payment to all other vendors. EMDG shall be responsible for placing orders for those goods and services necessary to perform the educational and administrative services enumerated herein and as approved by the Board; providing invoices and competent documentation to the fiscal officer for payment; and complying with the total budget agreed upon between EMDG and the School for those goods and services. The School is responsible for those costs which do not contribute to EMDG's provision of the educational and administrative services enumerated herein, including but not limited to:

- employee payroll and retirement;
- legal fees for representation of the School;
- fiscal officer;
- audit and tax preparation fees;
- sponsor Fees; and
- any other miscellaneous expenses, costs and/or fees incurred as the result of the School's oversight of EMDG's performance.

(iv) Transportation and Food Services. Coordination with entities with which the School contracts for the provision of transportation and food services for the students enrolled at the School, management and assessment of the services provided under such contracts, and supervision of employees involved providing such services, as determined by the Board;

(v) Public Relations. Coordination and assistance with any and all advertising, media and public relations efforts, including community outreach programs. All public relations will be subject to the mutual approval of both parties, which approval may not be unreasonably withheld;

(vi) Budgeting and Financial Reporting.

(a) EMDG will assist the School's Designated Fiscal Officer with the preparation of annual budgets, which shall be subject to the approval of the Board, which approval will not be unreasonably withheld. The projected annual budget will include the financial details relating to the operation of the School that are the responsibility of the School.

(b) EMDG will be responsible for the preparation of a detailed schedule of all expenses related to payroll and benefit costs, and the preparation of a detailed schedule of all orders placed and all invoices submitted for payment. The fiscal officer shall be responsible for the preparation of financial statements and for acting as liaison between the Board and external auditors.

(c) The preparation of such other reports on operation of the School as requested or required by the Ohio Department of Education ("ODE"), the Board or the Sponsor to ensure compliance with the terms of the Sponsor Contract.

(d) Other information on a periodic basis or requested with reasonable notice as may be reasonably necessary to enable the Board to monitor EMDG's performance under this and related agreements including the effectiveness and efficiency of its operations at the School.

(v) Maintenance of Financial and Student Records.

(a) EMDG will maintain accurate financial records pertaining to its operation of the School, together with all School financial records prepared by EMDG and retain all such records for a period of five (5) years (or longer if required by the Code or other applicable laws and regulations) from the close of the fiscal year to which such books, accounts and records relate. All School financial records retained by EMDG pertaining to the School shall be available to the School, the Sponsor, and to all other appropriate regulatory authorities upon reasonable request (it being understood that such financial records are and shall be at all times the property of the School).

(b) EMDG will maintain accurate student records pertaining to the students enrolled at the School as is required and in the manner provided by the Sponsor Contract, the Code and applicable laws and regulations, together with all additional student records prepared by or in the possession of EMDG, and retain such records permanently on behalf of the School, until this Agreement or its successor (if any) is terminated, at which time such records will be delivered to the School who shall thereafter be solely responsible for the retention and maintenance of such records (it being understood that such student records are and shall be at all times the property of the School). EMDG and the School will maintain the proper confidentiality of such records as required by law and the Sponsor Contract.

(c) EMDG will maintain accurate employment, business and other records pertaining to the operation of the School as is required and in the manner provided by the Sponsor Contract, the Code and applicable laws and regulations, together with all additional employment, business and other records prepared by or in the possession of EMDG, and retain such records permanently on behalf of the School until this Agreement or its successor agreement (if any) is terminated, at which time such records will be delivered to the School, who shall thereafter be solely responsible for the retention and maintenance of such records (it being understood that such employment, business, and other records are and shall be at all times the property of the School). EMDG and the School will maintain the proper confidentiality of such records as required by law and the Sponsor Agreement.

(d) The Board shall be entitled at any time upon reasonable notice to EMDG to audit the books and records of EMDG pertaining to its operation of the School pursuant to this Agreement (including, without limitation, the financial records relating thereto). This provision will only apply to the direct goods and services provided to the School and will not include EMDGs' employee records and management fee as defined hereunder.

(vi) Marketing and Community Outreach. EMDG shall provide the School with appropriate marketing and community outreach support, including joint enrollment and recruitment activities. EMDG is not responsible for the cost of advertisements;

(vii) State Data Reporting. EMDG shall be responsible for the administration of all student data, including, but not limited to, input of student data into State systems such as SOES, EMIS, EMAD, FLEMO. EMO shall be in attendance and act on behalf of the Board and the School at all State level reviews or audits relating to State mandated reporting of student data;

(viii) Professional Development for all Staff. EMDG shall be responsible for ensuring that all School staff members receive the appropriate and required amount of professional development training necessary to enhance employee knowledge, experience, and HQT status for all teaching personnel;

(ix) Board Governance Services. EMDG shall assist the Board in preparation for upcoming meetings, including preparation and publication of public notice, securing a meeting location, sending out an agenda and materials in advance of the meeting, and in any other fashion agreed upon by the Parties. At no time shall such assistance be used as a means to usurp the authority of the Board. EMDG shall assist the Board by performing other consulting and liaison services with governmental and quasi-governmental offices and agencies as are necessary in the day-to-day operations or as required by this Agreement.

(x) (Building Level Leadership Training and Supervision. EMDG, in accordance with its Educational Model (attached hereto as Schedule___), will institute a rigorous training and supervision program for building level leaders.

(xi) Fundraising. EMDG shall recommend, apply for, and assist the Board in all fundraising efforts mutually agreed upon by the Parties.

(xii) Technology Administration. EMDG will assist with securing and implementing the necessary technology for the smooth and orderly operation of the School and for ensuring that such technology remains in continuous working condition barring conditions beyond EMDG's control. EMDG shall also assist in the application for and administration of Federal e-Rate funds to offset the costs of necessary technology investments.

(xiii) Admissions. Implementation of the School's admission policy in accordance with the Sponsor Contract, the Code, and applicable laws and regulations;

(xiv) Student Hearings. Administration and enforcement of student disciplinary and special education hearings in conformity with the requirements of the Code, the procedures established by the Board, and other applicable laws and regulations (including, but not limited to, requirements involving due process and confidentiality) to the extent consistent with the School's duties and obligations under the Code and other applicable laws and regulations;

(xvi) Academic Progress Reports. EMDG will provide to the Board on an annual basis (or more often if necessary for the Board to satisfy its obligations under the Sponsor Agreement, the Code and other applicable laws and regulations) a report detailing:
(a) the School's students' academic performance, and
(b) EMDG's provision of the Educational Services and Administrative Services;

(xvii) Rules and Procedures. EMDG will recommend rules, regulations and procedures applicable to the School and its students and will enforce such rules, regulations and procedures adopted by the Board that are not in direct conflict with this Agreement, the Sponsor Contract, the Code and other applicable laws and regulations;

(xviii) Parent Satisfaction Forms. EMDG will provide to the Board copies of Parent Satisfaction Forms to be completed by parents of the School's Students, with copies or summaries thereof promptly provided to the School on an annual basis;

(ixx) Additional Administrative Services. Any other services reasonably necessary or expedient for the effective administration of the School as agreed to in writing from time to time by EMDG and the Board.

(B) The Administrative Services will be provided in accordance with the Educational Program, the Code, and the Sponsor Contract.

(C) Subject to this Agreement, the Sponsor Contract, the Code, other applicable laws and regulations, EMDG may modify the methods, means and manner by which such Administrative Services are provided at any time, provided that EMDG supplies the Board with written notice of such modifications.

(D) EMDG will be responsible and accountable to the Board for the provision of the Administrative Services, provided that such obligations, duties, and responsibilities are limited by the School's Budget established in Section 2.2(A)(vi)(b) above and EMDG shall not and will not expend funds on such services in excess of the amounts set forth in the Budget without prior approval.

2.3 Place of Performance; Provision of Offices. The School will provide EMDG with necessary and reasonable classroom and office space at the Facility to perform all services described in this Agreement. EMDG will provide instructional, extra-curricular and co-curricular instruction at the Facility. EMDG may provide other services elsewhere, unless prohibited by the Sponsor Contract, the Code and other applicable laws and regulations.

2.4 Authority. By this Agreement, the School provides EMDG with all authority and power necessary and proper for EMDG to undertake its responsibilities, duties and obligations provided for in this Agreement, except in cases wherein such authority may not be delegated under the provisions of the Code, any other applicable laws and regulations, or the Sponsor Contract.

2.5 Designation as Agent. The Board hereby designates EMDG, its employees, agents, contractors and representatives to serve as agents of the School for purposes of compliance with 20 U.S.C. §1232g (the Family Educational Rights and Privacy Act ("FERPA") and section 3319.321 of the Code.

ARTICLE III
RELATIONSHIP OF THE PARTIES

3.1 Status of the Parties. EMDG is not a division of any part of the School. The School is a body corporate and governmental entity authorized under the Code and is not a division or a part of EMDG. The relationship between the parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement and those of any other agreements that may exist from time to time between the parties. Nothing herein will be construed to create a partnership or joint venture by or between the School and EMDG. Neither the School nor EMDG will hold itself out as a partner of the other or otherwise state or imply by advertising or otherwise any relationship between it and the other in any manner contrary to the terms of this Agreement. Neither the School nor EMDG has, and neither will represent that it has, the power to bind or legally obligate the other.

3.2 Attendance at Board Meetings. EMDG shall receive notice from the Board of any regular, special, or emergency meeting of the Board. EMDG shall have a representative available at all board meetings for school reports. EMDG shall have the right to have its Chief Educational Officer or his/her designee present at any such meeting.

3.3 No Related Parties or Common Control. EMDG will not have any role or relationship with the School that, in effect, substantially limits the School's ability to exercise its rights, including cancellation rights, under this Agreement. No present or former member, or immediate relative of a present or former member, of the Board shall be an owner, employee, or consultant of EMDG, unless at least one year has elapsed since the conclusion of the person's membership on the Board. No present or former member, manager, officer or employee of EMDG shall be a member of the Board, unless at least one year has elapsed since the conclusion of the person's service with EMDG. None of the voting power of the Board will be vested in EMDG or its directors, members, managers, officers, shareholders and employees, and none of the voting power of the member(s) and/or manager(s) of EMDG will be vested in the School or its directors, officers, and employees. Furthermore, the School and EMDG will not be members of the same control group, as defined in Section 1.150-(f) of the regulations under the Internal Revenue Code of 1986 as amended (or its successor), or related persons, as defined in Section 144(a)(3) of the Internal Revenue Code of 1986 as amended (or its successor).

3.4 Other Schools. The parties acknowledge that this arrangement is not exclusive and that EMDG will have the right to render similar services to other persons or entities including other public or private schools or institutions ("Other Schools"). EMDG will maintain separate accounts for reimbursable expenses incurred on behalf of the School and Other Schools and only charge the School for expenses incurred or consideration earned on behalf of the School. All grants or donations received by the School, or by EMDG for the specific benefit of the School, will be maintained in separate accounts and used solely for the School. If EMDG incurs authorized reimbursable expenses on behalf of the School and Other Schools which are incapable of precise

allocation between the School and Other Schools, then EMDG will allocate such expenses among all such Other Schools and the School on a *pro rata* basis based upon the number of students enrolled at the School and the Other Schools, or upon such other equitable basis as it shall elect.

ARTICLE IV
CONSIDERATION

4.1 Compensation for Services.

(A) For the term of this Agreement, the Board will pay EMDG a Management Fee of sixteen percent (16%) of total School revenue, regardless of source. Such consideration will not preclude the payment of additional consideration if additional consideration is permitted or specified elsewhere in this Agreement or in other agreements between the parties.

(B) Reasonable Compensation. The Management Fee under this Agreement is reasonable compensation for services rendered. EMDG's compensation for services under this Agreement will not be based, in whole or in part, on a share of net profits from the operation of the School. In the event that EMDG's Management Fee is determined to be an excess benefit transaction under the Internal Revenue Code, the parties agree that this Section 5.01 shall be deemed to be amended to avoid designation as an excess benefit transaction and EMDG agrees to reimburse the Charter School for any liability, costs or expenses associated with such determination.

(C) Payment of Costs. In addition to the Management Fee described in Section 4.1 above, the School will reimburse EMDG as described in Schedule___ for all costs incurred and paid by EMDG in providing the Educational Services and Administrative Services, provided such costs have either been approved as part of the Budget or have been separately approved by the Board. EMDG will not charge an added fee unless such fee is approved in advance by the Board. The School shall have full responsibility to timely make payment, advance payment or reimbursement to the EMDG for all additional costs. EMDG shall not be liable to any third party nor to the School for damages for any failure by the School to make payments as agreed under this paragraph.

(D) License. In exchange for use of EMDG's proprietary Richard Allen Model, the School shall pay EMDG a License Fee of three percent (3%) of total School revenue, regardless of source.

4.2 Time and Priority of Payments.

(A) EMDG will receive its Management Fee in the same number of installments and in the same proportion that the School receives its revenues. EMDG will invoice the School for any payments due and owing pursuant to Section 4.2 above as soon as possible after the end of each month. Each installment of the Management Fee will be due and payable within 24 hours or (_1_) business days of receipt by the School of the revenues related thereto.

(B) All amounts payable by the School hereunder shall, at the EMDG's option, be made via electronic funds transfer. The School shall cooperate with the EMDG to set up and establish necessary accounts and procedures.

(C) Survival of Obligations. This Section shall survive any expiration or termination of this Agreement until all payments earned prior to the date of such expiration or termination have been paid in full.

(D) The School will satisfy its payment obligations under this Article to EMDG in the following order of priority:

(i) payments due and owing under Section 4.1(C) above with the oldest amounts due first;

(ii) payments due and owing pursuant to Section 4.1(A) above with the oldest amounts due first; and

(iii) Payments due and owing pursuant to Section 4.1(D) above with the oldest amounts due first.

(E) Any payment due under Section 4.1(A), (B) or (D) above not paid when due will be subject to a late fee calculated as interest on the amount in arrears calculated at Prime plus 2% from the due date, where "Prime" shall be the interest rate charged by Bank of America as its "Prime Rate". If payments are delayed due to delays in state or federal funding, then interest shall not be charged.

ARTICLE V
PERSONNEL AND TRAINING

5.1 Personnel Responsibility.

(A) Subject to Sections 2.1 and 2.2 and all applicable laws and regulations, EMDG shall have the sole responsibility to evaluate, assign, discipline, supervise, manage and transfer personnel necessary to carry out the Educational Services, the Administrative Services, the Supplemental Programs (if any) and all other services provided under this Agreement.

(B) Teachers and support staff recommended by EMDG pursuant to this Agreement will be employees of the School. However, EMDG will be responsible for conducting reference, employment checks, criminal background checks and unprofessional conduct checks on its employees to the extent required under the Sponsor Contract, the Code and other applicable laws and regulations.

(C) Director. The Director of the School ("Director") will be an employee of EMDG, whose selection and removal shall be subject to the approval of the Board, which shall not unreasonably be withheld. The Director will be the academic and administrative head of the School, shall have full responsibility for its operation and shall be required to implement Company's Educational Program and curriculum. EMDG will have the authority, consistent with this Agreement, the Sponsor Contract and other applicable laws

and regulations, to supervise the Director and to hold him or her accountable for the success of the School.

5.2 Teachers. EMDG shall identify, recruit and present to the Board for employment such highly qualified teachers that in EMDG's judgment are required to provide the Educational Services and Administrative Services. Such teachers may work at the School on a full or part time basis. Each teacher assigned to the School will be qualified in his or her grade levels and subjects, will hold a valid teaching certificate to the extent required under applicable laws and regulations, and will have undergone a criminal background check and unprofessional conduct to the extend required under the Sponsor Contract, applicable laws and regulations.

5.3 Support Staff. EMDG shall identify, recruit and present to the Board for employment such support staff as required to provide the Educational Services, Administrative Services and Supplementary Programs. Such support staff may include, among others, teachers' aides, clerical staff, administrative assistants to the Director, bookkeepers and maintenance personnel. Such support staff may work at the School on a full or part time basis.

5.4 Training. EMDG shall provide training in its instructional methods, curriculum, educational program and support technology to its instructional personnel on a regular and continuous basis. Such training will enable the School's instructional staff to provide in-service training to each other. Non-instructional personnel will receive such training as EMDG determines to be reasonable and necessary under the circumstances.

ARTICLE VII
TERMINATION OF AGREEMENT

6.1 Termination.

(A) By EMDG. EMDG may terminate this Agreement prior to the end of the Term in the event that the School fails to remedy a material breach of this Agreement within thirty (30) days after receipt of written notice from EMDG. A material breach includes, but is not limited to:

(i) the School's failure to pay any fee or reimbursement as required by the terms of this Agreement;

(ii) an act or omission that causes EMDG to be unable to perform its material obligations under this Agreement. Termination by EMDG will not relieve the School of any obligations for payments outstanding to EMDG as of the date of termination or potential liability for financial damages suffered by EMDG as a consequence of the School's breach (or of EMDG's termination as a result thereof) of this Agreement;

(iv) a material decrease (defined as greater than 10%) in overall school funding;

(v) action by the board that is in violation of the Code, Sponsor Contract or applicable regulations that is considered a material default of this agreement;

(vi) unilateral financial decisions by the School that adversely impact EMDG's ability to collect a management fee; and

(vii) failure to carry out any provision of this Agreement.

(B) By the School for Cause. The School may terminate this Agreement prior to the end of the Term in the event that EMDG fails to remedy a material breach of this Agreement within thirty (30) days after receipt of written notice from the Board. A material breach by EMDG includes, but is not limited to:

(i) a material failure to account for its expenditures of School funds or for other expenses incurred by the School at EMDG's direction;

(ii) EMDG's failure to substantially follow policies, procedures, rules, regulations or curriculum duly adopted by the Board, this Agreement, the Code, the Sponsor Contract and/or applicable laws and regulations;

(iii) failure to meet or make progress towards the educational goals set forth in the Sponsor Contract such that the Contract will be terminated;

(iv) any act or omission of gross negligence that causes the School to materially breach the Sponsor Contract or any of the School's other material contractual obligations in anyway;

(viii) filing of bankruptcy by EMDG; or

(ix) failure to carry out any provision of this Agreement.

Termination by the School will not relieve the School of any obligations for payments outstanding to EMDG as of the date of the termination, nor will it relieve EMDG from liability for financial damages suffered by the School as a consequence of EMDG's breach (or of the School's termination as a result thereof) of this Agreement.

(C) By the School Without Cause. Notwithstanding the provisions of the foregoing subparagraph (B), the School shall have the right (assuming that EMDG otherwise has no continuing liability, contingent or otherwise, to third parties under contracts entered into by the School) to terminate this Agreement without cause, subject to the Sponsor's approval of such termination. Provided, however, that upon such termination, EMDG shall be entitled to an award of damages equal to the amount of the Management Fee from the date of termination until the stated expiration of the contract (excluding any renewal period) on account of such early termination.

(D) Termination of the Charter or Substantial Reduction of State and Federal Funding. This Agreement will terminate upon:

(i) The School's ceasing to be a party to a valid and binding Sponsor Contract, provided, however, that this Agreement will continue to remain in effect until the Termination Date or the end of a Renewal Term (as applicable) if the School has entered into a subsequent Sponsor Contract and his Agreement has not been terminated pursuant to this ARTICLE VI; or

(ii) Any reduction in State or Federal funding which causes the School to be unable to perform its material obligation under state and federal law and/or this Agreement

Termination pursuant to this paragraph will not relieve the School of any obligations for payments outstanding to EMDG as of the date of termination.

6.2 Change in Law. If any federal, State or local law or regulation, court or administrative decision or Attorney General's opinion has a materially adverse effect on the ability of either party to carry out its obligations under this Agreement, such party, upon written notice, may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith. If the parties are unable to renegotiate the terms within ninety (90) days after such notice and good faith negotiations, the party requesting the renegotiation may terminate this Agreement upon one hundred twenty (120) days' further written notice or at the end of a school year, whichever is earlier.

6.3 Real and Personal Property. All real and personal property leases shall be made in the name of the School. Any property, real or personal, purchased by the School in accordance to the Budget and Schedule___ will be tagged and remain the property of the School. Any property, real or personal, purchased by EMDG from its Management fee or otherwise will remain the property of EMDG. EMDG will not make any capital improvements to the Facility or take any action that would change the Facility lease rate or structure without prior approval from the Board.

6.4 Future Advances/Out-of-Pocket Expenses. Prior to the delivery of any notice of termination in accordance with Section 6.1(B)or (C) above, or upon the termination or expiration of this Agreement for any other reason, the School shall:

(i) reimburse EMDG for all expenses owed pursuant to Section 4.1(C) above; and

(ii) repay all advances or loans from EMDG, whether or not then due.

6.5 Termination of EMDG License. Upon termination or expiration of this Agreement by either party for any reason, the license to use EMDG's proprietary Richard Allen Model, as defined on page 1 of this Agreement, shall automatically terminate, and the School shall immediately cease any use of the Richard Allen Model. If the School shall become delinquent by thirty (30) or more days in making any payments due to EMDG pursuant to this Agreement, EMDG shall have the right to suspend the License of the School to use the Richard Allen Model until such amounts have been paid in full, and the School shall not use the Richard Allen Model during any such period of suspension.

6.6 Return of EMDG Materials. Within five (5) business days of any termination or expiration of this Agreement by either party for any reason, the School shall:

(A) Assemble in a safe place:

(i) all materials relating to the Richard Allen Model, including the EMDG Lesson Materials and the EMDG Resource Materials, whether in hard copy or electronic format or otherwise, and any copies thereof;

(ii) all professional development and training materials, guides, and models, prepared and provided by EMDG in connection with training of instructional or administrative personnel; and

(iii) all operational, systems and other administrative manuals and material, and copies thereof.

(B) The President of the Board shall certify to EMDG in writing that the School has ceased to use the Richard Allen Model, such EMDG Lesson Materials, EMDG Resource Materials, all professional development and training materials, direction, the School will promptly

send at its expense all such materials to EMDG or permit representatives of EMDG to pick up all such materials at the School.

6.7 Return of School Materials. EMDG shall assist the School in any transition of management and operations, including, but not limited to the orderly transition of all student records, sending notices to students as reasonably requested by the Board (at the Board's cost).

6.8 Proprietary Information and Ownership. Curriculum or other educational materials purchased by EMDG with funds EMDG may receive pursuant to this Agreement (other than the compensation due and owing to EMDG under Article IV herein) will be the property of the School. Notwithstanding the foregoing, the School acknowledges that EMDG owns the intellectual property rights and interests in the Richard Allen Model, as defined on page 1 of this document, and the EMDG Lesson Materials licensed to the School during the term of this Agreement. The School acknowledges and agrees that it has no intellectual or property interest or claims in the Richard Allen Model, the EMDG Lesson Materials and has no right to use the Richard Allen Model, the EMDG Lesson Materials, or such names unless expressly agreed to in writing by EMDG.

ARTICLE VII
INDEMNIFICATION

7.1 Indemnification of EMDG. The School shall indemnify, defend and save and hold EMDG and its affiliates and all of their respective employees, officers, members, managers, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability (including reasonable attorney fees and costs) that may arise out of, or by reason of, any noncompliance by the School with any agreements, covenants, warranties or undertakings of the School contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of the School contained in or made pursuant to this Agreement. In addition, the School will reimburse EMDG for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this section may be met by the purchase of insurance pursuant to Article VIII below.

7.2 Indemnification of the School. EMDG shall indemnify, defend and save and hold the School and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability (including reasonable attorney fees and costs) that may arise out of, or by reason of, any noncompliance by EMDG with any agreements, covenants, warranties or undertakings of EMDG contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of EMDG contained in or made pursuant to this Agreement. In addition, EMDG will reimburse the School for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this section may be met by the purchase of insurance pursuant to Article VIII below.

7.3 Defense. A party entitled to indemnification under this Article (the "Indemnitee") shall give notice to the indemnifying party (the "Indemnitor") of a claim or other circumstances likely

to give rise to a request for indemnification, promptly after the Indemnitee becomes aware of the same.

7.4 Right of Set-Off. Either party may, but shall not be obligated to, set off against any and all payments due the other party under this Agreement, any amount to which the party is entitled to be indemnified hereunder, provided that the parties have agreed to the indemnification obligation under this Article or there has been a final judicial determination thereof.

ARTICLE VIII
INSURANCE

8.1 Insurance Coverage. The School shall maintain general liability insurance and umbrella insurance coverage in the amounts required by the Sponsor Contract and the Code. EMDG shall maintain, at its expense, general liability insurance and umbrella insurance coverage in amounts equal to the requirements set forth in the Sponsor Contract and the Code. Such policies shall name the other party and its affiliates and their respective directors, officers, members, managers, employees, subcontractors, and agents as additional insureds under such policies. A certificate of insurance evidencing such coverages shall be provided upon reasonable request. The School will comply with any information requests from its insurer(s) and all reporting requirements applicable to such insurance.

8.2 Workers' Compensation Insurance. Each party will maintain workers' compensation insurance as required by law, covering its respective employees.

8.3 Cooperation. Each party will, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Article. Each party will comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

ARTICLE IX
DISPUTE RESOLUTION

9.1 Dispute Resolution Procedure. The parties hereto will endeavor to resolve in good faith any controversy, disagreement or claim arising between them, whether as to the interpretation, performance or operation of this Agreement or any rights or obligations hereunder. If they are unable to do so, any such controversy, disagreement or claim will be submitted, for final resolution to a court of competent jurisdiction in Montgomery County, Ohio.

ARTICLE X
MISCELLANEOUS

10.1 Subcontracts. EMDG reserves the right to subcontract any and all aspects of services it agrees to provide to the School, but may only do so upon the prior written approval of the Board. EMDG shall be solely responsible for all costs, expenses and fees associated with such subcontractors.

10.2 No Third-Party Beneficiaries. This Agreement and the provisions hereof are for the exclusive benefit of the parties hereto and not for the benefit of any third person, nor shall this Agreement be deemed to confer or have conferred any rights, express or implied, upon any other third person other than the Sponsor and ODE by operation of law.

10.3 Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between the parties.

10.4 Force Majeure. Notwithstanding any other sections of this Agreement, neither party will be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike or other acts beyond its reasonable control.

10.5 Governing Law. This Agreement shall be governed and interpreted in accordance with the laws of the State of Ohio.

10.6 Agreement in Entirety. This Agreement constitutes the entire agreement between the parties and may be modified or amended provided that any such modification or amendment is in writing and is signed by the parties to this Successor Contract. It is agreed, however, that any amendments to laws, rules, or regulations cited herein or applicable to the operation of a community school, will result in the correlative modification of this Successor Contract without the necessity for executing a written amendment.

10.7 Counterparts. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument.

10.8 Official Notices. All notices and other communications required by the terms of this Agreement will be in writing and sent to the parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given by:

(A) certified or registered mails, postage prepaid, return receipt requested,
(B) facsimile (with confirmation of transmission by sender's facsimile machine);
(C) E-mail (with delivery receipt requested); and
(D) Personal delivery.

Notice will be deemed to have been given two days after mailing or on the date of personal delivery or on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the first business day). The addresses of the parties are as follows:

If to School:

Richard Allen Preparatory, Inc.
Attn: Board President
184 Salem Avenue
Dayton, Ohio 45406

If to EMDG:

Educational Management and Development Group, LLC
Attn: Board President
Street Address: 118 W. First St., #620
City, State, ZIP - Dayton, OH 45402

IN WITNESS HEREOF, the parties have executed this Agreement through their duly authorized representatives as of the date written below.

RICHARD ALLEN PREPARATORY, INC.

By: Jaquetta Colter

DATE: 10.5.17

EDUCATIONAL MANAGEMENT AND DEVELOPMENT, INC.

By: Janee Jenkins

DATE: 8-17-17

ATTACHMENT 3.4

CLOSING PROCEDURES ASSURANCE DOCUMENT

By signing this document, I **Lonnie Norwood**, hereby certify that I am the School Governing Authority President and/or authorized representative of Richard Allen Preparatory. If Richard Allen Preparatory should cease to exist for any reason, including but not limited to suspension, closure or termination as outlined in Ohio Revised Code, Chapter 3314, the School Governing Authority agrees to cooperate fully with the Sponsor and comply with all Community School Closing/Suspension Procedures put in place by the Ohio Department of Education or the sponsor at the time of the School's closing.

Furthermore, the School Governing Authority appoints Dr. Michelle Thomas, or the then current School leader, as Designee, to coordinate the closure of the School and to ensure all requirements of the Community School Closing/Suspension Procedures as prescribed by the Ohio Department of Education and the sponsor at the time of the School's closing are fully completed.

The School Governing Authority President, Treasurer and Designee hereby acknowledge they have reviewed the Ohio Department of Education Community School Closing/Suspension Procedures in effect at the time of executing this document and understand the duties to be undertaken should the School close. Failure to complete these duties as prescribed may result in criminal or civil penalties as permitted by law.

Upon closure or suspension of the school, any property that was acquired by the operator or management company of the school using state funds that were paid to the operator or management company by the School Governing Authority as payment for services rendered shall be distributed in accordance with division (E) of section 3314.015 and section 3314.074 of the Revised Code.

The designated fiscal officer and/or School Governing Authority shall ensure all financial and enrollment records are delivered to the Sponsor in a timely manner as well as to other entities specified in rule or Ohio Revised Code.

Lonnie B. Norwood — 4-23-18
School Governing Authority President — Date

Michelle — 4/26/18
Designee — Date

Todd Jones — 4/25/18
Treasurer — Date

Racial and Ethnic Balance Plan 3.7

Richard Allen Schools

Board of Directors

Strategies for maintaining racial and ethnic balance

- Intentional Marketing
- Recognizing and promoting African-American History Month, women's History Month….
- Reducing racial isolation
- Equal Employment opportunities
- Promote diversity through model curricula
- Encourage parent and community involvement

Strategies continued

- Maintain competitive balance of technology
- Advertise strengths and differences of school culture and academic programs
- Promote system of choice
- Diversity training for staff, students and parents
- Develop gifted programming
- Strengthen Foreign language program
- Increase focused professional development on rigorous instruction to promote academic achievement

Next Steps

June 2018 – Implement marketing plans that focus on promoting diversity and highlight foreign language curriculum

June 2018 - Increase technology to make buildings more efficient and students more proficient to compete in global society

August 2018 - Focused Professional development on rigorous academic program which could include gifted students

September and ongoing –Address cultural competency and diversity sensitivity through programming

Richard Allen Schools Admission Procedures

The governing authority of the Richard Allen School District has established and adopted admission procedures that specify the following:

(A) That admission to Richard Allen Schools is open to any individual ages 5-14 in grades K-8 entitled to attend school pursuant to 3313.64 or 3313.65 of the ORC in a school district in the state.

(B) That admission to the school may be limited to students who have attained a specific grade level or within a specific age group; to students that meet the definition of "at-risk"(students who are considered to have a higher probability of failing academically or dropping out of school), as defined in the contract; to students who reside in a specific geographic area within the district, as defined in the contract; or to separate groups of students that are autistic and nondisabled, meeting the requirements of ORC 3314.061 and defined in the contract.

(C) That enrollment is open to students who reside in the district in which Richard Allen Schools are located or is open to residents of other districts within Montgomery and Butler counties. New entrants, at all grade levels, will be required to present the following documents at the time of enrollment:

STUDENT ENROLLMENT REQUIREMENTS:

- Certified Birth Certificate for each student
- Social Security Card for each student
- Custody/Adoption Papers must be dated and signed by a Judge or Magistrate (if applicable)
- Complete Immunization Record for each student
- Most recent Report Card to assist us with grade placement
- Current IEP and ETR (id applicable)
- Withdrawal Papers (from school most recently attended)
- Proof of Residency: One of the following original documents in parent/guardian name and address not more than 30 days old (we will make copies and return the original):
    - Utility bills: Gas, Water, electric, land line phone, or cable bills must match the residency address on the enrollment form. No cell phone bill, shut-off notice or Internet bill is acceptable a proof of residency.
    - Rental/Lease Agreement dated for current school year (signed by both parties, Leasing Agent and Lessee)
    - Mortgage Statement
    - Payroll Check Stub
    - Homeowner or Renter Insurance
    - Property Tax Bill
    - Child Support, Social Security, or Assistance Payment Document
    - Bank Statement
    - Job Center Documentation from Ohio Department of Job and Family Services

    - Written Change of Address Confirmation from the U.S. Post Office
- If parent/guardian cannot provide proof that they own or rent a residence, parent/guardian must complete an adult residence statement (McKinney-Vento Questionnaire). Owner of residence where parent/guardian and student reside must sign the residence statement and provide proof of residency.
- If parent/guardian is missing enrollment documents required for school registration, the parent/guardian must complete and sign missing documentation form (McKinney-Vento Missing Documentation Verification).

(D) That there will be no discrimination in the admission of students based on race, creed, color, disability, or sex, with the following exceptions:
- That upon admission of any student with a disability, Richard Allen Schools will comply with all federal and state laws regarding the education of students with disabilities.

(E) That Richard Allen Schools may not limit admission to students based on intellectual ability, measures of achievement or aptitude, or athletic ability, except as outlined herein.

(F) That Richard Allen Schools will admit the number of students that does not exceed the capacity of the school's programs, classes, grade levels or facilities.

(G) That, except as otherwise provided under ORC 3314.06(B) or ORC 3314.061, if the number of applicants exceeds Richard Allen Schools' capacity restrictions, students shall be admitted by lot from all those submitting applications, except preference shall be given to students attending the school the previous year and to students who reside in the district in which the school is located. Preference may also be given to siblings of students attending the school the previous year.

(H) That, in the event the racial composition of the enrollment at Richard Allen Schools is in violation of a federal desegregation order, Richard Allen Schools shall take any and all corrective measures to comply with the desegregation order.

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RAS OPEN ENROLLMENT

3.9b

Open Enrollment

The open enrollment application period generally begins at the start of the second semester for the next fall's enrollment. Richard Allen uses its own application process and district schedule in accordance with state law. Open enrollment runs for six weeks.

Siblings of current enrolled students and children of faculty members will be given priority consideration.

Parents are responsible for transportation from a residence outside of the city. Students living within the city limits that qualify based on distance guidelines, will be bused by the city school district.

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At Risk Definition

3.9c

At Risk Definition

Individual students who have raised concerns—based on specific behaviors observed over time—that indicate they are more likely to fail or drop out. Some examples, though not an exhaustive list could include physical or learning disabilities, temporary or permanent situational risk factors, truancy, health issues, disciplinary problems or homelessness.

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Growing Trees of Wisdom

118 W. First Street Suite 620, Dayton OH 45402 www.richardallenschools.com Phone: 937-221-9405

Acceleration and Early Kindergarten Admission Requirements

The Board of Directors established the following Early Entrance Student Policy to identify the requirements for acceleration and/ or early Kindergarten admission for all Richard Allen Schools. Early entrance means the student does not meet the deadline for regular admissions by turning age 5 or 6 respectively on or before either August 1 or September 30.

Policy

Students who are referred for evaluation for possible accelerated placement sixty (60) or more days prior to the start of the school year shall be evaluated in advance of the start of the school year. The evaluation results will determine the student's accelerated placement.

In all other cases, evaluations of a referred student shall be scheduled at the principal's discretion and placed in the accelerated setting(s) on the time schedule recommended by the Acceleration Evaluation Committee. This Committee determines if the student should be accelerated.

Pursuant to Ohio Administrative Code 3321.01 and House Bill 59, all students who will be in the proper age for entrance to Kindergarten or 1st Grade by the first day of January of the school year for which admission is requested, shall be evaluated upon the request of the student's parent or legal guardian using Iowa Acceleration Scale Third Edition.

Students who will not yet be the proper age for entrance to Kindergarten or 1st Grade by the first day of January of the school year for which admission is requested, shall also be evaluated for possible early admittance if referred by an educator within the District, a preschool educator who knows the child, or pediatrician or psychologist who knows the student.

Students who will not yet be the proper age for entrance to Kindergarten or 1st Grade by the first day of January of the school year for which admission is requested may also be evaluated for possible early admittance at the discretion of the designated school's Principal.

An Introduction to The Iowa Acceleration Scale, Third Edition

A Guide for Whole-Grade Acceleration K-8

The following information, used by permission, is excerpted from the Templeton National Report on Acceleration.

Deciding whether or not to skip a grade is always a complex decision. Faced with an increasing number of individual requests to assist in the decision-making process regarding whole-grade acceleration (grade skipping), a guidance tool was conceptualized to standardize the process. This guidance tool, now known as the Iowa Acceleration Scale, (IAS) has proven itself as a systematic and defensible way to generate recommendations and guidelines for whole-grade acceleration). The Iowa Acceleration Scale (IAS), now in its third edition, is used by schools in all 50 states as well as Australia, Canada and New Zealand.

The IAS has ten sections, and it takes all kinds of factors into account-like the age of the child, the offerings of the school, and whether a sibling will be in the same grade. The ten-part scale starts with general school and family information, moves to IQ, sibling information, and the student's personal feelings about acceleration. Then school history and various ability, aptitude, and achievement tests are included. The IAS includes 20 items that are rated and categorized into five subtotals that include the most salient issues for consideration by educators and parents. The subtotals are: (1) Academic Ability, Aptitude, and Achievement; (2) School and Academic Factors; (3) Developmental Factors; (4) Interpersonal Skills; and (5) Attitude and Support. Finally, a cumulative score from all of these factors is calculated.

The IAS was developed after several decades of clinical work with students considered for whole-grade acceleration. One of the important considerations in whole-grade acceleration, and an especially strong feature of the IAS, is systemizing the decision-making procedures in order to improve the probability that adequate information is gathered and objective decisions are made. The IAS can be a tremendously helpful guide to parents, teachers, and principals who are trying to weigh all the factors in a decision to accelerate. The IAS comes with a detailed manual that explains all ten sections, and it includes case studies and samples of completed forms. The IAS also comes with a summary of the relevant research for educators and parents who would like to read more about how to decide whether to accelerate. The clear format of the Iowa Acceleration Scale lets schools collect all the relevant data in a structured way. The IAS is easily affordable for all districts. The Iowa Acceleration Scale and the IAS Manual, Third Edition, are available from Great Potential Press or www.giftedboo ks.com.

About the authors of the Iowa Acceleration Scale, Third Edition (2009):

- Susan Assoluline, Ph.D. is Professor of School Psychology and the Associate Director and Clinical Supervisor at the Berlin-Blank Center at the University oflowa.
- Nicholas Colangelo, Ph.D. is Professor of Gifted Education and Director of the Belin-Blank Center and co-editor of the Handbook of Gifted Education.
- Dr. Ann Lupkowski-Shoplik, Ph.D., is the Director of the Carnegie Mellon Institute for Talented Elementary Students at Carnegie Mellon University.
- Jonathan Lipscomb, Ph.D. is a Licensed Specialist in School Psychology working in schools in the North Texas area. His doctoral dissertation is a validation study of the first edition of the *Iowa Acceleration Scale.*
- Leslie Forstadt, Ph.D. is the Child and Family Development Specialist for the University of Maine Cooperative Extension.

ACADEMIC ACCELERATION FOR ADVANCED LEARNERS
REFERRAL FORM EXAMPLE - EARLY ENTRANCE

ABOUT EARLY ENTRANCE

A unique type of whole-grade acceleration is early entrance to school (i.e., kindergarten or first grade). For academically talented young children, early entrance to school may be an excellent option. There is abundant evidence1hat bright children who are carefully selected for early entrance generally perform very well, both academically and socially. (A *Nation Deceived: How Schools Hold Back America's Brightest Students, 2004)*

REFERRAL FOR:

Child Name_____ **Potential School**_____

Address_____

Phone_____ **Email**_____

Type of Acceleration Requested:

__ Early Entrance to Kindergarten (my child will be 5 before January 1)
_ Early Entrance to Kindergarten (my child **will not** be 5 before January 1)
_ Early Entrance to 1st Grade (my child will be 6 before January 1)
_ Early Entrance to 1st Grade (my child will **not** be 6 before January 1)

Children who will benefit from early entrance may not exhibit all of the characteristics listed below; however, strong candidates will exhibit more of these characteristics than other children.

What to look for in the areas of ability/achievement/aptitude/behavior?

My child seems advanced beyond other children his/her age in these ways:

- Understands the meanings and use of words better than other children his/her age;
- Is curious about many things and asks questions often;
- Is very good at working puzzles orsolving problems;
- Has a great sense of humor and understands jokes more than other children his/her age;
- Has a good memory and remembers details of conversations or stories;
- Is interested in difficult concepts such as time and space;
- Concentrates on certain activities much longer than other children his/her age;
- Reads (and understands text) in picture books or chapter books;
- Figures out math-related problems better than other children his/her age.

What are some important school and academic factors?

My child:

- Enjoys learning new information orskills;
- Participates in community-sponsored activities such as sports, dance, gymnastics, library and museum programs;
- Believes he/she is capable of succeeding at new tasks.

What are some important developmental factors?

My child has the following developmental characteristics;

- He/she has average fine and large motor coordination (i.e., holding a pencil, skipping);
- He/she is able to use the computer to play games or find information.

What are some important interpersonal skills for entering school?

My child:

- Thoughtfully considers feedback and criticism and modifies behavior appropriately;
- Often behaves in a way that is positive and effective;
- Has good interpersonal skills with age-mates, as well as with both older and younger children and with adults;
- Has excellent interpersonal relationships with adults in a teaching role.

What are some important attitudes and supports necessary for success in school?

My child is enthusiastic about going to kindergarten or first grade.

As a parent I understand that a child's success in school depends on support provided at home. I am able to give my child additional support to help in his/her transition to a new setting with much higher academic demands than he/she encountered in preschool.

Some considerations:

My child:

- Has one or more older siblings in the grade in which he/she will be placed if admitted by early entrance which may cause social/emotional issues in the family. In which case, acceleration may not be advisable.
- Often did not want to attend preschool or missed preschool often because of illness or family issues.

I believe that my child exhibits a number of the characteristics listed above that indicate he/she might benefit by entering the grades K-12 program. I have reviewed the considerations and do not feel they would negatively impact my child's success in school. I request evaluation for my child for possible early entrance to kindergarten or first grade.

Parent/Guardian_____ **Date**_____

The referral request will be processed and parents will receive the final determination for early entrance in 45-60 days from the date the referral is received.

School Representative Receiving Referra_____

School_____

Date _ _ _ _ _ _ _ _ _ _ _ _ _ _

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- Most recent Report Card to assist us with grade placement
- Current IEP and ETR (id applicable)
- Withdrawal Papers (from school most recently attended)
- Proof of Residency: One of the following original documents in parent/guardian name and address not more than 30 days old (we will make copies and return the original):
    - Utility bills: Gas, Water, electric, land line phone, or cable bills must match the residency address on the enrollment form. No cell phone bill, shut-off notice or Internet bill is acceptable a proof of residency.
    - Rental/Lease Agreement dated for current school year (signed by both parties, Leasing Agent and Lessee)
    - Mortgage Statement
    - Payroll Check Stub
    - Homeowner or Renter Insurance
    - Property Tax Bill
    - Child Support, Social Security, or Assistance Payment Document
    - Bank Statement
    - Job Center Documentation from Ohio Department of Job and Family Services

    - Written Change of Address Confirmation from the U.S. Post Office
- If parent/guardian cannot provide proof that they own or rent a residence, parent/guardian must complete an adult residence statement (McKinney-Vento Questionnaire). Owner of residence where parent/guardian and student reside must sign the residence statement and provide proof of residency.
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Special Ed, ELL, Gifted, and 504 –

3.12

A written plan is used in a process to identify and address the needs of a student with a disability and to communicate, to school personnel, the information needed for successful implementation. Under Section 504, prospective students of traditional SCHOOLs are entitled to nondiscrimination on the basis of disability in the enrollment process, as well as nondiscriminatory treatment when enrolled in the school. (See attached policy updated on 11/04/17)

LEP/ELL Students –

Students who note on the application that their native language is not English are given a screener upon admission. All limited English proficient students participate in the educational program. If identified through the screener as an English Language Schoolrner, those who are in need of language assistance are serviced. Other measures are taken to rule out a suspected disability and the need for special education services. If a student is found to have a disability as well as qualify for ELL services, the district operates under a dual service model.

Gifted Students – If a student is determined to be gifted, a letter is sent to the parents or guardians informing them that gifted educations services are not provided.

Intervention Assistance Team (IAT)

The Intervention Assistance Team is made up of the principal, 2 regular education teachers, the intervention specialist, the parent of the child, the referring teacher. The team meets monthly to discuss the specific academic or social-emotional behaviors of students who may require assistance. The team collaborates and develops intervention strategies to assist with the identified behaviors. After 30 days, the team reconvenes to discuss the results of the interventions and make further recommendations.

Intervention Services

Richard Allen Schools follows the Ohio Department of Education's Special Education Model Policy. See attached.

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Support Services

Richard Allen Schools contracts through Comprehensive Consultants for psychologists, and when necessary, highly qualified Intervention Specialists and paraprofessionals. Other contractors used for locating and hiring speech pathologists, physical and occupational therapists and Intervention Specialists are the Montgomery County Educational Service Center, Kaleidoscope and Humana – Supplemental Healthcare.

HQT and Paraprofessionals

Every attempt is made to find Highly Qualified personnel. Various contractors are utilized so that students are taught by qualified personnel. Each paraprofessional has an ESEA waiver attached to their license. TESOL licensed personnel are solicited through the local Educational Service Center if needed or advertised through local media.

Discipline

Discipline Procedures using IDEA regulations

§ 300.530 Authority of school personnel.

(a) ***Case-by-case determination***. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a child with a disability who violates a code of student conduct.

(b) ***General***. (1) School personnel under this section may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement under § 300.536).

(2) After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal the public agency must provide services to the extent required under paragraph (d) of this section.

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(c) ***Additional authority***. For disciplinary changes in placement that would exceed 10 consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability pursuant to paragraph (e) of this section, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities, except as provided in paragraph (d) of this section.

(d) ***Services***. (1) A child with a disability who is removed from the child's current placement pursuant to paragraphs (c), or (g) of this section must—

(i) Continue to receive educational services, as provided in § 300.101(a), so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and

(ii) Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

(2) The services required by paragraph (d)(1), (d)(3), (d)(4), and (d)(5) of this section may be provided in an interim alternative educational setting.

(3) A public agency is only required to provide services during periods of removal to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if it provides services to a child without disabilities who is similarly removed.

(4) After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, if the current removal is for not more than 10 consecutive school days and is not a change of placement under § 300.536, school personnel, in consultation with one of the child's teachers, determine the extent to which services are needed, as provided in § 300.101(a), so as to enable the child to

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continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

(5) If the removal is a change of placement under § 300.536, the child's IEP Team determines appropriate services under paragraph (d)(1) of this section.

(e) ***Manifestation determination***. (1) Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the SCHOOL, the parent, and relevant members of the child's IEP Team (as determined by the parent and the SCHOOL) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine—
(i) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

(ii) If the conduct in question was the direct result of the SCHOOL's failure to implement the IEP.

(2) The conduct must be determined to be a manifestation of the child's disability if the SCHOOL, the parent, and relevant members of the child's IEP Team determine that a condition in either paragraph (e)(1)(i) or (1)(ii) of this section was met.

(3) If the SCHOOL, the parent, and relevant members of the child's IEP Team determine the condition described in paragraph (e)(1)(ii) of this section was met, the SCHOOL must take immediate steps to remedy those deficiencies.

(f) ***Determination that behavior was a manifestation***. If the SCHOOL, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must—
(1) Either—

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(i) Conduct a functional behavioral assessment, unless the SCHOOL had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or

(ii) If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and

(2) Except as provided in paragraph (g) of this section, return the child to the placement from which the child was removed, unless the parent and the SCHOOL agree to a change of placement as part of the modification of the behavioral intervention plan.

(g) ***Special circumstances***. School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child—

(1) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an SEA or an SCHOOL;

(2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an SEA or an SCHOOL; or

(3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an SCHOOL.

(h) ***Notification***. On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, the SCHOOL must notify the parents of that decision, and provide the parents the procedural safeguards notice described in § 300.504.

(i) ***Definitions***. For purposes of this section, the following definitions apply:

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(1) ***Controlled substance*** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).

(2) ***Illegal drug*** means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

(3) ***Serious bodily injury*** has the meaning given the term ''serious bodily injury'' under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.[1]

(4) ***Weapon*** has the meaning given the term ''dangerous weapon'' under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code. [2]

(Authority: 20 U.S.C. 1415(k)(1) and (7))

§ 300.531 Determination of setting.

The child's IEP Team determines the interim alternative educational setting for services under § 300.530(c), (d)(5), and (g).

(Authority: 20 U.S.C. 1415(k)(2))

§ 300.532 Appeal.

(a) ***General***. The parent of a child with a disability who disagrees with any decision regarding placement under §§ 300.530 and 300.531, or the manifestation determination under § 300.530(e), or an SCHOOL that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others, may appeal the decision by requesting a hearing. The hearing is requested by filing a complaint pursuant to §§ 300.507 and 300.508(a) and (b).

(b) ***Authority of hearing officer***. (1) A hearing officer under § 300.511 hears and makes a determination regarding an appeal under paragraph (a) of this section.

(2) In making the determination under paragraph (b)(1) of this section, the hearing officer may—

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(i) Return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of § 300.530 or that the child's behavior was a manifestation of the child's disability; or

(ii) Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

(3) The procedures under paragraphs (a) and (b)(1) and (2) of this section may be repeated, if the SCHOOL believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

(c) *Expedited due process hearing.* (1) Whenever a hearing is requested under paragraph (a) of this section, the parents or the SCHOOL involved in the dispute must have an opportunity for an impartial due process hearing consistent with the requirements of §§ 300.507 and 300.508(a) through (c) and §§ 300.510 through 300.514, except as provided in paragraph (c)(2) through (4) of this section.
(2) The SCHOOL is responsible for arranging the expedited due process hearing, which must occur within 20 school days of the date the complaint requesting the hearing is filed. The hearing officer must make a determination within 10 school days after the hearing.

(3) Unless the parents and SCHOOL agree in writing to waive the resolution meeting described in paragraph (c)(3)(i) of this section, or agree to use the mediation process described in § 300.506—

(i) A resolution meeting must occur within seven days of receiving notice of the due process complaint; and

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(ii) The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of the receipt of the due process complaint.

(4) A State may establish different State-imposed procedural rules for expedited due process hearings conducted under this section than it has established for other due process hearings, but, except for the timelines as modified in paragraph (c)(3) of this section, the State must ensure that the requirements in §§ 300.510 through 300.514 are met.

(5) The decisions on expedited due process hearings are appealable consistent with § 300.514.

(Authority: 20 U.S.C. 1415(k)(3) and (4)(B), 1415(f)(1)(A))

§ 300.533 Placement during appeals.

When an appeal under § 300.532 has been made by either the parent or the SCHOOL, the child must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period specified in §A300.530(c) or (g), whichever occurs first, unless the parent and the SEA or SCHOOL agree otherwise.

(Authority: 20 U.S.C. 1415(k)(4)(A))

§ 300.534 Protections for children not determined eligible for special education and related services.

(a) ***General***. A child who has not been determined to be eligible for special education and related services under this part and who has engaged in behavior that violated a code of student conduct, may assert any of the protections provided for in this part if the public agency had knowledge (as determined in accordance with paragraph (b) of this section) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

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(b) ***Basis of knowledge***. A public agency must be deemed to have knowledge that a child is a child with a disability if before the behavior that precipitated the disciplinary action occurred—

(1) The parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child is in need of special education and related services;

(2) The parent of the child requested an evaluation of the child pursuant to §§ 300.300 through 300.311; or

(3) The teacher of the child, or other personnel of the SCHOOL, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.

(c) ***Exception***. A public agency would not be deemed to have knowledge under paragraph (b) of this section if—

(1) The parent of the child—

(i) Has not allowed an evaluation of the child pursuant to §§ 300.300 through 300.311; or

(ii) Has refused services under this part; or

(2) The child has been evaluated in accordance with §§ 300.300 through 300.311 and determined to not be a child with a disability under this part.

(d) ***Conditions that apply if no basis of knowledge***. (1) If a public agency does not have knowledge that a child is a child with a disability (in accordance with paragraphs (b) and (c) of this section) prior to taking disciplinary measures against the child, the child may be subjected to the disciplinary measures applied to children without disabilities who engage in comparable behaviors consistent with paragraph (d)(2) of this section.

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(2)(i) If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures under § 300.530, the evaluation must be conducted in an expedited manner.

(ii) Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

(iii) If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the agency and information provided by the parents, the agency must provide special education and related services in accordance with this part, including the requirements of §§ 300.530 through 300.536 and section 612(a)(1)(A) of the Act.

(Authority: 20 U.S.C. 1415(k)(5))

§ 300.535 Referral to and action by law enforcement and judicial authorities.

(a) ***Rule of construction***. Nothing in this part prohibits an agency from reporting a crime committed by a child with a disability to appropriate authorities or prevents State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

(b) ***Transmittal of records***. (1) An agency reporting a crime committed by a child with a disability must ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime.

(2) An agency reporting a crime under this section may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.

(Authority: 20 U.S.C. 1415(k)(6))

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§ 300.536 Change of placement because of disciplinary removals.

(a) For purposes of removals of a child with a disability from the child's current educational placement under §§ 300.530 through 300.535, a change of placement occurs if—

(1) The removal is for more than 10 consecutive school days; or

(2) The child has been subjected to a series of removals that constitute a pattern—

(i) Because the series of removals total more than 10 school days in a school year;

(ii) Because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and

(iii) Because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

(b)(1) The public agency determines on a case-by-case basis whether a pattern of removals constitutes a change of placement.

(2) This determination is subject to review through due process and judicial proceedings. (Authority: 20 U.S.C. 1415(k))

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[1] In response to a public comment asking for more clarification of the meaning of the term "serious bodily injury," the Department provided the following excerpt from the definition of that term from 18 U.S.C. 1365(h)(3):

The ***term serious bodily injury*** means bodily injury that involves—

1. A substantial risk of death;

2. Extreme physical pain;

3. Protracted and obvious disfigurement; or

4. Protracted loss or impairment of the function of a bodily member, organ, or mental faculty. (71 Fed. Reg. 46723)

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[2] In response to a public comment seeking more clarification of the term "weapon," the Department provided the following excerpt from the definition of "dangerous weapon" in 18 U.S.C.04-Z(g)(2):

[T]he term- ***dangerous weapon*** means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length. (71 Fed. Reg. 46723)

Ohio | Department of Education

SPECIAL EDUCATION MODEL POLICIES AND PROCEDURES

Adopted on:

Nov. 4, 2017

Date

By:

Richard Allen Schools

District

July 1, 2009

INTRODUCTION

By adopting these Model Policies and Procedures, the Richard Allen Schools (the "District") is adopting written policies and procedures regarding the manner in which the District fulfills its obligations under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and the *Ohio Operating Standards for Ohio Educational Agencies Serving Children with Disabilities* (hereafter referred to as the "Operating Standards"). The Operating Standards require that the District adopt written policies and procedures in a number of different areas, and the District has chosen to adopt the model policies and procedures promulgated by the Ohio Department of Education's Office for Exceptional Children (ODE-OEC) in order to satisfy these requirements of the Operating Standards.

This document, while comprehensive, does not include every requirement set forth in the IDEA, the regulations implementing IDEA, the Operating Standards, the Ohio Revised Code (ORC) and/or the Ohio Administrative Code (OAC). The District recognizes its obligation to follow these laws, regardless of whether their provisions are restated in the Model Policies and Procedures.

I. FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

The District ensures that a free appropriate public education (FAPE) is made available to all children with disabilities between the ages of 3 and 21, inclusive, in accordance with IDEA and the Operating Standards.

A. RESIDENTIAL PLACEMENT

If the District places a child with a disability in a public or private residential program deemed necessary to provide special education and related services to a child with a disability, the program, including non-medical care and room and board, is at no cost to the parents of the child.

B. ASSISTIVE TECHNOLOGY

The District makes assistive technology available if required as part of the child's special education, related services or supplementary aids and services.

C. EXTENDED SCHOOL YEAR (ESY) SERVICES

The District ensures that extended school year services are provided if a child's individualized education program (IEP) team determines that the services are necessary for the provision of FAPE to the child. If a child is transitioning from Part C services, the District considers extended school year (ESY) services as part of the IEP process.

D. NONACADEMIC SERVICES

The District takes steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities as provided to students without disabilities.

Nonacademic and extracurricular services and activities include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school district, referrals to agencies that provide assistance to individuals with disabilities and employment of students, including both employment by the school district and assistance in making outside employment available.

E. PROGRAM OPTIONS AND PHYSICAL EDUCATION

The District takes steps to ensure that children with disabilities served by the District have available to them the variety of educational programs and services available to nondisabled

children served by the school district, including art, music, industrial arts, consumer and homemaking education and vocational education.

The District ensures that a child with a disability receives appropriate physical education services. The District affords each child with a disability the opportunity to participate in a regular physical education program available to non-disabled children, unless the child is enrolled full time in a separate facility or needs specially designed physical education, as prescribed in the child's IEP. The District provides a specially designed physical education program if prescribed by the IEP.

For preschool children, the District considers adapted physical education or related services, as appropriate, in conjunction with center-based or itinerant teacher services, and considers the factors set forth in 3301-51-11(F) of the Operating Standards.

F. TRANSPORTATION

The District provides, as a related service, transportation service in accordance with IDEA and the Operating Standards.

II. CONFIDENTIALITY

The District safeguards the confidentiality of personally identifiable information at use, collection, storage, retention, disclosure and destruction stages. In the District, Aleta Benson (name of responsible official) is responsible for maintaining the confidentiality of personally identifiable information. The District ensures that all persons collecting or using personally identifiable information receive training and instruction regarding the District's policies regarding that information. The District maintains for public inspection a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information. The District gives notice to all parents of students receiving special education and related services that is adequate to fully inform parents about confidentiality requirements, in accordance with 3301-51-04(C) of the Operating Standards. The District also ensures that its contractors adhere to applicable confidentiality requirements.

A. ACCESS RIGHTS

The District permits parents (or a representative of a parent) to inspect and review any education records relating to their children that are collected, maintained, or used by the District. If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information. The District does not charge a fee to search for or retrieve information. The District may charge a fee for copies of records, but does not charge a fee for copies of records that will effectively prevent the parents from exercising their right to inspect and review records.

The District complies with a request to access records without unnecessary delay and before any meeting regarding an IEP, or any hearing pursuant to 3301-51-05 of the Operating Standards, and any resolution session pursuant to 3301-51-05 of the Operating Standards, and in no case more than 45 days after the request has been made.

The District responds to reasonable requests for explanations and interpretations of the records, provides copies if failure to provide copies would effectively prevent the parent from exercising the right to inspect and review the records and permits a representative of a parent to inspect and review records.

The District presumes that a parent has the authority to inspect and review records relative to that parent's child unless the District has been advised that the parent does not have the authority under applicable state law governing such matters as guardianship, separation and divorce.

Upon request, the District provides parents a list of the types and locations of education records collected, maintained or used by the District.

The District keeps a record of parties obtaining access to education records collected, maintained or used under Part B of the IDEA (except access by parents and authorized employees of the

participating agency), including the name of the party, the date access was given and the purpose for which the party is authorized to use the records.

B. AMENDMENT OF RECORDS/HEARING PROCESS

If a parent requests the District to amend the information in the education records collected, maintained or used in the provision of special education or related services, the District decides whether to amend the information in accordance with the request within a reasonable period of time. If the District decides to refuse to amend the information in accordance with the request, it informs the parent of the refusal and advises the parent of the right to a hearing as set forth below and in 3301-51-04 of the Operating Standards.

(1) HEARING PROCEDURE

If the parent requests a hearing to challenge information in education records, the hearing is conducted in accordance with the procedures in 34 Code of Federal Regulations (C.F.R.) 99.22 (July 1, 2005) and within a reasonable period of time after the District receives the request. The hearing is conducted in accordance with the following procedures:

(a) The parents shall be given notice of the date, time and place reasonably in advance of the hearing;
(b) The records hearing shall be conducted by any individual, including an official of the District, who does not have a direct interest in the outcome of the hearing;
(c) The parents shall be afforded a full and fair opportunity to present evidence relevant to the child's education records and the information the parent believes is inaccurate or misleading or violates the privacy or other rights of the child;
(d) The parents may, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney;
(e) The District makes its decision in writing within a reasonable period of time after the hearing; and
(f) The decision is based solely upon the evidence presented at the hearing and includes a summary of the evidence and the reasons for the decision.

(2) RESULTS OF HEARING

If the District, as a result of the hearing, decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it amends the information accordingly and informs the parent in writing.

If the District, as a result of the hearing, decides that the information is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it must inform the parent of the parent's right to place in the child's records a statement commenting on the information or setting forth any reasons the parents disagree with the decision of the District.

Any explanation placed in the records of a child are:

(a) Maintained by the District as part of the records of the child as long as the record or contested portion is maintained by the District; and

(b) Disclosed any time the records of the child or the contested portion is disclosed by the District to any party.

C. Parental Consent Prior to Disclosure of Records

The District obtains parental consent before personally identifiable information is disclosed to parties, other than officials of participating agencies in accordance as defined by 3301-51-04(B)(3) of the Operating Standards, unless the information is contained in education records and the disclosure is authorized without parental consent under the Family Educational Rights and Privacy Act of 1974, August 1974, 20 U.S.C. 1232g (FERPA).

The parent's consent must be in writing, signed and dated and must:
(1) Specify the records to be disclosed;
(2) State the purpose of the disclosure; and
(3) Identify the party or class of parties to whom the disclosure may be made.

The District obtains parental consent, or the consent of an eligible child who has reached the age of majority under Ohio law, before personally identifiable information is released:
(1) To officials of participating agencies providing or paying for transition services in accordance with 3301-51-07 of the Operating Standards;
(2) To officials in another district or school in connection with the child's enrollment in a nonpublic school; and/or
(3) For purposes of billing insurance and/or Medicaid.

D. Transfer of Rights At Age of Majority

The District affords rights of privacy to children similar to those afforded to parents, taking into consideration the age of the child and type or severity of disability.

The rights of parents regarding education records under FERPA transfer to the child at age 18.

If the rights accorded to parents under Part B of the IDEA are transferred to a child who reaches the age of majority (which is 18 in Ohio), the rights regarding education records also transfer to the child. See Chapter IV, Procedural Safeguards, Section G, regarding the transfer of rights under IDEA at the age of majority.

Once a child reaches the age of 17, the IEP must include a statement that the child has been informed regarding this transfer of rights.

E. Disciplinary Information and Reports to Law Enforcement

The District includes in the records of a child with a disability a statement of any current or previous disciplinary action that has been taken against the child and transmits the statement to

the same extent that disciplinary information is included in, and transmitted with, the records of nondisabled children.

When a child transfers from the District, the transmission of any of the child's records includes both the child's current IEP and any statement of current or previous disciplinary action that has been taken against the child.

A statement of disciplinary action shall:

(1) Specify the circumstances that resulted in the disciplinary action and provide a description of the disciplinary action taken if the disciplinary action was taken because the child:
   (a) Carried a weapon to or possessed a weapon at school, on school premises or to or at a school function;
   (b) Knowingly possessed or used illegal drugs, or sold or solicited the sale of a controlled substance, while at school, on school premises or at a school function; or
   (c) Inflicted serious bodily injury upon another person while at school, on school premises or at a school function; and
(2) Include any information that is relevant to the safety of the child and other individuals involved with the child.

A statement of disciplinary action may include a description of any other behavior engaged in by the child that required disciplinary action, and a description of the disciplinary action taken.

If the District reports a crime to the appropriate law enforcement officials, the District transmits copies of the special education and disciplinary records of the child to those officials only to the extent that the transmission is permitted by FERPA and any other applicable laws.

F. Destruction of Records

The District informs parents when personally identifiable information is no longer needed to provide educational services to the child. If the parents request, the information is then destroyed. However, a permanent record of a student's name, address, telephone number, grades, attendance record, classes attended, grade level completed and year completed is maintained without time limitation.

III. CHILD FIND

In accordance with federal law, the District assumes responsibility for the location, identification and evaluation of all children birth through age 21 who reside within the district and who require special education and related services.

This includes students who are:

(1) Advancing from grade to grade;
(2) Enrolled by their parents in private elementary or private secondary schools, including religious schools, located in our District (regardless of the severity of their disability);
(3) Wards of the state and children who are highly mobile, such as migrant and homeless children; and
(4) Home-schooled.

A. RESPONSIBILITY FOR DETERMINING ELIGIBILITY

In the District, the Evaluation Team ensures that the student meets the eligibility requirements of IDEA and state regulations.

In all cases, the Evaluation Team will not determine that a student has a disability if the suspected disability is because of a lack of instruction in reading or math. If the student is not proficient in English, the District will not identify the student as disabled if the limited English proficiency (LEP) is the cause of the suspected disability.

B. CHILD IDENTIFICATION PROCESS

(1) GENERAL

The District has a child identification process that includes the location, identification and evaluation of a child suspected of having a disability. Aleta Benson (title of individual or department) coordinates the child identification process. The department and its staff use a variety of community resources and systematic activities in order to identify children requiring special services. District staff members consult with appropriate representatives of private school students attending private schools located in the District in carrying out this process. The District ensures that this process for students attending private or religious schools located in the District is comparable to activities undertaken for students with disabilities in the public schools.

(2) IDENTIFICATION OF CHILDREN BETWEEN THE AGES OF BIRTH TO AGE 3.

When the District becomes aware of a child between the ages of birth to 3 who has or may have a disability, it either:

(a) Makes a child referral directly to the county family and children first council responsible for implementing the "Help Me Grow" (HMG) early intervention services under Part C of the IDEA; and/or

(b) Provides the parents with the information so that they can make the referral themselves.

Parents may opt out of and/or opt not to be referred for Part C services. They may request an evaluation from the District to determine if their child has a disability that may require special education. These parents are entitled to an evaluation from the District, even if the child is between the ages of birth to 3. The District is responsible for providing an evaluation but is not responsible for the provision of FAPE for an eligible child until the child is age 3.

(3) TRANSITION TO SPECIAL EDUCATION FROM HELP ME GROW (HMG).

The District and the county family and children first council responsible for HMG have a current interagency agreement that includes processes for the referral of children from HMG to the District. The District has an assigned transition contact, Dr. Sharon Jefferson, who is the primary person responsible for contact with HMG regarding children transitioning from that program.

(a) If invited by a representative of HMG (and with parent permission), a District representative attends a transition conference to discuss transition from early intervention services to preschool for a child suspected of having a disability.
(b) If the parents request, the District invites the Part C service coordinator to the initial IEP meeting.

If there is a suspected disability and the child is eligible for special education and related services as a preschool child, the District works to ensure that an IEP is in place and implemented by the child's third birthday. In the case of children who are 45 days or less from their 3rd birthdays and who are suspected of having disabilities, an evaluation is completed within 60 days of parental consent, but an IEP is not required by their third birthdays.

As part of the IEP process, the IEP team determines if extended school year services are required for the preschool child.

(4) COORDINATION WITH OTHER AGENCIES.

The District has interagency agreements with Head Start programs within the school district's service delivery that provide for:

(a) Service coordination for preschool children with disabilities, 3 through 5 years of age, in a manner consistent with the state interagency agreement for service coordination with Head Start; and
(b) Transition of children eligible for special education and related services as a preschool child at age 3.

The District also has interagency agreements with the relevant county board(s) of MR/DD for identification, service delivery and financial responsibilities to adequately serve preschool children with disabilities 3 through 5 years of age.

C. DATA COLLECTION

The District maintains an education management information system and submits data to ODE pursuant to rule 3301-14-01 of the Administrative Code. The District's collection of data includes information needed to determine if significant disproportionality based on race and ethnicity is occurring in the District with respect to the identification of children as children with disabilities, the placement of children in educational settings and the incidence, duration and type of disciplinary actions.

IV. Procedural Safeguards

A. Prior Written Notice

The District provides prior written notice as required by IDEA and Operating Standards. See Appendix A which summarizes the situations in which prior written notice is required. The District uses the form required by ODE-OEC Prior Written Notice PR-01.

(1) Content of Prior Written Notice

The prior written notice, in accordance with the IDEA regulations and the Operating Standards, includes the following information to ensure that parents are fully informed of the action being proposed or refused:

(a) A description of the action proposed or refused by the District;
(b) An explanation of why the District proposes or refuses to take this action;
(c) A description of other options that the IEP team considered and the reasons why those options were rejected;
(d) A description of each evaluation procedure, assessment, record or report that the District used as a basis for the proposed or refused action;
(e) A description of other factors that are relevant to the District's proposal or refusal;
(f) A statement that the parents of a child with a disability have procedural safeguards and, if the notice is not an initial referral for evaluation, the means by which a copy of the description of procedural safeguards can be obtained; and
(g) Sources for parents to contact to obtain assistance in understanding the provisions of Ohio's rule regarding procedural safeguards.

(2) Communication of the Prior Written Notice

The District provides the notice in the native language of the parents or other mode of communication used by the parents unless it is clearly not feasible to do so.

If the native language or other mode of communication is not a written language, the District takes steps to have the notice translated orally or by other means to the parent in the parent's native language or other mode of communication. The District takes steps to ensure that such parents understand the content of the notice and maintains written evidence that both requirements set forth in this paragraph, if applicable, have been met.

The District may provide the prior written notice, procedural safeguards notice and the notification of a due process complaint by e-mail if the parents choose to receive the notices electronically.

B. Procedural Safeguards Notice

Parents of a child with a disability are entitled to specific procedural safeguards under IDEA and the Operating Standards.

Whose IDEA Is This? A Parent's Guide to the Individuals with Disabilities Education Improvement Act of 2004, developed by ODE-OEC, includes a full explanation of these procedural safeguards as required by IDEA and 3301-51-02, 3301-51-04 and 3301-51-05 of the Operating Standards.

The District provides parents with a copy of *Whose IDEA Is This?* at least once a year. This includes:

(1) Providing a copy to the parents of a child who transfers into the District from out-of-state; and
(2) Providing a copy to the parents of a child who transfers into the District from an in-state school if the sending District has not provided a copy to the parents during the current school year.

In addition, the District provides parents with a printed copy of this procedural safeguards notice in each of the following circumstances:

(1) The initial referral or parental request for evaluation;
(2) The receipt of the first due process complaint in a school year;
(3) A change in placement for disciplinary action; and
(4) When requested by the parents or the child who has reached the age of majority.

In providing *Whose IDEA is This?*, the District follows the procedures for communication that are described above under Prior Written Notice.

C. PARENTAL CONSENT

Consent means that the parents:

(a) Have been fully informed, in the parents' native language or other mode of communication, of all information relevant to the activity for which consent is sough;
(b) Understand and agree in writing to the carrying out of the activity for which the consent was asked. The consent describes that activity and lists the records (if any) that will be released and to whom they will be released; and
(c) Understand that the granting of consent is voluntary and may be revoked at any time.

(1) ACTIONS REQUIRING INFORMED WRITTEN PARENTAL CONSENT

The District obtains written consent from the parents before:

(a) Conducting an initial evaluation to determine if a child is eligible for special education;
(b) Initially providing special education and related services;
(c) Conducting a reevaluation when assessments are needed;
(d) Making a change in placement on the continuum of alternative placement options (i.e., regular classes, special classes, special schools, home instruction and instruction in hospitals and institutions); and
(e) Releasing personally identifiable information about the child to any person other than a person authorized to obtain those records without parental consent pursuant to FERPA. For example, parental consent is obtained prior to releasing records to a representative of

an agency that is likely to be responsible for providing or paying for transition services or for the purposes of billing Medicaid.

The District uses the ODE-OEC required Consent for Evaluation PR-05 form to obtain written parental consent for evaluation and reevaluation and the required IEP PR-07 form to obtain written parental consent for the initial provision of special education and related services and for making a change in placement.

The District does not obtain written parental consent when reviewing existing data as part of an evaluation or reevaluation or when administering a test or evaluation that is given to all children, unless consent is required of all parents.

(2) CHANGE IN PLACEMENT

Once the District receives the initial parental consent for special education and related services, the District must obtain consent only for a change in placement. A "change of placement" means a change from one option on the continuum of alternative placements to another (instruction in regular classes, special schools, home instruction and instruction in hospitals and institutions).

If the District cannot obtain parental consent, it may file a due process complaint requesting a due process hearing or engage in conflict resolution to obtain agreement or a ruling that the placement may be changed.

(3) PARENTS' FAILURE TO RESPOND OR REFUSAL TO PROVIDE CONSENT

The District makes "reasonable efforts" to contact parents and obtain written parental consent that may include:

(a) Written correspondence;
(b) Phone calls;
(c) Electronic mail communications, to include but not limited to e-mail and password-protected parent pages; and/or
(d) Visits to the home or parents' places of employment.

The District documents its attempts. If the parents fail to respond or refuse to provide consent, the District proceeds as follows:

(4) INITIAL EVALUATION

If the parents fail to respond to the District's efforts to obtain consent or refuse consent for the initial evaluation, the District may:

(a) Request a due process hearing and engage in conflict resolution (e.g., resolution meeting and/or mediation) to convince the parents to provide their consent; or
(b) Decide not to pursue the initial evaluation and provide the parents with prior written notice.

If the child is being home schooled or has been placed in a private school at the parents' expense, the District cannot file a due process complaint or request the parents to participate in a resolution meeting and/or mediation.

(5) Reevaluation

If the parents fail to respond to the District's efforts to obtain consent for a reevaluation when assessments are needed, the District proceeds with the reevaluation.

If the parents expressly refuse consent for a reevaluation when assessments are needed, the District may:

(a) Agree with the parents that a reevaluation is unnecessary;
(b) Conduct a reevaluation by utilizing data and/or documentation that the District already possesses;
(c) Request a due process hearing and engage in conflict resolution (e.g., resolution meeting and/or mediation) to convince the parents to provide their consent; or
(d) Decide not to pursue having the child reevaluated.

The District continues to provide FAPE to the child if the District agrees with the parents that a reevaluation is unnecessary.

(6) Initial Provision of Special Education and Related Services

If the parents do not attend the IEP meeting to develop the IEP for the initial provision of services, the District attempts to obtain written parental consent through other methods such as calling the parents, corresponding with the parents and or visiting the parents.

If the parents expressly refuse consent, as evidenced by their signatures on the IEP indicating that consent is not given, the District maintains a copy of the signed IEP showing that the District offered FAPE.

If the parents fail to respond or refuse consent, the District provides the parents with prior written notice and continues to provide the child with appropriate interventions in the regular education classroom. The District may not request a due process hearing or engage in conflict resolution to obtain agreement or a ruling that services may be provided to the child.

The District does not use the parents' refusal to consent to one service or activity to deny the parents or the child any other service, benefit or activity in the District, except in those instances in which IDEA authorizes that denial.

(7) Revocation of Consent

The parents may revoke consent for and remove the child from special education and related services. Once the District receives written revocation of consent, it provides the parents with prior written notice and continues to provide the child with appropriate interventions through the regular education environment.

The District is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

If a parent has provided written revocation of consent, the District does not file a due process complaint or engage in conflict resolution to attempt to obtain agreement or a ruling that special education and related services may be provided to the child.

D. INDEPENDENT EDUCATIONAL EVALUATION

Parents who disagree with an evaluation that was completed or obtained by the District may request an independent educational evaluation at public expense. Parents are entitled to request only one independent educational evaluation at public expense each time the District conducts an evaluation with which the parents disagree.

(1) INDEPENDENT EDUCATIONAL EVALUATION AT PUBLIC EXPENSE

If the parents request an independent educational evaluation at public expense, the District either:

(a) Ensures that an independent evaluation is provided at public expense; or
(b) Files a due process complaint requesting a hearing to show that the District's evaluation is appropriate.

If the District files a due process complaint and the final decision is that the District's evaluation is appropriate, the parent still has the right for an independent educational evaluation, but not at the public expense.

(2) PARENT INITIATED EVALUATIONS

If a parent obtains an independent educational evaluation at public expense or shares with the District an evaluation obtained at private expense, the District considers that evaluation, if it meets District criteria, in any decision made with respect to the provision of FAPE to the child.

(3) DISTRICT CRITERIA

If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria which the District uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an independent educational evaluation. Except for the above-mentioned criteria, the District does not impose conditions or timelines related to obtaining an independent educational evaluation at public expense.

E. CONFLICT RESOLUTION

(1) ADMINISTRATIVE REVIEWS

Within 20 days of receipt of a complaint from a child's parents or another educational agency, the District's superintendent, or the superintendent's designee, conducts a review, may hold an administrative hearing and notifies all parties of the decision in writing.

(a) All parties have the right to invite others, including legal counsel, to participate in the review.
(b) The review is conducted at a time and place convenient to all parties.
(c) Every effort is made to resolve any disagreements at the administrative review.

(2) MEDIATION

At its discretion, the District participates in the resolution of disputes with other parties through the voluntary mediation processes available through ODE-OEC.

(3) IMPARTIAL DUE PROCESS HEARING/RESOLUTION MEETINGS

Due process complaints filed against the District proceed in the manner set forth in 3301-51-05(K) of the Operating Standards.

The District convenes a resolution meeting before the initiation of a due process hearing. The resolution meeting:

(a) Occurs within 15 days of the receipt of notice of the parents' due process complaint;
(b) Includes a representative of the District who has decision-making authority on behalf of the District;
(c) Does not include the District's attorney unless the parents are accompanied by an attorney;
(d) Provides an opportunity for the parents to discuss their due process complaint and the facts the complaint is based on; and
(e) Provides the District an opportunity to resolve the dispute.

The District does not hold a resolution meeting if the parents and the District agree in writing to waive the meeting or agree to use the mediation process. Also, if the District files the due process complaint, it is not required to hold a resolution meeting.

The District, if it is the child's school district of residence, is responsible for conducting the impartial due process hearing utilizing the hearing officer appointed by ODE-OEC. The District follows the procedures required by 3301-51-05(K)(10)–(15) of the Operating Standards when conducting a hearing at a time and place that is reasonably convenient to the parents and the child involved.

If the parents request to inspect and review any education records relating to their child, the District replies without unnecessary delay and makes the records available before the hearing.

The District provides the parents with one copy of the written, or at the option of the parents, an electronic verbatim record of the hearing and findings of fact and decision at no cost. The decision is final except that any party to the hearing may appeal the decision to ODE-OEC.

The District pays for the costs incurred for the hearing except for expert testimony, outside medical evaluations, witness fees, subpoena fees and cost of counsel requested by the other party to the hearing and compensates the hearing officer as provided in 3301-51-05(K)(16)(d) of the Operating Standards. If the hearing was requested by another agency, the District shares the costs of the hearing except for the costs identified in the preceding sentence.

Any further appeals or actions proceed in accordance with 3301-51-05 of the Operating Standards.

F. Child's Status During Due Process Proceedings/Code of Conduct Violations

(1) Child's Status During Due Process Proceedings

The District ensures that a child remains in the current educational placement during the pendency of any administrative or judicial proceeding regarding a due process complaint, unless the state or the District and the parents of the child agree otherwise. If the state level review officer agrees with the child's parents that a change in placement is appropriate, that placement is treated as an agreement between the state and the parents.

If the complaint involves an application for initial admission to the District, the child, with the consent of the parents, is placed in the District until the completion of all proceedings.

If the complaint involves an application for services from a child who is transitioning from Part C to Part B, the District provides those special education and related services that are not in dispute, if the child is found eligible for special education and related services under Part B and the parent consents to the initial provision of special education and related services.

(2) Disciplinary Proceedings

The District may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of 3301-51-05 of the Operating Standards, is appropriate for a child with a disability who violates a code of student conduct.

(a) Changes in placement less than 10 consecutive school days

The District may remove a child with a disability who violates a code of student conduct from the child's current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more

than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement).

The District considers on a case-by-case basis whether a pattern of removals constitutes a change of placement. A change in placement occurs if:

(1) The removal is for more than 10 consecutive school days, **or**
(2) The child has been subjected to a series of removals that constitute a pattern:
    (a) Because the series of removals totals more than 10 school days in a school year;
    (b) Because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
    (c) Because of such additional factors as the length of each removal, the total amount of time the child has been removed and the proximity of the removals to one another.

(b) Services during removal from current placement

The District provides services to a child removed from the child's current placement as follows:

(1) If the child has been removed from the child's current placement for 10 school days or less in the school year, services are provided only to the extent that services are provided to a child without disabilities who is similarly removed;
(2) After a child with a disability has been removed from the child's current placement for 10 school days in the same year (under circumstances in which the current removal is for not more than 10 consecutive days and is **not** a change in placement), the District provides services, as determined by school personnel in consultation with at least one of the child's teachers, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP;
(3) If the removal is a change in placement, the child's IEP team determines appropriate services; and
(4) If a child with a disability is removed from the child's current placement for either more than 10 consecutive days for behavior that is determined **not** to be a manifestation of the child's disability or under circumstances that constitute special circumstances, as defined below, the District ensures that the child:
    (a) Continues to receive educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
    (b) Receives, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

(c) Manifestation determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the school district, the parent and relevant members of the child's IEP team (as determined by the parent and the school district) must review all relevant information in the child's file, including the child's IEP, any teacher observations and any relevant information provided by the parents to determine if the conduct

was a manifestation of the child's disability. The District determines that the conduct is a manifestation of the child's disability:

(1) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
(2) If the conduct in question was the direct result of the school district's failure to implement the IEP.

If the District, parents and relevant members of the IEP team determine that the conduct in question was the direct result of the school district's failure to implement the IEP, the District takes immediate steps to remedy those deficiencies.

(1) If the conduct was a manifestation of the child's disability, the IEP team either:
    (a) Starts to conduct a functional behavioral assessment within 10 days of the manifestation determination and complete the assessment as soon as practicable, unless the school district had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implemented a behavioral intervention plan for the child; **or**
    (b) If a behavioral intervention plan already has been developed, within 10 days of the manifestation determination, reviews the behavioral intervention plan and the implementation of the plan, and modifies it, as necessary, to address the behavior subject to disciplinary action; **and**
(2) Returns the child to the placement from which the child was removed, unless the parent and the District agree to a change of placement as part of the modification of the behavioral intervention plan.

(d) Special circumstances.

The District may remove a child to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:

(1) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of ODE or a school district;
(2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of ODE or a school district; or
(3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of ODE or a school district.

The District defines the terms controlled substance, weapon, illegal drug and serious bodily injury in accord with 3301-51-05(K)(20)(h)(i) of the Operating Standards.

On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, the school district must notify the parents of that decision and provide the parents with the procedural safeguards notice described in Section B above.

(e) Expedited Due Process Hearing

The District or the parents may submit a due process complaint requesting an expedited due process hearing to appeal a decision made during disciplinary procedures.

(1) The District may request a an expedited due process hearing if it believes that maintaining the current placement of a child is substantially likely to result in injury to the child or to others.
(2) The parents may request an expedited due process hearing to appeal decisions regarding placement for disciplinary removals or the manifestation determination.

The District is responsible for conducting the expedited due process hearing utilizing the hearing officer appointed by ODE-OEC. The District follows the procedures that apply for other due process hearings except that the expedited due process hearing must occur within 20 school days after the date the due process complaint is filed and no extensions of time shall be granted. The hearing officer then must make a determination within 10 school days after the hearing. The District follows the expedited timelines and the procedures set forth in 3301-51-05(K)(22)(c)-(d) of the Operating Standards.

G. Transfer of Parental Rights at Age of Majority/Student Notification

Once a child reaches the age of majority, the District sends all required notices to both the student and parent, unless the student has been determined incompetent under state law. If a child with a disability is incarcerated in an adult or juvenile correctional institution, prior written notices are provided to both the parents and the student.

One year before the child's 18th birthday, the District notifies both the parents and the child of the parental rights that will transfer to the child upon reaching the age of majority (age 18) and provides the child with a copy of *Whose IDEA Is This?* The District documents this notice on the child's IEP PR-07 form.

Once the child turns 18, the District obtains informed written consent, as required by the Operating Standards, from the student, unless the student has been determined incompetent under state law.

H. Surrogate Parents

The District ensures that the rights of a child are protected when:

(1) No parent, as defined in 3301-51-01 of the Operating Standards, can be identified;
(2) The District, after making reasonable efforts, cannot locate a parent;
(3) The child is a ward of the state; or
(4) The child is an unaccompanied homeless youth as defined by 3301-51-05(E)(1)(d) of the Operating Standards.

One way in which the District protects the rights of such children is through the assignment of surrogate parents where appropriate. The District has a method for determining when a child needs a surrogate parent and for assigning a surrogate parent to the child, and complies with the requirements of 3301-51-05(E) of the Operating Standards regarding surrogate parents.

V. EVALUATION

The District ensures that initial evaluations are conducted and that reevaluations are completed for children residing within the District. The District uses a referral process to determine whether or not a child is a child with a disability. The District also provides interventions to assist a child who is performing below grade-level standards. The provision of intervention services is not used to unnecessarily delay a child's evaluation for purposes of determining eligibility for special education services.

A. INITIAL EVALUATION

1. TIMING AND INITIATION

The district conducts an evaluation before the initial provision of special education and related services. Either a parent of a child or a public agency may initiate a request for an initial evaluation to determine if the child is a child with a disability.

Within 30 days of receipt of a request for an evaluation, the District either obtains parental consent for an initial evaluation or provides to the parents prior written notice stating that the school district does not suspect a disability and will not be conducting an evaluation.

The initial evaluation:

(a) Is conducted within 60 days of receiving parental consent for the evaluation unless the exception set forth in 3301-51-06(B)(5) of the Operating Standards applies; and
(b) Consists of procedures:
    (i) To determine if the child is a child with a disability as defined in 3301-51-01(B)(10) of the Operating Standards; and
    (ii) To determine the educational needs of the child.

The district obtains parental consent before conducting an evaluation. See Chapter IV, Section C, regarding parental consent requirements.

The evaluation team consists of the IEP team and other qualified professionals.

2. THE EVALUATION PLAN AND EVALUATION TEAM REPORT

As part of the initial evaluation, if appropriate, and as part of any reevaluation, the evaluation team shall develop an evaluation plan that will provide for the following and be summarized in an evaluation team report:

(a) Review of existing evaluation data on the child, including:
    (i) Evaluations and information provided by the parents of the child;
    (ii) Current classroom-based, local or state assessments and classroom-based observations;
    (iii)Observations by teachers and related services providers;
    (iv)Data about the child's progress in the general curriculum, or, for the preschool-age child, data pertaining to the child's growth and development;

(v) Data from previous interventions, including:
(a) Interventions required by rule 3301-51-06 of the Operating Standards and
(b) For the preschool child, data from early intervention, community, or preschool program providers; and
(vi) Any relevant trend data beyond the past twelve months, including the review of current and previous IEPs; and

(b) On the basis of that review and input from the child's parents, identify what additional data, if any, are needed to determine:
(i) Whether the child is a child with a disability, as defined in 3301-51-01 of the Operating Standards, and the educational needs of the child;
(ii) In the case of a reevaluation of a child, whether the child continues to have such a disability and the educational needs of the child;
(iii) The present levels of academic achievement and related developmental needs of the child;
(iv) Whether the child needs special education and related services; or
(v) In the case of a reevaluation of a child, whether the child continues to need special education and related services; and
(vi) Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.

The District administers such assessments and other evaluation measures as may be needed to produce the data identified above. The district provides prior written notice to the parents of a child with a disability that describes any evaluation procedures the school district proposes to conduct.

3. CONDUCT OF EVALUATION

In conducting the evaluation, the District:

(a) Uses a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the child, including information provided by the parent, that may assist in determining:
(i) Whether the child is a child with a disability as defined in 3301-51-01(B)(10) of the Operating Standards; and
(ii) The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child to participate in appropriate activities);

(b) Does not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and

(c) Uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

The District ensures that:

(a) Assessments and other evaluation materials used to assess a child:
  (i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
  (ii) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information about what the child knows and can do academically, developmentally and functionally, unless it is clearly not feasible to so provide or administer;
  (iii)Are used for the purposes for which the assessments or measures are valid and reliable;
  (iv)Are administered by trained and knowledgeable personnel; and
  (v) Are administered in accordance with any instructions provided by the producer of the assessments.

(b) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

(c) Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the factors that the test purports to measure);

(d) A school age child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities;

(e) Preschool children are assessed in the following developmental areas: adaptive behavior, cognition, communication, hearing, vision, sensory/motor function, social-emotional functioning and behavioral function.

(f) Assessments of children with disabilities who transfer from one school district to another school district in the same school year are coordinated with the children's prior and subsequent schools, as necessary and as expeditiously as possible, consistent with 3301-51-06(B)(5)(b) and (B)(6) of the Operating Standards, to ensure prompt completion of the full evaluations.

(g) In evaluating each child with a disability under 3301-51-06(E)-(G) of the Operating Standards, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

(h) Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided.

(i) Medical consultation shall be encouraged for a preschool or school-age child on a continuing basis, especially when school authorities feel that there has been a change in the child's behavior or educational functioning or when new symptoms are detected; and

(j) For preschool-age children, as appropriate, the evaluation shall include the following specialized assessments:

(i) Physical examination completed by a licensed doctor of medicine or doctor of osteopathy in cases where the disability is primarily the result of a congenital or acquired physical disability;
(ii) Vision examination conducted by an eye care specialist in cases where the disability is primarily the result of a visual impairment; and
(iii) An audiological examination completed by a certified or licensed audiologist in cases where the disability is primarily the result of a hearing impairment.

B. Eligibility Determination and Evaluation Team Report

1. Completion of the Evaluation Team Report

The following occurs upon completion of the administration of assessments and other evaluation measures:

(a) The IEP team and other qualified professionals and the parent of the child determines whether the child is a child with a disability, in accordance with the Operating Standards; and
(b) The District provides a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent.

The written evaluation team report shall include:

(a) A summary of the information obtained during the evaluation process; and
(b) The names, titles and signatures of each team member, including the parent, and an indication of whether or not they are in agreement with the eligibility determination. Any team member who is not in agreement with the team's determination of disability shall submit a statement of disagreement.

The District provides a copy of the evaluation team report and the documentation of determination of eligibility or continued eligibility to the parents prior to the next IEP meeting and in no case later than 14 days from the date of eligibility determination.

2. Determination of Eligibility

A child is not determined to be a child with a disability:

(a) If the determinant factor for that determination is:
  (i) Lack of appropriate instruction in reading, including the essential components of reading instruction as defined in Section 1208(3) of the Elementary and Secondary Act of 1965, as amended and specified in the No Child Left Behind Act of 2002, January 2002, 20 U.S.C. 6301 (ESEA);
  (ii) Lack of appropriate instruction in math; or
  (iii)LEP; and
(b) If the child does not otherwise meet the eligibility criteria under 3301-51-01(B)(10) of the Operating Standards.

The district, in interpreting evaluation data for the purpose of determining if a child is a child with a disability, does the following:

(a) Draws upon information from a variety of sources, including aptitude and achievement tests, state and district wide assessments, parent input and teacher recommendations, as well as information about the child's physical condition, social or cultural background and adaptive behavior; and
(b) Ensures that information obtained from all of these sources is documented and carefully considered.

If a determination is made that a child has a disability and needs special education and related services, the District develops an IEP for the child.

C. REEVALUATIONS

The District conducts reevaluations of a child with a disability:
(a) If the District determines that the child's educational or related services needs, including improved academic achievement and functional performance, warrant a reevaluation; or
(b) If the child's parent or teacher requests a reevaluation; or
(c) When a child transitions from pre-school to school-aged services; or
(d) In order to make a change in disability category.

A reevaluation may not occur more than once a year, unless the parent and the District agree otherwise.

A reevaluation must occur at least once every three years, unless the parent and the District agree that a reevaluation is unnecessary.

The District evaluates a child with a disability before determining that child is no longer a child with a disability, although this evaluation is not required if the child's eligibility terminates due to graduation from secondary school with a regular diploma or due to exceeding the age eligibility for FAPE under state law. If a child's eligibility terminates for one of these reasons, the District provides the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

D. IDENTIFYING CHILDREN WITH SPECIFIC LEARNING DISABILITIES (SLD)

The District has written procedures for the implementation of the evaluation process the District uses to determine the existence of a specific learning disability (SLD). In addition, the District uses the form required by ODE-OEC, Evaluation Team Report PR-06 and completes Part 3: Documentation for Determining the Existence of a Specific Learning Disability of PR-06 when the District suspects the child has a SLD.

(1) Determining the Existence of a Specific Learning Disability

The parents, the IEP team, and a group of qualified professionals from the District determine that a child has a SLD if:

(a) The child does not achieve adequately for the child's age or to meet state-approved grade-level standards in one or more of the following areas, when the District provides learning experiences and instruction appropriate for the child's age or state-approved grade-level standards:
   (i) Oral expression;
   (ii) Listening comprehension;
   (iii) Written expression;
   (iv) Basic reading skill;
   (v) Reading fluency skills;
   (vi) Reading comprehension;
   (vii) Mathematics calculation; or
   (viii) Mathematics problem-solving;

AND

(b) The child does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the areas identified in number 1, above, when the District uses an evaluation process to determine the child's response to scientific, research-based intervention;

OR

(c) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development, when the District uses appropriate assessments consistent with 3301-51-06(E) and (F) of the Operating Standards that the group has determined to be relevant to the identification of a SLD.

Alternatively, the District may choose a third method of evaluation, for determining if a child has a SLD. The District seeks prior approval from ODE-OEC if it chooses to use an alternative research-based assessment procedure to determine if a child has a SLD.

(2) Use of an Evaluation Process Based on the Child's Response to Scientific, Research-based Intervention for SLD Determination

If the District uses an evaluation process based on the child's response to scientific, research-based intervention to determine whether a child has a SLD. The District ensures that this process:

(a) Begins when the District has gathered and analyzed sufficient data from scientifically-based instruction and targeted and intensive individualized interventions that provide evidence that the child's needs are unlikely to be met without certain specialized instruction, in addition to the regular classroom instruction;
(b) Employs interventions that are scientifically-based and provided at appropriate levels of intensity, frequency, duration and integrity, relative to the child's identified needs;

(c) Is based on results of scientifically-based, technically adequate assessment procedures that assess ongoing progress while the child is receiving scientifically-based instruction and the results of these procedures have been reported to the child's parents; and
(d) Includes the analysis of data described in 3301-51-06(H)(3)(b)(i) and (H)(3)(b)(ii) of the Operating Standards to determine whether a discrepancy is present between the child's actual and expected performance, in both the child's rate of progress in developing skills, and in the child's level of performance on measures assessing one or more of the academic areas listed in 3301-51-06(H)(3)(a)(i) of the Operating Standards

The District will not use this process to delay unnecessarily a child's referral for a comprehensive evaluation to determine eligibility for special education services.

(3) Additional Requirements for SLD Determination

The District ensures that the following additional requirements are satisfied when determining if a child has a SLD:

Inclusion of additional required group members for SLD determination

The group that determines that a child suspected of having a SLD is a child with a disability includes the child's parents and a group of qualified professionals consisting of, but not limited to:

(a) In the case of a school-age child, the child's regular teacher (or if the child does not have a regular teacher, the District includes a regular classroom teacher qualified to teach a child of the child's age);
(b) In the case of children less than school-age, an individual qualified by ODE to teach a child of the child's age; and

At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or remedial reading teacher.

Observation requirements

The District ensures that the child is observed in the child's learning environment, including the regular classroom setting, to document the child's academic performance and behavior in the areas of difficulty. The group of qualified professionals identified by the District conducts the observation by:

(a) Using information from an observation of the child's performance conducted during routine classroom instruction, including monitoring of the child's performance during instruction, that was done before the child was referred for an evaluation; or
(b) Having at least one member of the group conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parent consent has been obtained.

In the case of a child of less than school-age or a child who is out of school, the District ensures that a group member observes the child in an environment appropriate for a child of that age.

Ensuring the child's underachievement is not due to a lack of appropriate instruction in reading and math

In order to ensure that underachievement in a child suspected of having a SLD is not due to lack of appropriate instruction in reading or math, the District considers:

(a) Data demonstrating that prior to, or as part of, the referral process, the child received appropriate instruction in regular education settings delivered by qualified personnel; and
(b) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of the child's progress during instruction, the results of which were provided to the child's parents.

Obtaining parental consent to evaluate

The District promptly requests parental consent to evaluate a child to determine if the child needs special education and related services:

(a) If prior to the referral, the child does not make adequate progress after an appropriate period of time when provided with appropriate instruction. To make this determination, the District considers:
    (i) Data demonstrating that prior to, or as part of, the referral process, the child received appropriate scientifically-based instruction in regular education settings delivered by qualified personnel; and
    (ii) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of the child's progress during instruction, the results of which were provided to the child's parents; and
(b) Whenever a child is referred for an evaluation.

Consideration of exclusionary factors

When determining that a child has a SLD, the District ensures that the findings from the evaluation process are not primarily the result of:

(a) A visual, hearing, or motor disability;
(b) Mental retardation;
(c) Emotional disturbance;
(d) Cultural factors;
(e) Environmental or economic disadvantage; or
(f) LEP.

If the District determines that one of these factors is the primary reason for the child's suspected disability, the District does not identify the child as having a SLD.

VI. INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

The District ensures that an IEP is developed and implemented for each child with a disability, ages 3 through 21, inclusive, who requires special education and related services and who resides in the district. For all children with disabilities for whom our district is the district of residence, the District is responsible for ensuring that the requirements of 3301-51-07 of the Operating Standards are met regardless of which district, county board of MR/DD, or other educational agency implements the child's IEP.

The meeting to develop an IEP is conducted within 30 days of a decision that a child needs special education and related services.

The initial IEP is developed within whichever of the following time periods is the shortest:

(a) Within 30 calendar days of the determination that the child needs special education and related services;
(b) Within 90 days of receiving informed parental consent for an evaluation; or
(c) Within 120 calendar days of receiving a request for an evaluation from a parent or school district (unless the evaluation team has determined it does not suspect a disability).

The District ensures that the parents receive a copy of the child's IEP at no cost to the parents. The parents may receive a copy of the IEP either at the conclusion of the IEP meeting or within 30 calendar days of the date of the IEP meeting.

A. MEMBERS OF THE IEP TEAM

The IEP team includes:

(1) The child's parents;
(2) Not less than one of the child's regular education teachers, if the child is or may be participating in the regular education environment;
(3) Not less than one special education teacher of the child or, where appropriate, not less than one special education provider of the child;
(4) A representative of the school district who:
    a) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
    b) Knows the general education curriculum; and
    c) Knows about the availability of resources of the school district.
(5) Someone who can interpret the instructional implications of the evaluation results, who may be one of the team noted previously;
(6) At the discretion of the parents or the school district, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
(7) The child, whenever appropriate. The child must be invited if a purpose of the meeting is the consideration of postsecondary goals for the child and the transition services needed to assist the child in reaching those goals.

A member of the IEP team, other than the parent and the child if appropriate, is not required to attend an IEP team meeting, in whole or in part, if the parent and the district agree, in writing, that the attendance of that member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting or portion of the meeting.

B. PARENTAL PARTICIPATION

The District takes steps to ensure that one or both of the parents of a child with a disability are present at each IEP team meeting or are afforded the opportunity to participate, including:

(1) Notifying the parents of the meeting early enough to ensure that they will have an opportunity to attend; and
(2) Scheduling the meeting at a mutually-agreed upon time and place.

A Notice to a Parent Regarding an IEP meeting:

(1) Indicates the purpose, time and location of the meeting and who will be in attendance; and
(2) Informs the parents of the provisions of the Operating Standards regarding the participation of other individuals who have knowledge or special expertise about the child and the participation of the Part C service coordinator or other representatives of the part C system at the initial IEP team meeting for a child previously served under Part C. See 3301-51-07(J)(2)(a)(ii) of the Operating Standards.

Beginning no later than the first IEP to be in effect when the child turns 14, the Notice also:

(1) Indicates that a purpose of the meeting will be the development of a statement of the transition needs of the child; and
(2) Indicates that the District will invite the child.

Beginning no later than the first IEP to be in effect when the child turns 16, the Notice also:

(1) Indicates that a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child;
(2) Indicates that the school district will invite the child; and
(3) Identifies any other agency that will be invited to send a representative, if the parents consent.

The District conducts IEP team meetings without a parent in attendance only if it cannot convince parents that they should attend. Before an IEP team meeting is held without a parent, the District makes multiple attempts to contact a parent to arrange a mutually agreed on time and place, and records its attempts to do so.

C. CONTENTS OF AN IEP

The District uses ODE's required form, PR-O7, for its IEPs.

In developing each child's IEP, the IEP team considers:

(1) The strengths of the child;

(2) The concerns of the parents for enhancing the education of their child;
(3) The results of the initial or most recent evaluation of the child;
(4) The results of the child's performance on any state or district-wide assessment programs, as appropriate; and
(5) The academic, developmental and functional needs of the child.

Further, the IEP team considers the following special factors:
(1) In the case of a child whose behavior impedes the child's learning or that of others, the use of positive behavioral interventions and supports, and other strategies, to address that behavior;
(2) In the case of a child with LEP, the language needs of the child as those needs relate to the child's IEP;
(3) In the case of a child who is blind or visually impaired, the instruction of that child in accordance with the Operating Standards and section 3323.011 of the Revised Code;
(4) The communication needs of the child, including those of a child who is deaf or hard of hearing; and
(5) Whether the child needs assistive technology devices and services.

(1) CONTENTS OF EVERY IEP

The District's IEPs are written, and are developed, reviewed and revised in IEP meetings. The District's IEPs include all of the following:
(a) A statement that discusses the child's future and documents planning information;
(b) A statement of the child's present levels of academic and functional performance, including:
  (1) How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or
  (2) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
(c) A statement of measurable annual goals, including academic and functional goals and benchmarks or short-term objectives designed to:
  (1) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and
  (2) Meet each of the child's other educational needs that result from the child's disability;
(d) A description of:
  (1) How the child's progress toward meeting the annual goals described in the IEP will be measured; and
  (2) When periodic reports on the progress the child is making toward meeting the annual goals will be provided;
(e) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child:
  (1) To advance appropriately toward attaining the annual goals;

(2) To be involved in and make progress in the general education curriculum in accordance with the Operating Standards, and to participate in extracurricular and other nonacademic activities; and
(3) To be educated and participate with other children with disabilities and nondisabled children, as appropriate, in the activities described in 3301-51-07(H)(1)(e) of the Operating Standards;

(f) An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular classroom and in activities;
(g) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and districtwide assessments consistent with Section 612(a)(16) of the IDEA;
(h) If the IEP team determines that the child must take an alternate assessment instead of a particular regular state or districtwide assessment of student achievement, a statement of why:
(1) The child cannot participate in the regular assessment; and
(2) The particular alternate assessment selected is appropriate for the child; and
(i) The projected date for the beginning of the services and modifications described in the IEP and the anticipated frequency, location and duration of those services and modifications.

(2) TRANSITION SERVICES

The District's IEPs address transition services as follows:

(a) For children age 14 or over (or younger, if determined appropriate by the IEP team), the IEP includes a statement, updated annually, of the transition service needs of the child under the applicable components of the child's IEP that focuses on the child's courses of study (such as participation in advanced-placement courses or a vocational education program.); and
(b) Beginning not later than the first IEP to be in effect when the child turns 16 (or younger if determined appropriate by the IEP team), the IEP includes:
(1) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills; and
(2) The transition services (including courses of study) needed to assist the child in reaching those goals.

(3) TRANSFER OF RIGHTS AT AGE OF MAJORITY

Beginning not later than one year before the child reaches 18 years of age, the IEP includes a statement that the child has been informed of the child's rights under Part B of the IDEA that will transfer to the child on reaching the age of majority.

(4) NONACADEMIC SERVICES, PHYSICAL EDUCATION, EXTENDED SCHOOL YEAR AND TRANSPORTATION

If appropriate, the IEP includes the services to be provided in each of these areas.

D. REVIEW AND AMENDMENT OF AN IEP

The District ensures that the IEP team:

(1) Reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and
(2) Revises the IEP, as appropriate, to address:
    (a) Any lack of expected progress toward the annual goals and in the general education curriculum;
    (b) The results of any reevaluation;
    (c) Information about the child provided to, or by, the parents as part of an evaluation or reevaluation;
    (d) The child's anticipated needs; or
    (e) Other matters; and
(3) Reconvenes if an agency, other than the school district, fails to provide the transition services described in the IEP.

Changes to the IEP may be made either at an IEP team meeting, or by a written document amending or modifying the IEP, if the parent of the child and the District agree not to convene an IEP team meeting for the purposes of making those changes. If the IEP is amended by written document, without a meeting of the IEP team, the District ensures that the IEP team is informed of the changes made. When an IEP is amended, the District sends a copy of the amended IEP to the parent within thirty days of the date the IEP was amended.

VII. LEAST RESTRICTIVE ENVIRONMENT (LRE)

The District ensures that, to the maximum extent appropriate, children with disabilities, including children in public or nonpublic institutions or other care facilities, are educated with children who are nondisabled. Placement of students with disabilities in special classes, separate schooling or other removal from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services, modifications and/or accommodations cannot be achieved satisfactorily.

The District ensures that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services in the least restrictive environment (LRE).

The District determines the placement of a child with a disability at least annually, and the placement is based on the child's IEP, and is as close as possible to the child's home.

Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that the child would attend if nondisabled.

In selecting the LRE for a child with a disability, the IEP team considers any potential harmful effect on the child or on the quality of the services that the child needs.

A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

VIII. PARENTALLY PLACED NONPUBLIC SCHOOL CHILDREN

A. CHILD FIND

(1) GENERALLY

The District locates, identifies and evaluates all children with disabilities who are enrolled by their parents in chartered and nonchartered nonpublic schools, including religious elementary and secondary schools located within the District's geographical boundaries.

The District consults with the nonpublic school representatives and representatives of parents of parentally placed nonpublic school children with disabilities regarding the child find process, including:

(a) How parentally placed nonpublic school children suspected of having a disability can participate equitably; and
(b) How parent, teachers and nonpublic school officials will be informed of the child find process.

After timely and meaningful consultation with representatives of nonpublic schools, the District carries out child find activities for parentally placed nonpublic school children, including children whose parents live out-of-state. These activities are similar to the child find activities the District conducts for its public school children and ensures an accurate count of children with disabilities. The District completes these activities in a time period comparable to that for children attending its public schools, including completing any evaluations within 60 days of receiving parental consent. See Chapter V, Section A(1).

The District follows all IDEA and FERPA confidentiality requirements when serving children with disabilities attending nonpublic schools located within the District's boundaries and obtains parental consent before releasing any personally identifiable information about a child to officials of the child's district of residence or the nonpublic school in which the child is enrolled.

The District conducts, either directly or through contract, a full and individual initial evaluation of any parentally placed nonpublic school child suspected of having a disability who is enrolled in a nonpublic school within the District's boundaries. The District obtains written parental consent before conducting an initial evaluation.

(a) If the parents of a parentally placed nonpublic school child do not provide consent or fail to respond to the District's request for consent to evaluate the child, the District may not use mediation or due process procedures to pursue the evaluation. The District does not have to consider this child as eligible for services.
(b) If the parents do not make clear their intent to keep their child enrolled in the nonpublic school, the District provides the parents of a child who is determined to be eligible for special education services written documentation stating that the child's school district of residence is responsible for making FAPE available to the child.

(c) The District sends a copy of this documentation to the child's district of residence, provided the District obtains written parental consent to release the information.

The District conducts reevaluations of parentally placed nonpublic school children with disabilities receiving special education and any related services to determine continued eligibility for services. The District conducts reevaluations no more than once a year, unless the parents and the District agree otherwise, and at least once every three years, unless the parents and the district agree that a reevaluation is unnecessary.

(2) Autism Scholarship Program Participants

The District assumes responsibility for the initial evaluations and re-evaluations of children who reside in the District and desire to participate in the Autism Scholarship Program. The district where the nonpublic school is located conducts all reevaluations for children with disabilities participating in the Autism Scholarship Program. (See 3301-51-08(R)(1) of the Operating Standards). The District creates the IEP that is required for eligible children who reside within the District to participate in the Autism Scholarship Program.

B. Consultation

The District consults with nonpublic school representatives and representatives of parents who have placed their children with disabilities in nonpublic schools in a timely and meaningful way during the design and development of special education and related services for the children regarding the following:

(1) Child Find

See above requirements.

(2) Proportionate Share of Funds

(a) The determination of the proportionate share of federal IDEA Part B funds available to serve parentally-placed nonpublic school children with disabilities;
(b) The determination of how the proportionate share of those funds was calculated; and
(c) Consideration of the number of children and their needs and location.

"Proportionate share" refers to the amount of federal IDEA Part B funds the District must expend to provide the group of parentally-placed nonpublic school children with disabilities with equitable participation in services funded with federal IDEA Part B funds. The District follows the formula in 3301-51-05(E)(1)–(4) of the Operating Standards to calculate the proportionate amount.

(3) Consultation Process

(a) How the consultation process will bring together District representatives, nonpublic school officials and representatives of parentally placed nonpublic school children with disabilities;

(b) How the process will take place throughout the school year to ensure that parentally-placed nonpublic school children with disabilities identified through the child find can meaningfully participate in special education and related services.

(4) PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES

(a) How, where and by whom special education and related services will be provided;
(b) The types of services, including direct services and alternate service delivery mechanisms;
(c) How special education and related services will be apportioned if funds are insufficient to serve all parentally placed nonpublic school children; and
(d) How and when these decisions will be made.

(5) WRITTEN EXPLANATION BY THE SCHOOL DISTRICT

How the District will provide the nonpublic school officials a written explanation of the reasons why the District chose not to provide services directly or through a contract if the District disagrees with the views of the nonpublic school officials on the provision of services or the types of services.

The District obtains a written affirmation signed by representatives of the participating nonpublic schools that timely and meaningful consultation has occurred. If representatives of the participating nonpublic schools do not provide the affirmation within a reasonable period of time or choose not to participate under the proportionate share provisions of IDEA and engage in consultation, the District documents its consultation attempts and forwards the documentation to the ODE-OEC. If a nonpublic school located within the boundaries of the District chooses not to participate, the parents may contact the District to request services for the child.

C. RIGHTS TO SERVICES

The District is not required to pay for the cost of education, including special education and related services, of a child with a disability, enrolled at a nonpublic school or facility if:

(1) The child's district of residence made FAPE available to the child; and
(2) The parents elected to place the child in the nonpublic school.

The District includes these children and their needs in the population being considered when making decisions about services to be provided to parentally placed nonpublic school children with disabilities.

If the parents make clear their intention to keep their child with a disability enrolled in the nonpublic school, the child's district of residence does not need to develop an IEP for the child. If the child with a disability re-enrolls in the District, the District makes FAPE available.

D. EQUITABLE SERVICES DETERMINED

The District makes the final decisions about the services to be provided through a services plan to eligible parentally placed nonpublic school children with disabilities who are attending

nonpublic schools within the District's geographic boundaries. The District makes these decisions after consultation with nonpublic school representatives and parents of parentally placed nonpublic school children and through meetings to develop, review and revise services plans. A child with a disability attending a nonpublic school does not have an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school.

E. Equitable Services Provided

(1) The Services Plan

(a) The District, whether or not it is the child's school district of residence, convenes the services plan meeting, conference call, or video conference for each eligible child who will receive special education and any related services for children who attend nonpublic schools located within the District's geographical boundaries.
(b) The District determines required participants at the services meeting.
(c) The District ensures that a nonpublic school representative participates in the development or revision of the services plan.
(d) The District conducts a meeting, conference call, or video conference at least annually to review and revise, if appropriate, each child's services plan.
(e) The District uses the ODE required Services Plan PR-09 form for individually developing a services plan for each participating child that describes the specific special education and related services that the District will provide to the child. Parentally placed nonpublic school children with disabilities may receive a different amount of services than children with disabilities enrolled in the District.

(2) Provision and Location of Services

(a) District personnel provide services to parentally placed nonpublic school children who attend nonpublic schools located within the District's geographical boundaries or the District provides services through a contract with an individual, association, agency, organization or other entity.
(b) The District ensures that special education and related services, including materials and equipment, provided to parentally placed nonpublic school children with disabilities are secular, neutral and non-ideological.
(c) The District, in consultation with the nonpublic school, will determine where services will be provided. Services may be provided on or off the premises of the nonpublic school. The District may provide services at the nonpublic school with the permission of that school.

(3) Transportation

(a) The District provides transportation to parentally placed nonpublic school children with disabilities who attend nonpublic schools located within the District's geographical boundaries if the services being provided under IDEA are being delivered at a location other than the nonpublic school the child is attending. The District provides transportation:
    (1) From the child's nonpublic school or the child's home to the site other than the nonpublic school; and

(2) From the service site to the nonpublic school or to the child' home depending on the timing of the services;

(b) The District may include the cost of transportation to special education and related services that are being delivered at a location other than the nonpublic school in calculating whether it has met the requirements of spending a proportionate amount of federal funds that it receives to serve children with disabilities; and

(c) The District provides transportation to all children, with and without disabilities, who reside within the District and who are parentally placed in chartered nonpublic schools following the requirements in ORC 3327.01.

F. Due Process Complaints and Complaints to ODE

Due process rights do not apply to the provision of special education and related services the District has agreed to provide through a services plan. However, the parents of a child with a suspected disability, or a child identified as having a disability, who is enrolled in a nonpublic school, have the right to file a due process complaint against the District where the nonpublic school is located regarding that District's failure to meet the child find requirements, including location, identification, evaluation and reevaluation of the child.

If the District receives a due process complaint requesting a due process hearing from the parents of parentally placed nonpublic school child, the District follows the procedures that apply to other due process complaints.

The parents of a child with a disability, who has been unilaterally placed in a nonpublic school, have the right to file a formal written complaint with ODE-OEC regarding a number of different issues, which are listed in 3301-51-08(L)(3) of the Operating Standards.

APPENDIX A

When to Provide
Prior Written Notice, Informed Consent and Procedural Safeguards Notice (*Whose IDEA Is This?*)

Steps in the Special Education Process	Action Required		
	Notification or Informed Consent	**Prior Written Notice to Parents PR-01**	***Whose IDEA Is This?***
1. Procedural safeguards must be provided to the parents once a year			X
2. Procedural safeguards must be provided upon request of the parents			X
3. Initial referral for a suspected disability		X	X
4. Initial evaluation	Informed consent (Parent Consent for Evaluation PR-04 form)	X	
5. Eligibility determination		X	
6. IEP meeting	Notification (Parent Invitation to Meeting PR-02 form)	Provide after an IEP, if parents do not agree or do not attend the meeting	
7. Reevaluation with assessments conducted	Informed consent (Parent Consent for Evaluation PR-04 form)	Provide before, and after if parents do not agree or disability category changes	
8. Reevaluation without further assessments conducted	Notification	May use this form to notify before, and provide after, if parents do not agree or disability category changes	
9. No reevaluation conducted		X	
10. Transfers from out of state and out of district	Informed consent (Parent Consent for Evaluation PR-04 form) (If an evaluation is to be conducted)	Provide only after an IEP, if parents do not agree	If moved from out of state
11. Change of placement	Informed consent (IEP PR-07 form)	Provide only after an IEP, if parents do not agree	
12. Change in the type and amount of services		Provide only after an IEP, if parents do not agree	
13. Exit from special education	Notification (Summary of performance if graduating or aging out of special education)	X	
14. District refuses services requested by parents		X	
15. District proposes/refuses to change disability category		X	
16. Releasing personally identifiable information	Informed consent (written consent)		
17. Destruction of personally identifiable information	Notification prior to destruction		
18. Transfer of parental rights	Statement included in IEP PR-07 form		X
19. Upon receipt of the first due process complaint or upon receipt of first state complaint in school year			X
20. Disciplinary change in placement		X	X
21. Revocation of consent		X	

Prior Written Notice, Informed Consent and Procedural Safeguards Notice *(Whose IDEA Is This?)*

1. **Procedural safeguards must be provided to the parents once a year.**
   The school district must give a copy of the **procedural safeguards notice *(Whose IDEA Is This?)*** to the parents at least once a year, except as noted below:
   - Upon initial referral or the parents request for evaluation;
   - Upon request by the parents;
   - Upon receipt of the first due process complaint or state complaint in a school year; and
   - Upon a change in placement for disciplinary action.

2. **Procedural safeguards must be provided upon request of the parents.**
   The school district must give a copy of the **procedural safeguards notice *(Whose IDEA Is This?)*** to the parents whenever the parents request.

3. **Initial referral for a suspected disability**
   On the date of the referral, the district must provide the parents with a copy of the **procedural safeguards notice (*Whose IDEA Is This?*).** For a parental referral, the date of referral is the date that the district received either the verbal or written request from the parents to conduct an evaluation. For a district referral, the date of referral is the date that the screening or review team decided an evaluation should be conducted. See Evaluation – 6.2 Request and Referral for Initial Evaluation. Within 30 days of the date of initial referral by the parents for a suspected disability, the district must provide the **Prior Written Notice to Parents PR-01** form to the parents if the district does not suspect a disability.

4. **Initial evaluation**
   Within 30 days of the date of initial referral by the parents for a suspected disability, the district must provide the **Prior Written Notice PR-01** form to the parents and receive written, **informed consent** (**Parent Consent for Evaluation PR-04** form) from the parents prior to conducting any assessments as part of an initial evaluation. A description of any evaluation procedures the district proposes to conduct must also be provided to the parents. (If the notice relates to an action proposed by the district that also requires parental consent, the district may give notice at the same time it requires parental consent.)

5. **Eligibility determination**
   If the evaluation team determines that a child is not eligible for special education and related services the district will provide the parents the **Prior Written Notice to Parents PR-01** form once this determination is made. If the evaluation team determines that a child is eligible for special education and related services, see Item number 6, IEP Meeting.

6. **IEP Meeting**
   The district must use the required **Parent Invitation PR-02** form to notify and invite the parents to an IEP meeting. Districts must take steps to ensure that one or both parents are present at each IEP meeting or are afforded the opportunity to participate. This requires that the district:
   - Notify the parents of the IEP meeting early enough to ensure that they have an opportunity to attend; and
   - Schedule the meeting at a mutually agreed upon time and place.

   A district must provide the **Prior Written Notice to Parents PR-01** form after an IEP meeting, if the parents do not agree with the IEP or any portion of the IEP or do not attend the meeting.

A district must provide **prior written notice** to the parents and receive **written, informed consent** from the parents before the initial placement of a child in special education. The **IEP PR-07** form serves as prior written notice unless the parents disagree with the IEP. Written informed consent to initiate special education and related services is provided through the parents' signature on the IEP form.

7. **Reevaluation with assessments conducted**
   A district must provide the **Prior Written Notice to Parents PR-01** form and obtain **informed parental consent (Parent Consent for Evaluation PR-05** form) before conducting any tests or assessments as part of a reevaluation of a child with disabilities, unless the district has provided notice and the parents have failed to respond to reasonable attempts to obtain consent.

   The district must provide the **Prior Written Notice to Parents PR-01** form after the reevaluation is completed, if the parents disagree with the reevaluation or the reevaluation results in a change in the child's disability category.

8. **Reevaluation without further assessments conducted**
   If the evaluation team determines that no additional data are needed to determine that the child continues to be a child with a disability and to determine the child's educational needs, the evaluation team must notify the child's parents. The notification that no further assessments are necessary must include:
   - The team's determination and the reasons for the determination; and
   - The parents' right to request an assessment to determine whether the child continues to be a child with a disability and to determine the child's educational needs.

   The **Prior Written Notice to Parents PR-01** form may be used for this notification as long as it includes the information listed directly above.

   The district must provide the **Prior Written Notice to Parents PR-01** form after the reevaluation is completed, if the parents disagree with the reevaluation or the reevaluation results in a change in the child's disability category.

9. **No reevaluation conducted**
   If the IEP team, including the parents, agrees that a reevaluation of a child is unnecessary, the district must provide the **Prior Written Notice to Parents PR-01** form.

10. **Transfers from out of state and out of district**
    Upon the enrollment of a child with an existing IEP from another district or state, the district must convene the IEP team and determine if the team will accept the existing IEP or change the existing IEP. IIf the parents disagree with the IEP team on the IEP that will be implemented by the district, the **Prior Written Notice to Parents PR-01** form must be provided to the parents. See IEP – 7.1 General.

    Transfers from out of state
    If the child moved into the district from another state, the district must provide the parents with a copy of the **procedural safeguards notice (*Whose IDEA Is This?*).**

    If the district determines that a new evaluation is necessary for a child who transfers from out of state, the evaluation is considered an initial evaluation and the district must provide the **Prior Written Notice to Parents PR-01** form and obtain written parental consent (**Parent Consent for Evaluation PR-05** form). See Evaluation – 6.2 Request and Referral for Initial Evaluation.

Transfers from out of district
If the child transfers into the district from another district in the state, the district provides the parents with a copy of the **procedural safeguards notice (*Whose IDEA Is This?)*** if the sending school district had not provided the parents with a copy during the current school year.

If the IEP team refers a child who transfers from another district in the state for additional evaluation, the evaluation is considered to be a reevaluation. The district must provide the **Prior Written Notice to the Parents PR-01** form and obtain written parental consent (**Parent Consent for Evaluation PR-05** form). See Evaluation – 6.5 Reevaluation.

11. **Change of placement**
The district must provide the **Prior Written Notice to Parents PR-01** form after an IEP meeting, if the parents do not agree with the IEP team's proposed change of placement on the continuum of alternative placement options. The district may not change the child's placement until the parents consent to the proposed change of placement.

12. **Change in the type and amount of services**
The district must provide the **Prior Written Notice to Parents PR-01 form** after an IEP meeting, if the parents do not agree with the changes in the types and amount of services being proposed. The district may then proceed to implement the IEP.

13. **Exit from special education**
The district must provide the **Prior Written Notice to Parents PR-01** form whenever a child exits special education. In addition, for a child whose eligibility for special education terminates because the child is graduating with a regular diploma or exceeding the age eligibility for special education, the school district must provide the child with a **summary of the child's academic achievement and functional performance**, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

14. **District refuses services requested by parents**
The district must provide the **Prior Written Notice to Parents PR-01** form to the parents any time the district refuses the request of the parents to provide special education and related services to the child.

15. **District proposes/refuses to change disability category**
The district must provide the **Prior Written Notice to Parents PR-01** form to the parents any time the district proposes or refuses to change the child's disability category. The ETR and the documentation of eligibility can be considered a prior written notice if all the elements required in a prior written notice are present in the ETR and determination of eligibility.

16. **Releasing personally identifiable information**
The district must obtain **written parental consent** prior to releasing any personally identifiable information about the child to any person or agency not entitled by law to see it, and to a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

17. **Destruction of personally identifiable information**
The school district must inform the parents when personally identifiable information collected, maintained and used is no longer needed to provide educational services to the child. The information must be destroyed at the request of the parents. However, a permanent record of a child's name, address, telephone number, grades, attendance record, classes attended, grade level completed and year completed shall be maintained without time limitation. This **notification may be in writing or provided verbally**. If provided verbally, the school district should document this notification in the child's education record.

18. **Transfer of parental rights**
One year before the child's 18th birthday, the district must notify both the child and the parents of the parental rights, under Part B, that will transfer to the child upon reaching the age of majority. The district also must provide the child with a copy of the **procedural safeguards notice (*Whose IDEA Is This?*)**. This notification is documented on the child's **IEP PR-07** form.

19. **Upon receipt of the first due process complaint or upon receipt of the first state complaint in the school year**
The school district must give the parents a copy of the **procedural safeguards notice (*Whose IDEA Is This?)*** upon receipt of the parents' first due process request. The Ohio Department of Education, Office for Exceptional Children gives the parents a copy of the **procedural safeguards (*Whose IDEA Is This?)*** upon the parents' filing of the first state complaint within the school year.

20. **Disciplinary change in placement**
Whenever a change of placement occurs due to disciplinary action, a copy of the **procedural safeguards notice *(Whose IDEA Is This?)*** and **Prior Written Notice PR-01** form must be provided.

21. **Revocation of consent (must be in writing)**
The district must provide the **Prior Written Notice to Parents PR-01** form if the parents of a child with a disability revoke consent in writing for the continued provision of all special education and related services. This notice must include:
    - A summary of all of the supports and services the child will no longer receive, and any change in educational placement that will occur as a result of the revocation of consent.
    - Statements that once the revocation takes effect, the district will not be considered to be in violation of its requirement to make FAPE available, is not required to convene an IEP meeting or develop an IEP, is not required to conduct a three year reevaluation, is not required to offer the child the discipline protections available under IDEA and is not required to amend the child's education records to remove any reference to the child's receipt of special education and related services.
    - A statement that by revoking consent for special education and related services for the child, the parent is not waiving the right to request an initial evaluation or to receive services in the future.

RICHARD ALLEN ACADEMY III
LEASE AGREEMENT

THIS LEASE is made as the _____ day of _____, 2017 between **The Institute of Management and Resources, Inc.,** Montgomery County, Ohio, ("Landlord") whose address is 118 West First Street, Suite 620, Dayton, Ohio 45402, and **Richard Allen Academy III, Inc.** ("Tenant") whose address is 1206 Shuler Avenue, Hamilton, OH 45011.

Section 1. **LEASED PREMISES.** Landlord leases to Tenant and Tenant leases from Landlord, on the terms and conditions set forth in this Lease, the following property ("the Leased Premises"):

(i) the real property (the "land") located at 1206 Shuler Avenue, Hamilton, OH 45011;

(ii) the building containing _____ square feet located on the Land and all related fixtures and appurtenances (the "building");

(iii) all other improvements now or in the future located on the Land, and;

(iv) all other rights and easements appurtenant to the Land, the Building, and other improvements.

Section 2. **TERM.**

2.1 The term of this Lease shall commence on the 1st day of July, 2017 and ending on June 30, 2022 (the "Primary Term").

Section 3. **RENT; SECURITY DEPOSIT.**

3.1 During the term of this Lease, Tenant shall pay Landlord as rent for the Leased Premises the sum of: EIGHT THOUSAND DOLLARS (8,000) per month.

(a) Ninety-six Thousand Dollars ($96,000) for each year, payable in equal monthly installments of Eight Thousand Hundred Dollars ($8,000.00) .

Rent shall be payable in advance of the fifteenth day of each month during the term of this Lease, without demand or deduction, the Landlord at its notice address as set forth in Section 18 or at such other place as Landlord may designate by written notice to Tenant.

3.2 Tenant did not deposit with Landlord the sum of Eight Thousand Dollars ($8,000.00) as security for the performance by Tenant of all the terms of this Lease. If tenant defaults in the performance of any obligation under this Lease, Landlord may, but

shall be obligated to, charge the tenant for all unpaid obligations. Tenant shall promptly reimburse Landlord for any funds expended or damages to said property.

Section 4. **TAXES.** Tenant shall pay all real estate taxes and assessments levied against the Leased Premises which become due and payable during the Term of this Lease. However, any installment of taxes and assessments relating to the periods at the expiration of the Term of this Lease shall be prorating taxes in Butler County, Ohio. If the Leased Premises are included in a tax parcel with other properties, Tenant shall be responsible for only that portion of the taxes and assessments allocated to the Leased Premises, as determined in Landlord's reasonable judgment. Landlord shall furnish to Tenant copies of tax bills. Tenant shall pay those amounts within Thirty (3) days after receipt of Landlord's statements. Tenant's obligations under this Section shall survive the expiration or termination of this Lease.

Section 5. **UTILITIES.** During the term of this Lease, Tenant shall obtain and pay for all sewer, water, electric, heat, trash removal and other utility services furnished to or consumed on the Leased Premises. The Tenant shall also pay for janitorial services, including snow removal, lawn and shrub maintenance and maintenance of the parking lot, including striping.

Section 6. **INSURANCE.**

6.1 During the Lease Term, Tenant shall procure and maintain commercial general liability insurance for the Leased Premised with policy limits of not less than One Million Dollars ($1,000,000,.00) per occurrence for personal injury or death, and at least One Million Dollars ($1,000,000.00) per occurrence for property damage, Tenant shall name Landlord as additional insure under this policy.

6.2 During the Lease Term, Tenant shall keep the Building insured against loss of fire and all of the risks and perils usually covered by a "special form" policy of commercial property insurance upon property comparable to the Leased Premises, in an amount equal to not less than its full replacement cost, and with deductible amounts approved by Landlord. Landlord shall be the insured party under this policy, with Tenant as additional insured as their interests may appear.

6.3 The policies required by Section 6.1 and 6.2 shall contain an agreement by the insurer that will not cancel the policy except after thirty days' prior written notice to Landlord and Tenant and that any loss otherwise payable under the policy shall be payable notwithstanding any act or negligence of Landlord or Tenant that might, absent such agreement, result in a forfeiture of all or a part of the insurance payment.

6.4 At the commencement of the Term of this Lease, Tenant shall deliver to Landlord certificates of the insurance required to be maintained under this Section. Tenant shall also deliver to Landlord at least ten (10) days prior to the expiration date of any such policy (or of any renewal policy), certificates for the renewal policy of this insurance.

Section 7. **WAIVER OF LIABILITY AND SUBROGATION.** Neither Landlord nor Tenant shall be liable for any damage to property of the other found or located with in the Leased Premises or for any damage to the Leased Premises or the Building or other improvements caused by fire or other peril usually covered by a policy of insurance of the type described in Section 6.2, and each party releases the other from all liability for damage from those causes, including any subrogation claims of any insurer. This provision shall apply regardless of the negligence of either party and shall not be limited by the amount of insurance coverage. This Section 7 shall override any inconsistent provisions of this Lease. However, this provision shall not apply to the extent that is would render void the insurance coverage obtained by Landlord or Tenant, but only if that party (a) makes reasonable efforts to obtain insurance coverage that would not be voided by this waiver of liability and (b) notifies the other party in writing that this waiver will not apply.

Section 8. **INDEMNIFICATION.** Except to the extent liability is waived under Section 7, Tenant shall indemnify and hold Landlord harmless against any and all claims, liabilities, damages or losses resulting from injury or death of any person or damage to property occurring on or about the Leased Premises in whole or in part, unless the death, injury or damage was sustained as a result of any tortuous or negligent act of Landlord, Landlord's agents or employees. In addition, Tenant shall indemnify and hold Landlord harmless against any claims, liabilities, damages, losses or expenses resulting from the release of hazardous substances, hazard wastes or products on or from the Leased Premises or other violations of applicable environmental laws occurring during the Term of this Lease.

Section 9. **MAINTENANCE.** During the term of this Lease, Tenant at its expense shall (a) maintain the interior of the Leased Premises in good condition, except for reasonable wear and tear from the last repair or replacement required by this Lease, and except for damage by fire or other casualty; (b) provide all necessary maintenance, repair, and keep in good operating condition, the water, gas electrical, plumbing, heating, ventilating, air conditioning, and all other mechanical and utility systems and facilities serving the Leased Premises; (c) keep the sidewalks, parking areas and drives on or about the Leased Premises in a clean, slightly, and sanitary conditions, free of ice an snow; and (d) keep all lawns mowed, shrubbery trimmed and the yards free of excessive weed growth, so that the lawn and yards shall at all times be maintained in a neat and presentable condition. In addition, Tenant shall be responsible for any damage to the Leased Premises caused by any extraordinary or excessive use or by the negligence or other tortuous acts of Tenant, its employees, agents, contractors, licensees or invitees.

9.2 During the Lease Term, but subject to Section 15, "COMPLIANCE WITH LAWS' Landlord shall, at its expense, maintain in good condition and repair all structural portions of the Leases Premises, including, but not limited to, the roof, weight bearing walls and columns, footings, foundations and structural floors. Exterior painting shall be Landlord's responsibility. To the extent that repairs or replacements of sidewalks, parking areas or drives are required, Landlord shall provide the same at its expense.

Landlord's obligations under this Section shall not be deemed to relieve Tenant to the extent Tenant is responsible under the last sentence of section 9.1.

Section 10. **ALTERATIONS.** Tenant shall make no modifications, alterations or improvements to the Leased Premises without Landlord's prior written approval. Any approved modifications, alterations or improvements shall be made in a good and workmanlike manner and shall not weaken the structure of the Building or materially lessen its value. All modifications, alterations and improvements shall become and remain the property of Landlord. Tenant may, without Landlord's consent, install temporary partitions, shelves, blinds, equipment, trade fixtures and other personal property in the Building. Those items shall remain Tenant's property and may be removed by Tenant prior to the expiration or earlier termination of this Lease. Tenant shall repair any damage to the Leased Premises caused by that removal.

Section 11. **DAMAGE AND DESTRUCTION.**

11.1 If, during the Term of this Lease, the Leased Premises are damaged by fire or other casualty so as to be rendered untenantable either in whole or in substantial part, and (a) the loss or damage occurs during the last year of the Term or (b) the Leased Premises cannot reasonable be restored to substantially their former condition within one hundred eighty (180) days following the fire or other casualty, then either Landlord or Tenant may terminate this Lease effective the date of the casualty by giving notice to the other within thirty (30) days following the casualty. If, during the Term of this Lease, the Leased Premises are damaged by fire or other casualty, and the insurance proceeds are insufficient to cover the costs of repair or restoration, then Landlord may terminate this Lease effective the date of the casualty by giving notice to the Tenant with thirty (30) days following the casualty If so terminated, all rent shall cease as of the date of such damage and any prepaid rent shall be refunded.

11.2 If the Leased Premises are damaged in whole or in part by fire or other casualty and the Lease is not terminated pursuant to Section 11.1, then Landlord at its expense will restore the Leased Premises to a kind and quality substantially similar to that which existed immediately prior to the damage or destruction. Restoration shall be commenced within a reasonable time and, subject to matters beyond Landlord's reasonable control, shall be completed without delay. In that case all rent paid in advance shall be apportioned as of the date of damage or destruction and all rent subsequently accruing shall be equitably and proportionately abates according to the nature and extent of the damage or destruction, pending completion of restoration or repair. If the damage or destruction is so extensive as to make it unfeasible for Tenant to conduct Tenant's business, the rent shall be completely abated until the Leased Premises are restored by Landlord or until Tenant resumes use and occupancy of the Leased Premises, whichever occurs first.

11.3 If Landlord fails to restore the Leased Premises within one hundred eighty (180) days after the occurrence of the damage or destruction, regardless of the reason for the delay (unless caused by Tenant), Tenant shall have the option (i) to extend the time for restoration, or (ii) to terminate this Lease by giving written notice to Landlord. In no event shall Landlord have any liability to Tenant on account of the delay.

Section 12. **CONDEMNATION, LOSS OF ACCESS.** If (i) all or part of the Leased Premises shall be taken or condemned by a competent authority for a public or quasi-public use or purpose or if there is a negotiated purchase by such authority under threat of a taking (collectively, a "taking"), and if the loss of the part so taken substantially interferes with the use of the Leased Premises by Tenant, or (ii) due to any such taking, access to the Leased Premises by motor vehicles as operated by Tenant, its contractors and its students in the course of Tenant's business as previously conducted, is substantially impaired or terminated, then Landlord and Tenant shall have the right exercisable by notice to the other, to terminate this Lease, effective on the date of the taking. If part of the Leased Premises or the access to the same is taken without substantially interfering with the use of the Leased Premises by Tenant, this Lease shall not terminate. In the event, Landlord shall promptly restore any damage to the Leased Premises caused by the taking in a manner reasonably suitable to Tenant, and if the size of the Building or Tenant's use of the Leased Premises has been diminished, the rent for the Leased Premises shall be equitably reduced commencing on the date when possession of the part taken is surrendered by Tenant. In the event of any taking, Landlord shall be entitled to the entire condemnation award, regardless of whether this Lease is terminated in accordance with this Section 12, except that Tenant shall be entitled to any separate award allocates by the condemning authority to Tenant's trade fixtures, personally and moving expenses. If this Lease is terminated pursuant to this Section 12, Landlord shall refund to Tenant any rent prepaid beyond the effective date of termination.

Section 13. **DEFAULT.**

13.1 If any of the following events ("defaults") shall occur: (i) Tenant fails t pay the rent or any other sums payable by Tenant under this Lease, and the failure continues for a period ten (10) days after written notice from Landlord, (ii) Tenant fails to perform any other obligations under this Lease and the failure continues for thirty (30) days after written notice from Landlord, or for an unreasonable period of time if thirty (30) days after written notice from Landlord, or for an unreasonable period of time if thirty (30) days in not sufficient time to repair, remedy or correct the obligation breached, (iii) Tenant abandons the Leased Premises, or (iv) Tenant becomes bankrupt or insolvent or files for has filed against if a petition in bankruptcy or for reorganization or arrangement or other relief under the National Bankruptcy act or makes an assignment for the benefit of creditors, then Landlord may re-enter the Leased Premises, with or without terminating this Lease. Tenant's obligation to pay the rent shall survive any termination of this Lease due to Tenant's default. If Landlord at any time terminates this Lease for any default, then, in addition to any other remedy it may have, it may recover from Tenant all damages it may incur by reason of the default, including the cost of recovering the Leased Premises and the value at the time of termination of the excess, if

any, of the amount of rent and charges reserved in this Lease for the remainder of the states term, both figures being discounted to present value. Alternatively, Landlord may elect to keep this Lease in effect and recover monthly from Tenant an amount equal to the rent and other charges due less the amount, if any, of any rentals which Landlord may receive by reletting the Leased Premises; however, nothing contained this Section shall be deemed to impose upon Landlord any duty to relet the Leased Premises beyond the duties, if any, imposed by law.

13.2 If Tenant shall fail to make any payment or perform any act required to be made or performed under this Lease, Landlord, without waiving or releasing any obligation or default, may (but shall be under no obligation to), at any time, and upon reasonable notice to Tenant, make the payment or perform the act for the account and at the expense of Tenant, and may enter upon the Leased Premises for that purpose and take all actions as may be necessarily to correct Tenant's breach. No such entry shall be deemed an eviction of Tenant. All sums so paid by Landlord and all costs and expenses (including, but not limited to, reasonable attorneys' fees and expenses) so incurred, together with interest at the rate of two percent (2%) in excess of the prime rate of interest as announced from time to time by the Wall Street Journal from the date of payment, shall constitute additional rent shall be paid by Tenant to Landlord on demand.

Section 14. **USE OF PREMISES.** The Leased Premises shall be used solely for educational purposes and shall not be used for any other purpose without Landlord's prior written consent. Tenant shall not conduct any extra-hazardous use of the Leased Premises, or create any public or private nuisance, and in connection with its use. Tenant shall comply with applicable insurance requirements.

Section 15. **COMPLIANCE WITH LAWS.**

15.1 Tenant at its sole cost shall comply with and cause the Leased Premises to be in compliance with all laws, ordinances and regulations, and other governmental rules, orders and determinations, including but not limited to the American's with Disabilities Act, now or in force subsequently enacted, whether or not presently contemplates (collectively "Legal Requirements") applicable to Leased Premises or its use and all contracts (including insurance policies) agreements, covenants, conditions and restrictions applicable to the Leased Premises or the ownership, occupancy or use of the same.

15.2 Without limiting the provisions of Section 15.1, Tenant agrees that if any additions, alteration, change, repair or other work of any nature, structural or otherwise, shall be required or ordered or become necessary at any time during the Term of this Lease because of any Legal Requirement, or other contracts, agreements, covenants, conditions or restrictions now or in the future in effect with respect to the Leased Premises, the entire expense, irrespective of when the same shall be incurred or become due, shall be solely the liability of Tenant, and Landlord shall not be called upon to contribute to the same.

Section 16. **ASSIGNMENT AND SUBLETTING.** Tenant may not assign this Lease in whole or in part or sublet all or any part of the Lease Premises except to an Educational Affiliate with the consent of the Landlord, which shall not be unreasonably be withheld.

Section 17. **EXPIRATION.** Upon the expiration or earlier termination of this Lease, Tenant shall surrender to Landlord the Leased Premises in good condition and repair, ordinary wear and tear, fire and other casualty, and governmental takings accepted. Any damage caused by the removal of Tenant's trade fixtures and personality shall be repaired by Tenant at its expense.

Section 18. **NOTICES** All notices to be given to either party shall be deemed given if made in writing and deposited in the United States mail, postage prepaid, return receipt requested, and addressed to the parties at the following address:

Landlord's Address:

Institute of Management and Resources, Inc.
118 West First Street, Suite 620
Dayton, OH 45402

Tenant's Address:

Richard Allen Academy III, Inc.
1206 Shuler Avenue
Hamilton, OH 45011

Either party may change its notices address by giving notice of the change to the other.

Section 19. **SUBORDINATION TO MORTGAGES.** This Lease and all of Tenant's rights under this Lease are subject and subordinate to all mortgages placed on or affecting the Leased Premises and all renewals, modifications, consolidations, replacements, substitutions, additions and extensions of any of those mortgages and any other mortgage now or in the future affecting the Leased Premises or any interest in the Leased Premises (collectively "Mortgages"). In confirmation of this subordination, Tenant shall promptly execute a deliver subordination agreement that Landlord may request. In the event any proceedings are brought for the foreclosure of any Mortgage, Tenant shall, upon request, attorney to the purchaser or transferee upon foreclosure, and recognizes the purchaser or transferee as the Landlord under this Lease to the same extent and effect as the original Landlord. Tenant agrees to execute and deliver upon the request of Landlord, or the purchaser or transferee, any instrument necessary or desirable to evidence this attornment. Tenant waives any right which it may have by law to

terminate this Lease or to surrender possession of the Leased Premises by reason of any foreclosure proceeding.

Section 20. **SUCCESSORS AND ASSIGNS.** Subject to the provisions of Section 16, this Lease shall bind and insure to the benefit of the successors and assigns of Landlord and Tenant.

Section 21. **QUIET ENJOYMENT.** Landlord covenants that if Tenant pays the rent and performs all of its obligations under the Lease, Tenant shall peaceably and quietly enjoy and possess the Lease Premises throughout the term subject only to the conditions set forth in this Lease.

Section 22. **HOLDING OVER.** Any holding over beyond the expiration of the Term of this Lease shall be construed to be a tenancy from month to month at one hundred fifty percent (150%) of the monthly rental rate that was paid during the last month of the Lease Term, and shall otherwise be on the same terms and conditions as provided in this Lease.

Section 23. **SIGNS.** Any and all signs placed on the Lease Premises by Tenant shall be maintained in compliance with all applicable governmental laws and regulations, and Tenant shall be responsible to Landlord for any damage caused by installation, use or maintenance of its sign. At the expiration or earlier termination of this Lease, Tenant shall remove any of its signs and shall repair any damages incidental to this removal.

Section 24. **NONWAIVER.** No waiver of any condition or covenant of this Lease by either party shall be deemed to imply or constitute a further waiver of the same or any other condition or covenant, and nothing contained in this Lease shall be construed to be a waiver on the part of Landlord of any right or remedy in law or otherwise.

Section 25. **RIGHT OF ENTRY.** Landlord shall have the right to enter the Leased Premises during normal business hours to examine its condition, to make any repairs Landlord deems necessary for the safety, preservation or improvement of the Leased Premises, or to show the Leased Premises to persons interested in purchasing or leasing the same. Each entry by Landlord in accordance with this Section 25 shall be made during normal business hours and in such a manner as will not unreasonably interfere with Tenant's use of the Leased Premises.

Section 26. **PARTIAL INVALIDITY.** If any provision of this Lease or its application to any person or circumstances shall to any extent be in valid or unenforceable, the remainder of this Lease, or the application of this provision to persons or circumstances other than those as to which it is invalid or unenforceable, shall not be affected, and each provision of this Lease shall be valid and enforceable to the fullest extent permitted by law.

Section 27. **ENTIRE AGREEMENT.** This Lease contains the entire agreement between the parties and cannot be amended unless the amendment is in writing and executed by the party against whom the enforcement of the amendment is sought.

Section 28. **TERMINATION BY LANDLORD.** If Landlord shall determine in his sole reasonable judgment that it is in the best interests of the Institute of Charter School Management and Resources, Inc. to sell all or any part of the Property, (iii) to close, cluster, merge or make other changes in the operation, to expand the existing facilities (iv) to raze the building or (v) to consent new facilities, then Landlord may terminate this Lease upon written notice to Tenant not less than one hundred eighty (180) days prior to the termination date specified in the notice.

Section 29. **RESTRICTIONS ON USE.** In addition to the provisions of Section 14, Tenant shall not do anything on or make or allow any use of the Leased Premises which conflicts with the official doctrine, teachings or practices of the Institute of Charter School Management and Resources, Inc.

Signed as of the day and year first above written.

Signed and acknowledged in the presence of:

LANDLORD:

Katie Harvey
Signature

4/7/17
Date

KATIE HARVEY
Print Name

STATE OF OHIO)
) SS:
COUNTY OF MONTGOMERY)

Before me, a Notary Public in and for said county, personally appeared the above named KATIE HARVEY; who acknowledged that he/she did sign the foregoing instrument and that the same is his/her free act and deed as Trustee and for the uses and purposes therein set forth.

IN TESTIMONY WHEREOF, I have hereunto subscribed my name and affixed my official seal this 7th day of April, 2017.

Notary Public
Exp. 4-29-2020

Signed as of the day and year first above written.

Signed and acknowledged in the presence of:

TENANT:

Laquetta Cortner — 4/6/17

Signature — Date

Laquetta Cortner

Print Name

STATE OF OHIO)
) SS:
COUNTY OF MONTGOMERY)

Before me, a Notary Public in and for said county, personally appeared the above named LAquetta Cortner; who acknowledged that he/she did sign the foregoing instrument and that the same is his/her free act and deed as Trustee and for the uses and purposes therein set forth.

IN TESTIMONY WHEREOF, I have hereunto subscribed my name and affixed my official seal this 6th day of April, 2017.

Notary Public

Exp. 4-29-2020

INSTITUTE OF MANAGEMENT AND RESOURCES, INC.

DIRECTORS' ACTION BY UNANIMOUS WRITTEN CONSENT IN LIEU OF ANNUAL MEETING

Pursuant to the authority of Section 1702.25 of the Ohio Revised Code, the undersigned, being all of the directors of **INSTITUTE OF MANAGEMENT AND RESOURCES, INC.**, an Ohio nonprofit corporation (the "Corporation"), do hereby affirmatively vote for, consent to, adopt and approve the following resolutions:

> **RESOLVED**, that the following persons be, and each hereby is, elected to serve as a Director of the Corporation, to hold office until the next annual meeting of the directors (or Directors' Action in lieu thereof) and until their respective successor is duly elected and qualified or until their earlier resignation, removal from office or death:
>
> Richard Mays, Jr. Esq.
> Zena Williams
> Katie M. Harvey
>
> **FURTHER RESOLVED**, that the following persons be, and each hereby is, elected to the office of the Corporation set forth below opposite their respective name, to hold office until the next annual meeting of the Board of Directors for the election of officers (or Directors' Action in lieu thereof) and until their respective successor is duly elected and qualified or until their earlier resignation, removal from office or death:

Zena Williams	President
Katie M. Harvey	Secretary
Richard Mays, Jr., Esq.	Treasurer

This document may be executed in any one or more counterparts, each of which shall be deemed an original, and all of which together shall constitute one that the same instrument.

IN WITNESS WHEREOF, the undersigned have executed this consent effective as of the 15th day of March, 2015.

Richard Mays, Jr., Esq.

Katie M. Harvey

Zella Williams

2018-2019 St. Aloysius Sponsorship Contract Education Plan Attachment

School Name:	Richard Allen Preparatory (Hamilton)	Date:	April 19, 2018

6.3a Mission, Vision, Philosophy

The mission should answer the question *why do we exist?* The vision should answer the question *what do we hope to become?* Likewise, a school's philosophy should answer the question *what do we value and believe about educating students?*

Mission	**6.3a**	**1) MISSION (Why do we exist?): State the school's clear, *concise*, and compelling mission statement that describes its specific intent/purpose.**

Richard Allen Schools are committed to educating students in the spirit of the life of the courageous leader Bishop Richard Allen. Consequently, integral to their intellectual, moral, and social development, Richard Allen Schools graduates

- Demonstrate academic proficiency;
- Demonstrate self-discipline and self-reliance;
- Respect the worth and dignity of self and others;
- Embrace responsible, active citizenry;
- Serve others, especially the disadvantaged; and
- Work to achieve their full potential.

Vision	**6.3a**	**2) VISION (What we hope to become?): State the school's clear, *concise*, and compelling vision statement that describes the anticipated operation, function and success of the school over time.**

Richard Allen Schools visualize a future of unlimited achievement and success for our students premised on a close partnership with our customer-families. This vision is grounded in the conviction that students want and need to seek truth and knowledge in a wholesome, supportive, and rigorous school setting.

Philosophy	**6.3a**	**3) PHILOSOPHY (What do we value and believe about educating students?)** **State the school's clear, *concise*, and compelling philosophy that describes the values and beliefs by which the school will operate.**

Our philosophy at Richard Allen Schools is premised on the conviction that the only children who fail to learn are those who learn to fail. Students are taught that failure is an unacceptable choice; they can and must succeed. Students are educated to read, write, compute, and think critically in order to make informed decisions and prepare for the future.

At Richard Allen Schools we are committed to helping students develop beliefs that will last a lifetime. We do not teach a single philosophy; rather, we expose our students to a variety of concepts and theories and teach them to use their own minds to analyze evidence logically so as to reach their own conclusions. Our faculty members understand that one of their primary responsibilities is to help students believe in themselves. This is accomplished by creating and communicating a positive attitude about students. They are special. A positive classroom environment creates an atmosphere that encourages and causes students to learn. Richard Allen Schools offer enriching and dynamic educational experiences designed to help students reach their full potential.

6.3b Curriculum

The primary function of a school is to provide for the education of students. The curriculum describes all planned learning of students and should describe the learning experiences through which a student will progress. Responses should address the following questions: *What are the learning goals for students at your school and what research support the curriculum choice and its effectiveness for the student population served?* Each of the items below should be addressed with strong evidence and detail.

Curriculum – Learning Standards	**6.3b**	**1) Provide the specific learning standards students are to achieve in all core content areas and a detailed description of the non-core content (i.e., physical education, music, art, technology, etc.) areas offered by the school.**

Teaching and learning at all grades levels are based directly on Ohio's Learning Standards for English language arts, mathematics, science, and social studies. Non-core content teaching and learning is also based on Ohio's standards. These areas currently include physical education, visual art, world language (Chinese), and technology.

Curriculum - Model	**6.3b**	**2) Does the school plan to use the Ohio Model Curriculum?** **X Yes, the school will utilize the Ohio Model Curriculum in all core and non-core content areas.** **☐ No, the school will utilize the curriculum model described below.** **If "no" is marked, provide evidence of the school's written curriculum including standards, assessments, differentiation strategies, etc. as an attachment (Attachment # _ Curriculum Model). Describe the research supporting the model.**

The Ohio Model Curriculum components, including Ohio's Learning standards, are used in the local standards guides for the four core content areas (English language arts, mathematics, science, and social studies).

Curriculum – Maps and Pacing Guides	**6.3b**	**3) Provide a detailed description of the development process for curriculum maps and pacing guides used in your school.**

The curriculum mapping process is facilitated by the Chief Academic Officer and instructional coaches. The team works to ensure the pacing guides reflect the state's expectations for teaching and learning as outlined in Ohio's learning standards. Guides include learning targets, essential questions, key vocabulary, and formative and summative assessment ideas and/or specific examples. The current guides are living, shared documents that are continually updated and enhanced based on feedback from the teachers using them.

Teacher teams review their grade-level content and the sequence outlined in the standards guides. Priority standards are identified and discussed with the assistance of mentors, coaches, administrators. The district and school calendars are also referenced in order for teachers and teams to create unit and year-long pacing outlines for their content. The mapping process as related to pacing for units within

the year is based not only on the standards, but also ongoing formative assessment evidence collected with progress monitoring tools such as easyCBM. Pacing must be adjusted based on the needs of the students and the time available for learning, so the timing prescribed in the guides and the start of the year is adjusted during the year as needed. Adjustments to pacing guides can also be made based on overall successes and weaknesses noted in the previous year.

Curriculum – Lesson Template	**6.3b**	**4) Explain what specific components is to be included in model lesson plan template and rationale.**

The model lesson plan template is based on the Understanding by Design framework. This framework is based on several key tenets:

- Purposeful lesson planning;
- Deeper student understanding and transfer of learning;
- Evidence of student understanding;
- Backwards planning to ensure clear priorities and purposes are apparent; and
- Reflection based on outcomes (i.e., student performance). (McTighe and Wiggins, 2011)

The first part of the planning template includes desired results; these are expressed using standards, specific learning targets (student-friendly), knowledge and skills, and essential questions and enduring understandings.

The second part of the template requires determining what evidence of learning will be collected, including formative and summative assessment components. This is meant to help ensure teachers are thoughtful about how they will determine students' success in achieving the results identified in the first part of the plan.

The third part of the template calls for teachers to plan the daily and weekly learning activities that match the standards and learning targets listed. Because they have already identified outcomes and the best ways to measure them, it is expected the activities will align with the desired results and the assessment methods.

Finally, reflection during the unit based on learning outcomes allows teachers to make adjustments for their next phases of instructional planning.

Curriculum Alignment with Ohio Learning Standards	**6.3b**	**5) Provide evidence of alignment of the school's curriculum model to the Ohio Learning Standards and the mission, vision, and philosophy of the school.**

The school uses Ohio's Learning Standards and Model Curriculum resources as the foundation for teaching and learning. The standards and curriculum support the school's mission, vision, and philosophy in that they promote students' academic proficiency and push for

deepened rigor in each classroom. The schools' academic curriculum supports the development of students' literacy and their ability to compute and to think critically; these skills are necessary for the self-reliant, active citizen described in the school's mission statement.

6.3c Instructional Delivery Methods and Resources/Materials

Instructional methods and resources are the ways and tools used to deliver the curriculum. *What strategies or techniques will be used to engage students in learning? What instructional resources and materials will the teachers and students be using, including technology?* With strong evidence and great detail, each of the following items should be addressed.

Instructional Delivery Methods	**6.3c**	**1) Explain in detail the primary instructional delivery methods, strategies, and/or techniques (i.e., high yield instructional practices, project based learning, computer-based, etc.) that will be used to provide daily instruction in your school.**

Instructional delivery employs gradual release techniques for the day-to-day instructional sequence. Teachers provide direct instruction, including explicit modeling, students are guided through related thinking and learning activities, and students practice independently. Students may also demonstrate learning collaboratively, depending on the desired outcome and assessment design.

Gradual Release: Roles & Responsibilities		
	Teacher	**Student**
Modeling: "I do it"	• Provides direct instruction • Establishes purpose for learning • Models, including think-aloud • Provides success criteria (completed examples, rubrics, etc.)	• Actively listens/watches • Asks questions for clarification • Might take notes
Guiding: "We do it"	• Interactive instruction; works with students • Checks, prompts, provides clues and feedback • Calls on students to try examples with support • Provides additional modeling as needed	• Asks and answers questions • Works with teacher and classmates • Completes process with others • Receives feedback from teacher
Independent: "You do it alone"	• Provides feedback • Evaluates • Determines level of students' understanding	• Works alone • Relies on notes and classroom activities to complete task • Takes responsibility for outcome
Collaborative: "You do it together"	• Circulates among groups • Clarifies; addresses misconceptions	• Works with classmates and shares outcome

	• Provides logistical support as needed • Evaluates	• Collaborates on an authentic task • Completes process in a small group

Instructional delivery is anchored in FIP (formative instructional practices), a set of high-yield instructional delivery methods that includes the use of clear learning targets, sound formative and summative assessment, effective feedback, and practices that promote student ownership of learning. Evidence of each component includes the criteria listed below from the associated FIP checklist document.

Formative Instructional Practices (FIP) Checklist

Teacher Name _____ Date _____ Period/Time_____

Practice	Criteria	Evidence
Clear Learning Targets	1. Targets are posted and visible to all. 2. The targets make sense. They are specific pieces of the standard (and not an "I can" in front of a whole standard). 3. Targets are reviewed and revisited during instruction. 4. Students know what the targets are. 5. Students can explain what they are learning, not just what they are doing. 6. Students have a model, rubric, or other way of knowing what success for the target looks like.	
Formative Assessment/ Target-Method Match	1. The teacher checks the learning during instruction. 2. The teacher uses exit slips or other quick ways of checking learning at the close of instruction. 3. Checks, assessments, and/or assignments match and align with the learning target. 4. Student work and displays include posted learning targets relevant to the work.	
Effective Feedback	1. The teacher provides students feedback during instruction. 2. Feedback is based on the learning targets and not simply generic praise (Great! I like that!) and/or criticism (That's wrong. That's sloppy.). 3. Feedback includes questions to make the learner think and pushes the learner to self-correct (instead of doing all the thinking for the student). 4. Posted work includes effective descriptive feedback (as appropriate).	
Student Ownership of Learning	1. Students have learned how to self-assess using rubrics or other success criteria. 2. Students have learned how to give effective feedback to others. 3. Students set class and individual learning goals based on learning targets. 4. Students track their progress for the goals with class charts, individual data binders, etc. 5. Students reflect on their learning (strengths and opportunities).	

Instructional Delivery Methods	**6.3c**	**Is the school using a blended learning instructional model, as defined in section 3301.079 of the Revised Code? If yes, check box.** ☐ **Blended Learning Requirements- Please provide ALL of the following:** **a. An indication of what blended learning model or models will be used;** **b. A description of how student instructional needs will be determined and documented;** **c. The method to be used for determining competency, granting credit, and promoting students to a higher grade level;** **d. The school's attendance requirements, including how the school will document participation in learning opportunities;** **e. A statement describing how student progress will be monitored;** **f. A statement describing how student progress will be monitored;** **g. A statement describing how private student data will be protected;** **h. A description of the professional development activities that will be offered to teachers.**
N/A		
	6.3c	**2) Provide evidence of the research base practices per ESSA for these delivery methods, strategies, and/or techniques including impact on population served.** **(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—** **(I) strong evidence from at least 1 well-designed and well- implemented experimental study;** **(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or** **(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or** **(ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and** **(II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention. "**
Formative instructional practices, often referred to as the process of formative assessment, include clear learning targets, sound evidence collection, effective feedback, and student ownership of learning. The school's teachers and administrators complete these modules and		

participate in ongoing reflection, coaching, and development that support these practices. These formative assessment practices are tied to decades of research. BFK's FIP Your School Ohio site provides an overview of the additional research used to develop the professional learning modules:

"Formative instructional practices, which are sometimes referred to as the process of formative assessment or assessment for learning, are not a trend; these practices are backed up by years of research by experts including: Black and Wiliam, Wiliam and Leahy, Marzano, Costa and Kallic, and Harlen and James. The online learning modules offered through FIP Your School draw on content from two Pearson ATI publications written by assessment experts Jan Chappuis, Rick Stiggins, Steve Chappuis, and Judith Arter."

Certainly, frequent assessment alone is insufficient; Hattie's review of research meta-analyses on frequent testing indicate an effect size of only 0.34 on student achievement (*Visible Learning,* 2009). The assessment must be based on targets that are clear to the learners and generate effective feedback (from teacher to student and vice-versa) that is tied to the learning. Hattie's study of 23 meta-analyses and 1,287 studies of the effect of feedback on student achievement indicates an effect size of 0.73, well within what he describes as the "zone of desired effects."

A more-recent white paper published by the Regional Educational Laboratory at Marzano Research reviewed studies on formative assessment practices and also indicates positive effects on student outcomes:

"This comprehensive and systematic review identifies 22 rigorous studies of the effectiveness of formative assessment interventions among elementary students. Results of the study indicate that, overall, formative assessment has a positive effect on student achievement. On average, across the studies, students who participated in formative assessment performed better on measures of academic achievement than those who did not." --Formative assessment and elementary school student academic achievement: A review of the evidence, February 2017

According to What Works Clearinghouse study ratings and evidence standards, 16 of the studies reviewed "meet standards without reservations," which is the highest rating a study can receive.

See also: Formative Assessment and the Every Student Succeeds Act (2017), WestEd's Center on Standards and Assessment Implementation

Many of our students struggle to consistently perform at grade-level in both reading and mathematics. In order for students to develop independence as critical thinkers and problem solvers, they must first experience explicit instruction and modeling, as well as guided practice working with new concepts and strategies. As an instructional model, gradual release of responsibility has been documented as an effective approach for improving literacy achievement (Fisher & Frey, 2007), reading comprehension (Lloyd, 2004), and literacy outcomes for English language learners (Kong & Pearson, 2003).

"Effective Strategies for Teaching and Learning Independence and Literacy" (Buchanan, 2016) describes how brain research supports a gradual release model for engaging students in their learning and aiding in memory formation. Buchanan's research focus is implementation of the Daily 5 in literacy instruction, but a common starting point in the literature concerning gradual release of responsibility in the classroom is setting a purpose for learning. This aligns with FIP's clear learning targets, which help students understand what they

will be learning (and not simply what they will be *doing*).

A 2010 study (Mead) describing the effects of using gradual release in literacy instruction on the comprehension and self-perception of struggling readers references extensive research related to Pearson and Gallagher's (1983) work on gradual release, including studies supporting Duke and Pearson's (2002) model of strategy instruction. This model includes explicit instruction and modeling, followed by group and independent practice.

Students faced with disadvantages, such as poverty and language barriers, struggle. Struggling students are dependent. The endgame of gradual release is student independence (think FIP's student ownership of learning) anchored in a clear – and clearly-presented – purpose for learning. Explicit instruction is supported time and again in the research on struggling readers, and in order for our students to access content in any subject area, they need ongoing support in the development of their literacy skills.

Resources and Materials	6.3c	3) Identify the resources and materials that will be in place at the school's opening in all core and non-core content areas, including technology.

Core Curriculum Materials, Richard Allen Academy & Richard Allen Preparatory

	English Language Arts	Math	Science	Social Studies
Grades 6-8	Schoolwide Reading Fundamentals units, teacher-selected novel studies, Common Core Progress series	Prentice Hall Mathematics, Glencoe Math (Courses 1-2), teacher-created curriculum materials, Common Core Progress series	Pearson Interactive Science series, teacher-created curriculum materials, Ohio Model Science Curriculum	World History - McDougal Little, American Nation – Prentice Hall, teacher-created curriculum materials, Ohio Model Social Studies curriculum
Grades 4-5	Schoolwide Reading Fundamentals units, genre-based classroom libraries, teacher-selected novel studies	My Math series, teacher-created curriculum materials, Common Core Progress series	Pearson Interactive Science series, teacher-created curriculum materials, Ohio Model Science Curriculum	National Geographic series, Jarrett Publishing social studies materials, teacher-created curriculum materials, Ohio Model Social Studies curriculum
Grades K-3	Journeys series, phonics and phonemic awareness materials	Math in Focus series, Common Core Progress series	Teacher-created curriculum materials, Ohio Model Science Curriculum	Teacher-created curriculum materials, Ohio Model Social Studies curriculum

Currently available technology:

- Two desktop computer labs
- Two mobile Chromebook labs
- Projectors
- Portable document cameras

Resources and materials for core content areas, along with technology, are included here (left) from attached document 6.3c.

In addition to textbook resources, a number of supplemental resources are available for use. For ELA and science/social studies content, these include novel sets (book room) and classroom libraries. For math, an abundance of manipulatives for various grade-level content needs is available, as well as calculators for grades 4-6. Basic science materials kits are available in intermediate and middle grades. This school also has small sets of Kindles for each classroom, as well as subscriptions for Raz-Plus online reading program with the English Learner extension.

Equipment for the non-core content areas is basic. Art materials include drawing and painting supplies, and physical education equipment includes balls and jump ropes.

	6.3c	4) Explain the selection, approval (including board) and change process for instructional resources and materials to be used by teachers and students, including technology.

In order to select resources and materials, local needs are first identified. The following data sources (all or a combination of selected sources) are used to determine need:

- Student performance/achievement data (state and local)
- Walk-through data
- Teacher, student, and/or parent questionnaires
- Materials alignment review

When a need is identified, administrators and teachers involved in the potential changes work together to identify standards-based solutions for addressing the identified need. For instructional materials, the Chief Academic Officer or Superintendent identifies options that are reviewed by teachers, instructional coaches, and administrators. Review questions include the following from the attached Materials Review Checklist:

- Is the text or program being reviewed a core component or a supplemental component?
- Is the text or program aligned with grade-level learning standards for the content being taught?
    - Note any misalignment/discrepancies here:
- Does the scope of the text or program address the essential questions and big ideas of the content area?
    - Note any missing big ideas here:
- Does the sequence of the text or program reflect an acceptable progression of standards?
- Does the text or program address practice standards, if applicable (e.g., mathematical practice standards, scientific inquiry, etc.)?
- Does the text or program include clear learning targets?
- Is the subject matter geared to interest, ability, and needs of students?
- Does the text or program use grade-appropriate ideas, concepts, skills, and vocabulary?
- Are critical thinking and problem solving components included in the text or program?
- Is rigor evident in the text or program? (Will the content help students develop conceptual understanding, procedural skill and fluency, *and* application?)
- Is there variety in the included or suggested activities? (Do activities include writing, discussion, creating diagrams or other products, completing tasks, etc.?)
- Do the lessons provide a modeling component?
- Is highlighted vocabulary relevant to the important concepts in the content area and likely to be used by students in the future?
- What types of activities are included for whole and small-group instruction?
- Are the lessons in the text or program appropriately scaffolded to support student mastery?
- Do included or suggested activities address remediation?

- Do included or suggested activities address extension?
- Does the text or program provide any general guidelines for pacing of instruction (e.g., duration of lessons, activities, and/or units)?
- How often does the text or program call for students to engage in writing about what they have read?
- Does the text or program include an assessment component?
    - If so, what item types do the assessments include (e.g., multiple choice/selected response, constructed response, performance tasks, rubrics, etc.)?
- What DOK or Bloom's taxonomy levels do the assessments address?
- Do the text or program features improve the clarity of the content?
- Does the text or program include useful supports for students in appendices (such as tables, reference charts, etc.)?
- Does the text or program include elements of support for English learners?
- Does the text or program include elements of support for students with special needs?
- Does the text or program incorporate the use of technology?
- Do images, charts, and tables serve to enhance the written text?
- Does the content represent multiple ethnicities and cultures?
- Is gender equity evident in the content?
- Will the content be relevant for a period of years (and not quickly out-of-date)?
- Does the text or program include digital resources (such as e-books, online apps, etc.)?
- Does the text or program require specific technology (i.e., hardware and/or software) to implement?
- Does the text or program include separate components for teachers that support instruction? (lesson plans, video demonstrations, questions, misconceptions/explanations, etc.)
- Does the text or program include consumable student materials (such as workbooks)?
- If so, are the workbooks a required or optional component?
- Are there existing data sets that support the need for this text or program in the school/classroom? If yes, provide a brief summary.
- Which students would this text or program benefit? Are there any students who would not be good candidates for this text or program?
- Would adopting this text or program require changes in scheduling?
- Does the text or program have a built-in professional development component?
- Would adopting this text or program require additional professional development (beyond what comes with the text or program)?
- Which of the text or program components would you like to use in your classroom? Be specific.

The collective results are reviewed and the Chief Academic Officer makes a recommendation to the Superintendent, who in turn must approve the selection based on the information collected and the available budget. After the Superintendent provides initial approval, the Board's approval is sought by way of the Education Committee. The Board's Education Committee first reviews and discusses the summary of need and findings and then seeks formal approval for the changes through the larger Board. When the changes are approved, the Chief

2018-2019 St. Aloysius Sponsorship Contract Education Plan Attachment

Academic Officer works with the school administrators and instructional coaches to plan for training, implementation, follow-up, and program evaluation.

6.3d Continuous Improvement and Professional Growth

Schools must improve instructional practices and student performance on a continual basis. With strong evidence and great detail, each of the following items should be addressed.

Continuous Improvement	**6.3d**	**1) How will the school develop, monitor, and evaluate the school improvement plan using the Ohio 5-step process?**

The school has developed and continually refines the school improvement plan based on both student and adult performance data. Student performance data are used to identify areas of need and set goals. Associated adult behavior indicators are examined, implemented, and monitored. The school's leadership team uses student performance and adult practices data in the 5-step process to determine how specific practices are affecting student outcomes. The process is repeated until specific practices (that are successfully implemented) have proven to cause positive change in student performance. Both building and teacher-based teams use these data sets in an ongoing improvement cycle using Ohio's 5-step process.

Teacher teams meet each week to review and discuss data for student progress and adult practice indicators. Due to the small size of the school, teams are currently configured as follows: grades K-1, grades 2-3, and grades 4-6. Data from classroom assessments, easyCBM, and MAP are included in on-going 5-step review, as well as adult indicators identified in the building goals. TBT meetings include instructional coaches whenever possible to lend content-area expertise, and administrators also participate periodically to monitor TBT protocol and progress. Representatives from the teacher teams are included in the BLT and bring the updates to those team meetings, which are also held weekly.

Ohio Teacher Evaluation System (OTES)	**6.3d**	**2) Confirm implementation of the Ohio Teacher Evaluation System (OTES) or an alternative aligned to Ohio Standards for Educators.** **X Yes, the school will implement the Ohio Teacher Evaluation System. Please identify what credentialed individuals (job title) will be conducting the evaluations?** **☐ The school will implement an alternative evaluation system as described below.** **3) If an alternative evaluation system is used, provide evidence of alignment to Ohio Standards for Educators and connection to accountability for student performance. What credentialed individuals (job title) will be conducting the evaluations?**

The school uses the Ohio Teacher Evaluation System (OTES) with OTES-aligned rubrics for planning, classroom environment, instruction, and professional responsibilities. (The rubrics are included as attachments in Folder 14.) Administrators holding evaluation credentials and completing formal evaluations include the following: Principal, Chief Academic Officer, and Deputy Superintendent.

Ohio Principal Evaluation System (OPES)	**6.3d**	**4) Confirm implementation of Ohio Principal Evaluation System and Ohio Superintendent Evaluation System (if applicable) or alternative aligned to Ohio Standards for Principals and Ohio Standards for Superintendents.** **X Yes, the school will implement the Ohio Principal Evaluation System and the Ohio Superintendent Evaluation System.** **☐ The school will implement an alternative evaluation system as described below.** **5) If an alternative evaluation system is used, provide evidence of alignment to Ohio Standards for Principals and Ohio Standards for Superintendents and connection to accountability for student performance. What credentialed individuals (job title) will be conducting the evaluations?**
The school uses the Ohio Principal Evaluation System as designed by ODE. Evaluations are conducted by the Deputy Superintendent or the Superintendent.		
Local Professional Development Committee and Resident Educator	**6.3d**	**6) Discuss development and implementation of Local Professional Development Committee, including bylaws, committee membership, roles and responsibilities, processes and procedures, Individual Professional Development Plan (IPDP) template, etc.**

The school's Local Professional Development Committee includes both selected and volunteer teachers and one administrative representative. (The LPDC manual in its entirety, along with IPDP and related forms, are uploaded as attachments in Folder 14.)

LPDC: Overview

PURPOSE
The purpose of the Local Professional Development Committee is to promote learning through an emphasis on the ideals of the district's namesake, Bishop Richard Allen; the continuous strengthening of the Richard Allen ethos in each school community; and the review, approval, and validating of each professional educator's individual professional development plan.

COMPOSITION AND OFFICERS
The Local Professional Development Committee will consist of 3 to 5 members. At least two members will be members of the schools' teaching faculty. No more than one member may be a principal or other administrator elected from the district's currently serving administrators. The committee's officers will consist of a chair and a secretary elected annually from the teachers serving on the committee.

MEMBERSHIP CRITERIA
All members must hold current and valid standard certification or licensure and be presently employed by Richard Allen Schools. Committee members should demonstrate an understanding and appreciation of the mission and philosophy of Richard Allen Schools, model life-long

learning, keep confidences, consistently demonstrate objectivity, and make decisions based solely on objective criteria and the needs of Richard Allen Schools and the children and families the district is privileged to serve.

TERMS OF OFFICE
Members will serve three year terms except as follows. Charter members who are currently serving teachers will serve an initial 3 year term followed by an additional one, two, or three year term as determined by the teacher members themselves. The charter member who is a currently serving principal/administrator will serve one or two years as determined by the currently serving administrators. Any member may serve a term beyond three years in cases where no other teacher or administrator requests placement on the team. All terms of office will begin on August 1 of the school year and end on July 30 of the school year.

MEETINGS
The committee will schedule meetings as necessary and notify the district's educators regarding dates, times, and locations. A quorum of two members must be present to convene the committee, and a simple majority of the members present is required to conduct business. Committee members may not vote on their own plans or applications. *Robert's Rules of Order* will govern committee procedures.

PRINCIPLES AND PROCESSES
The district and school continuous improvement plans form the basis for individual plans, which will be congruent with district, school, and personal goals. The committee will establish submission and review dates for all plans and notify the district's educators.

CHAIR OF THE LPDC
The Chair's duties include the following:

- Establish dates and locations for meetings.
- Preside at all meetings and ensure adherence to the review processes and procedures. In the absence of the chair, the committee will select an acting chair for that meeting.
- Notify individual educators in a timely manner of the LPDC's decision regarding requests.
- Sign professional growth plans that meet district requirements.
- Electronically approve all licensure renewals for individual applications previously reviewed and approved by the LPDC.

The superintendent will continue to approve applications for substitute and alternative licenses, as well as communicate with the Chair to coordinate all appeals brought before the LPDC.

SECRETARY OF THE LPDC
The secretary's duties include the following:

- Make available to educators the member listing for the LPDC, as well as the place and dates of all meetings.
- Send out notification of all meetings to faculty and LPDC members.
- Take minutes at all meetings and maintain a record of all decisions made by the LPDC and secure all active files relevant to certification or licensure. (Plans will be retained in the LPDC files until the professional has received a new certification or license or until the plan is replaced/updated from year to year.)
- Sign off on plan approvals and electronic licensure applications as needed in the absence of the chair.

Local Professional Development Committee and Resident Educator	**6.3d**	**7) Discuss implementation of Ohio's Resident Educator Program in the school. (i.e., mentoring process, meetings, monitoring of work completed, timelines, ratios of mentor to mentees, etc.)**

The school has fully implemented Ohio's Resident Educator Program and currently has three trained mentors. All instructional coaches have completed Ohio's mentor training and serve as mentors, and the school has one teacher who is also a trained RE mentor. continues to meet the requirements and recommendations found in the RE program planning tool:

- The Deputy Superintendent serves as the designated RE program coordinator. The stakeholder implementation team also includes the principal, instructional coaches, and teachers, who work together to support Resident Educators and maximize student learning and achievement.
- The principal works with both mentors and REs to ensure compliance and increase the chances of RE success in the school. The principal and building leadership team review and share information about the school goals and expectations.
- The program has been formally adopted by the school/Board. The program coordinator is regularly available for support needed by mentors, principals, and REs. Professional development and support are provided for all REs. Barring reasonable exceptions, REs are expected to successfully complete Ohio's requirements in Years 1 and 2 of the program and go on to complete the RESA requirements in Year 3.
- Mentors are selected based on skill level, experience, and willingness to serve. All RE mentors complete all ODE-required RE mentor training and refreshers as needed. Mentors typically have no more than three assigned mentees. Feedback from principals and REs is reviewed by the program coordinator to evaluate mentor fit. The school has not yet had a need to reassign or remove an RE mentor.
- All REs participate in the school's professional development opportunities, including membership on their teacher-based teams. REs also participate in online or external learning opportunities based on their goals, mentor or principal feedback, and professional development needs and interest surveys.
- Mentors and REs know and understand the teacher and content standards. Mentors integrate formative assessment tools and data into regular interactions with REs and use the goal setting process to plan opportunities to improve teaching. Time is designated for mentor-RE interaction to encourage collaborative planning and progress monitoring.

The average mentor-to-mentee ratio is 1:2. Each mentor can work with up to four Resident Educators, but the goal is for no more than two of a mentor's REs to be in Year 1 status.

Professional Development	**6.3d**	**8) Using the Ohio Standards for Professional Development (adopted 2015), describe the process for how the school will *develop*, *implement*, and *evaluate* a differentiated professional development plan informed by student data, curriculum needs, OTES, OPES, IPDPs, Resident Educator Program, etc. and how it will link to the school's continuous improvement plan.**

The development or selection of professional learning opportunities is directly tied to Ohio's Standards for Professional Development.

- **Learning Communities:** Differentiated professional development is informed by data and designed to support the attainment of school goals for student learning and comportment. Learning communities, including teacher-based teams and building-level teams, use the 5-step process to engage in a cycle of continuous improvement.
- **Leadership:** The school's leadership capacity increases as teachers develop expertise in evidence-based strategies and assist colleagues with new learning. Teacher leaders and administrators facilitate collaborative professional learning among teams based on needs identified in both student and adult performance data. OTES and OPES results are used as a foundation for each educator's IPDP, which is updated annually to ensure relevance. For Resident Educators, goal-setting and progress review data steer the professional development selection.
- **Resources:** Internal professional development resources include instructional coaching and professional development provided by administrators and teacher-leaders. Staff members complete weekly 10-minute development readings online, which fosters common language and discussion. The school calendar includes professional learning prior to the first day of school and also on designated days throughout the school year. External professional development opportunities, such as workshops and conferences, are also available to teachers and administrators.
- **Data:** Administrators and instructional coaches work with teacher-based teams and building teams to develop data analysis and interpretation skills. Data collected and reviewed include student achievement and behavior data, walk-through and evaluation data, attendance data, and any other information relevant to the school improvement plan. Staff surveys are also used to collect feedback that guides implementation of various professional learning opportunities. The effects of the professional learning are measured by collecting the same types of data (e.g., walk-through data to check for fidelity of use for a specific learned instructional strategy), and ultimately, in student outcomes
- **Learning Designs:** In addition to more traditional PD, the school provides and supports a range of professional learning designs. Peer observation and feedback, collaborative study/action research, and online opportunities engage a variety of adult learners and allow for flexible, job-embedded experiences.
- **Implementation:** Successful implementation of identified programs and practices requires understanding – not only of the program or practice, but of the research on change itself. Support and continued PD are differentiated based on teacher need to maximize the chances of successful implementation of a new practice or program. Determination of success criteria includes input from teachers. Specific feedback based on the identified success criteria is used to accelerate and enhance professional learning experiences, and follow-up development is arranged as needed.
- **Outcomes:** The school's professional learning is aligned with Ohio's Educator Standards and Ohio's Learning Standards. The ultimate goal of professional learning opportunities is to improve outcomes for students. School data drive the development of school goals, which are in turn aligned with the professional learning that supports them.

An example of professional learning offered this year by the school is documented as an attachment in Folder 14.

School Calendar	**6.3.1**	**1) Provide the proposed school calendar, including how parents and students will be notified. It must be comprehensive with professional development and assessment days, vacation days, and number of hours the school will be in session. The school calendar will need to be submitted annually by a due date**

		established yearly for approval by the Sponsor and ODE. Once the calendar is approved, changes can only be made for limited reasons with approval of the sponsor and ODE, and may require a corrective action plan.
The proposed school calendar is uploaded as an attachment in Folder 14. The calendar is sent home with students, posted on the school's website, and shared through Parent Square, the school community's system for communication.		
Bell Schedule	**6.3.1**	**2) Provide the school's proposed bell schedule(s). The bell schedule must incorporate all core and non-core content areas. The schedule must demonstrate common planning time for teachers. Please include the number of hours per day. If additional services are provided, such as after-school tutoring, include these on the schedule.**
The bell schedules for the school are uploaded as attachments in Folder 14. Common planning times for three multi-grade teams are embedded: K-1, 2-3, and 4-6. Teacher-based team meetings currently take place weekly on Thursday, either during the planning times or after school.		

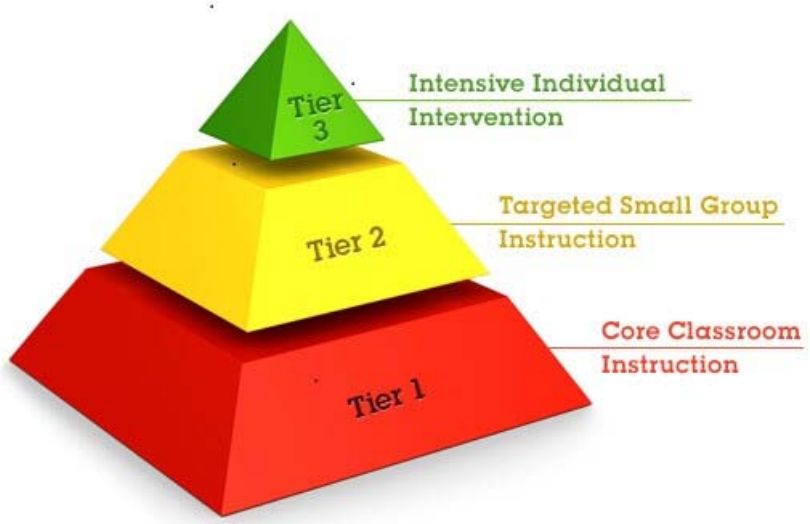
6.3e Prevention and Intervention Policy

A Comprehensive System of Learning Support Guidelines, an Ohio State Board of Education approved document **(link provided below), provides direction for foundation and intervention services to students to assist with the development of necessary systems to meet the unique needs of students. https://education.ohio.gov/getattachment/Topics/Other-Resources/School-Safety/School-Safety-Resources/Comprehensive-System-of-Learning-Supports-Guidelin/Brochure-fulfillingthepromise.pdf.aspx**

Appropriate implementation of the guidelines will result in school meeting or exceeding RC 3313.6012 requirements to (1) provide diagnostic assessment procedures, (2) provide intervention services based on the results of the diagnostics, (3) collect data regularly, and (4) use the data to evaluate the effectiveness of the interventions. Please provide strong evidence and specific details to address the items below.

Prevention and Intervention Plan	**6.3.2**	**1) Describe the school's multi-tiered educational services policy, plan and procedures to provide early detection and intervention for your at-risk (NOT identified special education students) experiencing learning, behavior and other problems, and address the needs of ALL students (i.e., limited English proficient, gifted, Third Grade Reading Guarantee, homeless, lowest achieving 20%).**

Tier 1 instruction includes universal supports, including scaffolding and differentiation, to address the needs of diverse learners within the classroom. Diagnostic and progress monitoring data, including data from tools such as Measures of Academic Progress (MAP) and easyCBM and also teacher-developed formative assessment, are used to identify students for Tier 2 support. Tier 2 supports most often include small-group tutoring during a designated daily intervention time, and support also includes after-school tutoring when possible. Progress monitoring for the identified standards/skills continues. Students who fail to respond to Tier 2 interventions are discussed with the intervention assistance team. Before students can be referred for any additional testing for intervention services, individualized Tier 3 strategies are implemented and documented. If the more intensive interventions are unsuccessful, students may then be formally referred for evaluation.



For behavior, systems for tracking positive recognition and areas for improvement (most commonly, Classroom Dojo) are used. Students who consistently fall below an identified percentage in their data are reviewed for Tier 2 strategies, which include goal-setting and progress monitoring. Students who continue to struggle and for whom traditional consequences (detention, suspension) do not work are reviewed for Tier 3 interventions. Tier 3 behavior intervention development involves the building leadership team and social services support staff.

Students in other sub-groups represented in the school are offered additional supports as needed. Academic supports for students in the lowest quintile of achievement include in-school and after-school tutoring. Supports for students and families experiencing hardship such as homelessness are coordinated with the Family and Social Services team. This school also serves a significant number of English learners (35-40% of enrollment in the last two school years), so additional tutoring is provided for those students during the school year. A month-long early literacy summer camp is currently in place for English learners in grades K-3, and the school is seeking to become a site for Butler Tech's free English for Speakers of Other Languages (ESOL) adult learner classes in order to engage families as well.

Prevention and Intervention Plan	**6.3.2**	**2) Describe the school's intervention plan for all students not found proficient or "Not on Track" for all of the following assessments that are applicable for your school's student population:** **a) Ohio's State Tests;** **b) Third Grade Reading Guarantee Diagnostic Assessments;** **c) Kindergarten Readiness Assessment (KRA);** **d) Ohio English Language Proficiency Assessment (OELPA);** **e) or the current assessment system required by ODE.**

Multiple data sources are used to determine whether or not students are "on track" in various content areas. Reading and math are the content areas of focus for the school. A 30-60-90 day timeline guides the process for identification, planning and goal-setting, professional learning, and progress monitoring.

First 30 days:

At the start of each school year, a variety of measures are used to determine where students are in their learning. MAP assessment is used for this purpose at all grade levels, including Ohio's K-3 reading diagnostic requirement. The KRA serves as an additional data source for kindergarten students. Additional start-of-year/baseline data are collected using easyCBM measures. Historical data for Ohio's State Tests, OELPA, and AASCD (if applicable) are also reviewed and compared. Students whose data consistently show evidence of learning gaps are considered to be "not on track."

The building leadership team uses state assessment data to determine gap groups and identify strategies that will be used to improve learning outcomes. Resources available to assist with executing intervention (human, material, etc.) are considered. Intervention strategies may be planned for execution in the classroom, in whole- or small-group instruction, in pull-out instruction, and/or after-school tutoring. Schedules may also be adjusted to move students between grade levels in multi-grade groups if that is determined to be appropriate for a particular gap group. English learners who do not demonstrate proficiency on the OELPA or on OST, for example, are scheduled for online English practice throughout the week. Planning for progress monitoring is also completed.

31-60 Days:

Walk-through data are collected to measure fidelity of implementation for the identified strategies. If barriers to implementation are found, the building leadership team determines solutions (e.g., further schedule adjustments, reformation of groups, additional teacher training, etc.). Student progress monitoring data are also collected and reviewed by teacher-based teams and the building leadership team.

61-90 Days:

Monitoring continues after initial adjustments are made. Winter data collection is completed and reviewed by the building leadership team to evaluate the effectiveness of the interventions put in place. If adult practices data are lacking, further professional learning opportunities are planned. If adult practices data show fidelity but student outcome data are stagnant or declining, the team revisits the original strategy and determines next steps. A strategy can be adjusted, readjusted, implemented differently, or if needed, changed altogether.

6.4a Goals and Performance Indicators

The school will be required to show progress toward meeting the goals established in its Ohio Improvement Process plan.

Schools newly chartered with Charter School Specialists will establish an OIP plan by September 30th.

The OIP will be available and reviewed at a yearly onsite assistance review.

The sponsor will provide accountability standards, which include but are not limited to, all applicable report card measures set forth in R.C. 3302.03 or R.C. 3314.017.

6.5 Assessment Plan

The Assessment Plan should enable the school to make an accurate reference as to what students should know and be able to do. It should align to the desired learning outcomes of the curriculum.

Nationally Normed Assessment	**6.5**	**1) St. Aloysius requires its sponsored schools to identify and utilize at least one nationally normed, ODE approved standardized testing tool. It is mandatory that the assessment be administered a minimum of twice per year and the administration should be identified on the school calendar. Which Nationally Normed Assessment will be used? Discuss rationale for assessment selection and the relationship to Student Growth Measures (OTES and OPES). Nationally normed assessment data and a comprehensive written analysis will be due to the sponsor by June 30th of each year.**

The school uses Measures of Academic Progress (MAP) in grades K-8. MAP was chosen to replace previous Terra Nova testing for the following reasons:

More precise data, more efficient administration
Measures of Academic Progress (MAP) is a computer-based adaptive test designed to adjust in difficulty based on the responses an individual student provides, allowing for more precision in determining *where a student is* on a learning continuum. Computer-based administration (three times annually), along with 24-hour turnaround for scoring and an additional midyear data point, make MAP the more precise and efficient choice.

Meets multiple Ohio assessment requirements
MAP is approved for use as a K-3 reading diagnostic and is also an approved alternative assessment for promotion to grade 4, both of which support the assessment components of Ohio's Third Grade Reading Guarantee. MAP is also an approved vendor assessment for calculating student growth measures, which are a component of Ohio's Teacher Evaluation System.

Less expense for more data
The difference in estimated costs for all-schools administrations of Terra Nova and MAP was significant. Adopting MAP has allowed us to dramatically reduce vendor assessment expenses in the past two years.

MAP data are used for extended value-added reporting in grades K-3 through the school's partnership with Battelle for Kids. MAP data are also used in grades 4-8 for local Student Learning Objectives (SLOs).

Ohio's State Assessments	**6.5**	**2) All required state assessments must be included in the school's assessment blueprint and calendar. Confirm use of specific state tests, how the data will be collected and distributed to Board of Directors, staff, students, parents, and how the results will impact professional development and Ohio Improvement Process (OIP) goals and strategies. These may include required grade level state assessments, End of Course Exams, Industry Credentialing, ACT/SAT, WorkKeys, OELPA, and Kindergarten Readiness Assessment.**

The following required state assessments are administered as required by the Ohio Department of Education:

- Kindergarten Readiness Assessment
- Grades 3-8 English Language Arts, Mathematics
- Grades 5 & 8 Science
- OELPA (currently applies only to Richard Allen Prep, Hamilton)
- AASCD (currently applies only to Richard Allen Academy, Dayton)

Data are collected by the Chief Academic Officer and shared with the administrative team and the school's Board. Principals share data with their building teacher teams, and teachers complete goal-setting with individual students based on the data. Family reports are provided for each student and tested area and data are reviewed during parent-teacher conferences whenever possible. Data are used to inform goal-setting and refinement of strategies for the Ohio Improvement Process as teams review and discuss the school-level data. Areas for professional development and coaching are identified as strategies that become part of the 5-step process for the school's academic goals.

Local Assessments	**6.5**	**3) Identify any local assessments that will be used. Discuss rationale for test selection, purpose, and the timelines for implementation.**

The school uses easyCBM measures for monthly reading and math progress monitoring. Key concepts and skills are tested either online or on paper, or one-on-one for measures of reading fluency. easyCBM provides immediate data that can be cross-referenced with established norms for fall, winter, and spring performance levels. The scope and sequence for the measures is uploaded as an attachment in Folder 14.

Formative Assessments	**6.5**	**4) Describe the process for developing formative assessments, sharing data across grade levels and with students and parents, and how results will impact instructional strategies, practices, materials selection and professional development.**

Classroom- and grade-level formative assessments are designed by teacher teams with input from instructional coaches and building leadership team members. Data are shared in teacher-based team meetings and building leadership team meetings. Formative assessment data is reviewed with students and becomes part of student-friendly goal-setting activities. Classroom assessment data is also shared with parents during parent-teacher conferences.

Non-Academic Measures	**6.5**	**5) Describe non-academic measures such as parent and student satisfaction surveys, student interest surveys, etc. that might inform school practices and program effectiveness.**

Non-academic data sources used to inform school practices and program effectiveness include the following:

- Thriving Learning Communities (TLC) surveys (TLC is the school's character education curriculum)
- Classroom Dojo (used for tracking positive behavior recognition and behaviors needing improvement)
- Annual staff, student, and parent feedback surveys (samples are uploaded as attachments in Folder 14)

8.1 Organization and Staffing **Personnel and understanding of roles and are responsibilities are critical for successful school operation. Please provide strong evidence and specific details to address the items below.**		
Organizational Chart	**8.1**	**1) Provide the school's organizational chart with clear identification of all positions including fiscal officer, EMIS and Management Company (if applicable).**
Please see uploaded documents		
Roles and Responsibilities	**8.1**	**2) Describe the roles and responsibilities of the school staff that align to the organizational chart and mission, vision, and philosophy of the school: a) administrative, b) teaching, c) specialized, d) contracted services (i.e., speech and language pathologist, school psychologist, etc.), e) other. Please only include job titles.**
Please see uploaded documents		
Recruitment and Retention Plan	**8.1**	**3) Describe the plan to recruit and retain highly qualified personnel including how the school will meet the goals identified in Ohio's 2015 Plan for Equity at ODE's website at: https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Teacher-Equity-Plan-and-EDHEE-Analysis-Tool/Ohio-s-2015-Plan-to-Ensure-Equitable-Access-to-Excellent-Educators102615.pdf.aspx.**
Please see uploaded documents		
Student/Teacher Ratios	**8.1**	**4) State the student/teacher ratios for the school. *Ratios can be no more than 29 students to 1 teacher (29:1).***
The student/teacher ratio is (27:1)		
Staffing Plan for Projected Enrollment	**8.1**	**5) Describe staffing plan based on projected enrollment for the term of the school's charter. Differentiate between certified teaching, para-teaching, and non-licensed staff.**
Please see uploaded documents		

Kindergarten

Eddingfield Classroom Schedule

8:00 – 8:30 Homeroom / Morning Work/Morning Meeting / TLC / Creed / Calendar
8:30 – 9:15 Specials
9:15 – 10:55 Math
- 9:25 – 10:15 Whole Group
- 10:15 – 10:35 Small Group RTI
- 10:35 – 10:55 Focus Activities

11:05 – 11:45 Lunch / Recess
11:50 – 12:30 Phonics
12:30 – 1:30 Reading (Whole Group / Centers)
- 1:15 – 1:40 Mrs. Wright to work with small groups

1:30 – 2:00 Writing
- 1:30 – 1:50 (?) Ms. Jones to work with class

2:00 – 2:30 Science and/or Social Studies
2:30 – 2:50 Cleanup / Positive Plans

1st grade

Watton Schedule

8:00-8:30 Morning Work and Restroom

8:30-8:45 Calendar

8:45 - 9:00 Fact Practice

9:00-10:10 Math

10:10 - 10:50 Specials

10:55 - 12:00 Lunch/Recess/Restroom

12:00 - 12:30 Wall Cards/Sight words (T/R - Computer Lab)

12:30 - 12:45 Phonemic Awareness

12:45 - 1:10 Phonics

1:10 - 2:00 Reading

2:00-2:30 Writing with science and social studies

2:30 - 3:00 Clean up/Pack up/Dismissal

1st grade

Ms. Davidson's Class Schedule 2017-18

Time	Mon
8:00-8:45	Announcements, creed, morning work, TLC, calendar
8:45-10:10	Math
10:10-11:00	Art
11:00-11:45	Lunch/Recess
11:45-12:30	Language Arts
12:30-1:15	Gym
1:15-2:40	Language Arts
2:40-2:50	Clean-up
2:50-3:00	Dismissal
Time	Tues/Wed/Thur/Fri
8:00-8:30	Announcements, creed, morning work, TLC, Calendar
8:45-10:10	Math
10:10-11:00	Specials
11:00-11:45	Lunch/Recess
11:45-1:00	Language Arts
1:00-2:40	Science/SS
2:40-2:50	Clean-up
2:50-3:00	Dismissal

Campbell 2nd grade Schedule

8:00-8:45	Morning work
8:30-9:00	Mrs. Wright-Intervention Mrs. Campbell-Progress Monitoring Class-Math Fact Fluency Practice
9:00-9:15	Math
9:20-10:05	Specials Monday, Tuesday, Thursday-Gym Wednesday-Friday-Art
10:05-11:00	Math
11:00-11:45	Lunch/Recess
11:45-12:15	Science/Social Studies
12:15-12:30	Grammar
12:30-1:15	Writing
1:15-2:30	Reading
2:30	Dismissal

Third Grade Daily Schedule

8:00 Morning Routine
8:15-9:20 TLC/writing
9:20-10:05 Specials
10:05-11:35 ELA block
11:35-12:00 Lunch
12:00-12:15 Recess
12:20-1:15 Science/Social Studies
1:15-2:40 Math
2:40 Planners/Prepare for Dismissal

*On Thursday's, we have art from 12:30 to 1:15

4th-6th grade schedule

	HR 7:50-8:04	Class 8:05-9:35	Class 9:40-11:10	Lunch/Recess 11:35-12:25	Class 11:15-1:40	Specials 1:50-2:35
Hannah	5th grade	5th grade	4th grade		6th grade	
Aldaco	6th grade	6th grade	5th grade		4th grade	
Chung	4th grade	4th grade	6th grade		5th grade	

Friday

	HR/TLC 7:50-8:04	Class 8:05-9:35	Class 9:40-11:10	Lunch 11:35-12:15	Class 11:15-1:05	Specials 1:05-2:35
Hannah	5th grade	6th grade	4th grade		5th grade	
Aldaco	6th grade	4th grade	5th grade		6th grade	
Chung	4th grade	5th grade	6th grade		4th grade	

Specials Schedule 2017-2018

Physical Education	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:05	Breakfast Duty	Breakfast Duty	Breakfast Duty	Breakfast Duty	Breakfast Duty
8:00-8:30	Intervention	Intervention	Intervention	Intervention	Intervention
8:30-9:15	K	Planning	K	Intervention	K
9:20-10:05	2nd Grade	2nd grade	3rd Grade	3rd Grade	3rd Grade
10:10-10:55	1st Grade (A)	1st Grade (B)	1st Grade (A)	1st Grade (B)	1st Grade (A)
11:00-12:00	Lunch Duty	Lunch Duty	Lunch Duty	Lunch Duty	Lunch Duty
12:00-12:25	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:15	1st grade (B)	Intervention	Intervention	2nd Grade	Planning
1:15-1:50	Planning	Planning	Planning	Planning	4th-6th Grade (A) (1:05-1:50)
1:50-2:35	4th-6th Grade (A)	4th-6th Grade (B)	4th-6th Grade (A)	4th-6th Grade (A)	4th-6th Grade(B)
2:45-3:00	Dismissal Duty	Dismissal Duty	Dismissal Duty	Dismissal Duty	Dismissal Duty

1 (A): Watton
1 (B): Davidson

Art	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:05	Breakfast Duty	Breakfast Duty	Breakfast Duty	Breakfast Duty	Breakfast Duty
8:00-8:30	Intervention	Intervention	Intervention	Intervention	Intervention
8:30-9:15	Planning	K	Planning	K	Planning
9:20-10:05	3rd Grade	3nd Grade	2nd Grade	2nd Grade	2nd Grade
10:10-10:55	1st Grade (B)	1st Grade (A)	1st Grade (B)	1st Grade (A)	1st Grade (B)
11:00-12:00	Lunch Duty	Lunch Duty	Lunch Duty	Lunch Duty	Lunch Duty (11:00-11:45)
12:00-12:25	Lunch	Lunch	Lunch	Lunch	Lunch (11:45-12:10)
12:30-1:15	1st Grade (A)	Planning	Intervention	3rd Grade	K (12:20-1:05)
1:15-1:50	Intervention	Intervention	Planning	Planning	4th-6th Grade (B) (1:05-1:50)
1:50-2:35	4th-6th Grade (B)	4th-6th Grade (A)	4th-6th Grade (B)	4th-6th Grade (B)	4th-6th Grade (A)
2:45-3:00	Dismissal Duty	Dismissal Duty	Dismissal Duty	Dismissal Duty	Dismissal Duty

1 (A): Watton
1 (B): Davidson

Richard Allen Schools

Our Vision

Richard Allen Schools visualize a future of unlimited achievement and success for our students premised on a close partnership with our customer-families. This vision is grounded in the conviction that students want and need to seek truth and knowledge in a wholesome, supportive, and rigorous school setting.

Our Mission

Richard Allen Schools are committed to educating students in the spirit of the life of the courageous leader Bishop Richard Allen. Consequently, integral to their intellectual, moral, and social development, Richard Allen Schools graduates

- Demonstrate academic proficiency;
- Demonstrate self-discipline and self-reliance;
- Respect the worth and dignity of self and others;
- Embrace responsible, active citizenry;
- Serve others, especially the disadvantaged; and
- Work to achieve their full potential.

Our Philosophy

Our philosophy at Richard Allen Schools is premised on the conviction that the only children who fail to learn are those who learn to fail. Students are taught that failure is an unacceptable choice; they can and must succeed. Students are educated to read, write, compute, and think critically in order to make informed decisions and prepare for the future.

At Richard Allen Schools we are committed to helping students develop beliefs that will last a lifetime. We do not teach a single philosophy; rather, we expose our students to a variety of concepts and theories and teach them to use their own minds to analyze evidence logically so as to reach their own conclusions. Our faculty members understand that one of their primary responsibilities is to help students believe in themselves. This is accomplished by creating and communicating a positive attitude about students. They are special. A positive classroom environment creates an atmosphere that encourages and causes students to learn. Richard Allen Schools offer enriching and dynamic educational experiences designed to help students reach their full potential.

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word "understand" are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards which set an expectation of understanding are potential "points of intersection" between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

Examples of Key Advances from Grade 1 to Grade 2

- Students in grade two will expand their knowledge of addition and subtraction to include 2 and 3 digit numbers with and without regrouping. Students must have a solid understanding that place value occurs in bundles of ten in order to master regrouping strategies.
- In grade two students are expected to expand their knowledge of basic problem solving to include two step word problems. Students should be exposed to a variety of problems while solving for the unknown. Students should experience problems where the operations used to solve are the same and different. Students should begin using inverse operations to check their work.

Mathematical Practices

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.

4. Model with mathematics.

5. Use appropriate tools strategically.

6. Attend to precision.

7. Look for and make use of structure.

8. Look for and express regularity in repeated reasoning.

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Fluency Expectations or Examples of Culminating Standards

2.NBT-5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.NBT-9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

Unit 1: August - October

Big Ideas/Enduring Understandings

- Numbers can be broken down into digits, each of these digits represent a value. We can use this value to help us add and subtract numbers with 2 or more digits.
- Numbers in different place values can be decomposed in many ways to make adding and subtracting easier. When we decompose a digit in a place value it affects the other digits in place values.
- Numbers have a value that can be better understood by looking at each digit and its position, or place value, within the number.
- Numbers follow a pattern that repeats, even when the place value changes.
- Numbers can be represented in different ways.
- Even numbers are those that are characterized as making groups of two (partners) or making two equal groups (teams) and odd numbers do not.
- A math sentence can be written to solve for unknown information in either addition or subtraction by utilizing the inverted operation.
- Even numbers are those that are characterized as making groups of two (partners) or making two equal groups (teams) and odd numbers do not.

Topics:

- **Numbers to 10,000**
  - *Counting; place value; comparing numbers, order and pattern*
- **Addition up to 1,000**
  - *Addition without regrouping*
- **Addition up to 10,000**
  - *Addition with and without regrouping*
  - *Addition with regrouping in the ones, tens, or tens **and** ones*
- **Subtraction up to 10,000**
  - *Subtraction without regrouping*
  - *Subtraction with regrouping in tens and ones*
  - *Subtraction with regrouping in hundreds and tens*
  - *Subtraction with regrouping in hundreds, tens, and ones*
  - *Subtraction across zeros*
  - *Subtraction with and without regrouping; subtraction across*
- **Using Bar Models: Addition & Subtraction**

- We can use concrete models and pictures to represent addition and subtraction.

Essential Questions

- In what ways can numbers be used to tell information?
- How can I use what I know about number relationships to add and subtract?
- How does the position of a digit in a number, help you understand the value?
- Why is recognizing what strategy to use for a specific purpose, helpful?
- How does looking for the unknown help me in problem solving?
- How does understanding the relationship between addition and subtraction help me to solve word problems?
- How can I demonstrate my understanding of repeated addition in pictures or models?

- *Using part-part-whole in addition & subtraction*
- *Adding on and taking away sets*
- *Comparing two sets*
- *Real-world problems: two-step problems*

❖ **Multiplication & Division**

- *How to multiply and divide*
- *Real-world problems*

CC Standards	Essential… Knowledge	Essential… Skills	Learning Targets
Number & Operations in Base Ten **2.NBT-1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	• Each digit in a number has a value that is determined by its place/position in the number • Digits in the tens place represent a bundle of 10 ones. • Digits in the hundreds place represent a bundle of	• Students will represents a three digit number with hundreds, tens, and ones. • Students will represent 200, 300, 400, 500, 600, 700, 800, 900 with one, two, three, four, five, six, seven, eight, or nine hundreds and 0 tens and 0 ones.	• I can represent the place value of any digit in a 3 digit number. • I can explain the place value of the digits of a three-digit number as hundreds, tens, and ones. • I can explain the value of zeros in a hundred as zero tens and zero ones.

• 2.NBT-1a 100 can be thought of as a bundle of ten tens — called a "hundred." • 2.NBT-1b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	10 tens.	• Students will explain the value of each digit in a 3-digit number. • Students will identify a bundle of 10 tens as a "hundred"	
2.NBT-3 Read and write numbers to 1000 using base-ten numerals, number names,and expanded form.	• Know what expanded form means. • Recognize that the digits in each place represent amounts of thousands, hundreds, tens, or ones. • Know numbers to 1,000	• Students will read numbers up to 1,000 using base tens standard form, number names, and expanded form. • Students will write numbers up to 1,000 using base tens, standard form, number names, and expanded form.	• I can read and write numbers to 1000 using base-tens. • I can read and write numbers to 1000 using numerals (standard form). • I can read and write numbers to 1000 using number names. • I can read and write numbers to 1000 using expanded form.
2.NBT-4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	• Know the value of each digit represented in the three-digit number. • Know what >,<,= symbol represents	• Students will compare two three-digit numbers based on place value of each digit. • Students will use >, =, and < symbols to record the results of comparisons.	• I can compare two three-digit using >, =, and < symbols.
2.NBT-5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	• Know strategies for adding and subtracting based on place value. • Know strategies for adding and subtracting based on properties of operations. • Know strategies for adding and subtracting based on the relationship between addition and subtraction. •	• Students will chose a strategy (place value, properties of operations, and /or the relationship between addition and subtraction) to fluently add and subtract within 100	• I can add and subtract within 100. • I can relate addition to subtraction to help me solve equations within 100. • I can use place value to help me add and subtract within 100. • I can use my understanding of operations to help me add and subtract within 100.
2.NBT-6 Add up to four two-digit numbers using strategies based on place	• Know strategies for adding two digit numbers based on place value and properties of	• Students will use strategies to add up to four two-digit numbers.	• I can add up to four two-digit numbers using strategies I know.

value and properties of operations.	operations. • Know associative property of addition • Know making 10's strategy of addition		
2.NBT-7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	• Understand place value within 1000. • Decompose any number within 1000 into hundred(s), ten(s), and one(s).	• Students will choose an appropriate strategy for solving an addition or subtraction problem within 1000. • Students will relate the chosen strategy (using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction) to a written method (equation) and explain the reasoning used. • Students will use composition and decomposition of hundreds and tens when necessary to add and subtract within 1000.	• I can use my understanding of place value and properties of operations to add and subtract. • I can use objects or drawings to show how to add within 1000 using a strategy based on place value.
2.NBT-9 Explain why addition and subtraction strategies work, using place value and the properties of operations.	• Know addition and subtraction strategies using place value and properties of operations related to addition and subtraction.	• Students will explain why addition and subtraction strategies based on place value and properties of operations work.	• I can explain why addition and subtraction strategies work, using place value and the properties of operations. I can use drawings or objects to support my explanations.
Operations & Algebraic Thinking			
2.OA-1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations	• Identify the unknown in an addition or subtraction word problem • Write an addition and	• Students will use drawings or equations to represent one- and two-step word problems • Students will add and	• I can identify the number of steps to solve a word problem. • I can identify an unknown number in an equation using addition and subtraction up to 100.

of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	subtraction equation with a symbol for the unknown • Bar modeling	subtract within 100 to solve one-step word problems with unknowns in all positions • Students will add and subtract within 100 to solve two-step word problems with unknowns in all positions • Students will determine operation needed to solve addition and subtraction problems in situations including add to, take from, put together, take apart, and compare • Students will be able to distinguish between one and two step word problems	• I can identify the strategy/strategies for solving word problems. • I can use addition and/or subtraction to solve 2 step word problems within 100.
2.OA-3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	• Count a group of objects up to 20 by 2s. • Recognize in groups that have even numbers objects will pair up evenly. • Recognize in groups of odd numbers objects will not pair up evenly. • Addends are the parts • The sum is the whole of the parts	• Students will apply mental strategies to add and subtract fluently within 20. • Students will use one to one correspondence to identify odd and even numbers to 20. • Students will demonstrate understanding that an even number has two equal parts by representing their understanding with doubles facts (8+8= 16, i.e. the addends are the same, so the sum is even)	• I can identify a group of objects as being even or odd using different strategies. • I can write an equation to show an even sum has the same addends (e.g. 5+5=10, 6+6=12).
2.OA-4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	• Write an equation with repeated equal addends from an array (5+5+5=15 / 3+3+3+3+3= 15) • Rows are horizontal lines • Columns are vertical lines	• Students will generalize the fact that arrays can be written as repeated addition problems. • Students will solve repeated addition problems to find the number of objects using rectangular arrays. • Students will relate repeated	• I can use addition to find the total number of objects in an array. • I can write an addition equation (e.g. 3+3+3=9) to express the total as a sum of equal addends. • I can related my repeated addition sentence to the number of columns and rows in an array.

		addition to multiplication.	

Key Vocabulary

Tens	Ones	Hundreds	Place Value	Digit
Numeral	Standard form	Expanded form	Word form	Zero
Thousand	Greater than	Less than	Equal to	Symbol
Compare	Properties	Operations	Addition	Subtraction
Odd	Even	Unknown	Addend	Sum
Minuend	Subtrahend	Difference	Strategy	Properties
Equal	Groups	Equation	Number sentence	Array
Repeated Addition	Multiplication (for introduction only)			

Lab or Project Ideas

Dice Place Value

Students should be given opportunities to experience what regrouping means in a concrete situation.
Students roll a dice and add that many ones onto a place value mat. Students then roll again placing that many ones cubes into the ones place on their place value mat. Students continue until they have 10 ones and must regroup to make a 10. This continues with 10's until students reach 100.

Manipualtives for Teaching

Base 10's blocks
Coins (pennies, dimes, dollars)
Base 10 grid paper
Number lines

Student Problem Givers

Ask students to write word problems for their classmates to solve. Start by giving students the answer to a problem. Then tell students whether it is an addition or subtraction problem situation. Also let them know that the sums and differences can be less than or equal to 100 using the numbers 0 to 100. For example, ask students to write an addition word problem for their classmates to solve which requires adding four two-digit numbers with 100 as the answer. Students then share, discuss and compare their solution strategies after they solve the problems.

Question Stems & Assessment Item Examples

	Basic: "Understanding"	Standard: "Doing"	Expanding: "Application"
2.NBT-1	506= ____ hundreds _____ tens ____ ones 3 hundreds 2 tens and 5 ones=_____ Give students base ten blocks and have them represent the number or give students a number and have them represent with base ten blocks Have 3 columns: one with base ten blocks one with standard number and one written in expanded form. Base ten / Number / Written _____ / 276 / 2 hundreds 7 tens 6 ones _____ / _____ / 2 tens 3 ones	Jack brought to school 100 jelly beans. Sally brought 20 jelly beans. Jill brought in 9 jelly beans. How many jelly beans did they bring to the class? Three second grade classes were collecting cans for the food drive. Mrs. Hahn's class brought in 200 cans. Mrs. Gardner's class brought in 80 cans. Mrs. Lynn's class brought in 8 cans. How many cans did the second grade class collect? (goal apply to answer with place value)	Jill drew 3 numbers out of a bag. She drew 7, 2 and 5. What is the largest number she can make? What number would be in the hundreds, tens and ones place?

	2.NBT-3	Write 274 in expanded form. Represent the number 765 using base ten blocks. Use the materials at your table to show the number 125.	Jimmy was collecting books for the library. He collected 429 books. Represent this amount in expanded form.	Represent the number 984 three different ways.
	2.NBT-4	Compare these two numbers. 375____420 282____169 882___828	Margaret collected 531 rocks. Evan collected 641 rocks. Who collected more? Show your answer using one of the symbols >, < or =. _____ _____	271, 281, 269 Compare the numbers above in different ways.
	2.NBT-5	Using the "place value" strategy solve the equation 67+32=____ Using the strategy of the commutative property solve the equation 57+22=____. 6321=____ Solve using by decomposing into tens strategy.	A family hiked 66 miles the first day and 29 miles the second day. How many miles did the family hike all together? There were 46 kids on the playground. 34 kids had to go inside. How many kids were left on the playground?	6524=____ Explain using numbers and words how you solved the problem. 65___= 23 Explain using numbers and words how you solved the problem.
	2.NBT-6	27+ 53+17+11= Solve using the associative property. 36+45+13+17= Solve using place value strategy.	Jose collected acorns for 4 days. Monday he collected 25 acorns and Tuesday he collected 15. He did not collect acorns on Wednesday. Thursday he collected 50 and Friday he collected 34 acorns. How many acorns did he collect that week?	26+43+85+11=_____ Explain using numbers and words how you solved the problem.
	2.NBT-7	354+452=____ 252-124=_____	The farmer planted 358 seeds Friday & 259 Saturday. How many seeds did the farmer get planted? The family rented two movies. The first movie was 130 minutes long. The second	Second grade students were selling tickets for the musical Shrek. Mrs. Smith's class sold 275 tickets. There were a total of 567 tickets sold. How many tickets did the other second

			movie was 83 minutes long. How much longer was the first movie?	grade classes sell? 275+____=567
	2.OA-1	(One Step) 8 + 5 = ____ 15 + 45 = _____ (Two Step: Same Operation) 12 + 5 + 10 = _____ (Two Step: Different Operation) 20 + 22 10 = _____	(One Step) There are 10 pencils on the table. Sam puts 12 more pencils on the table. How many pencils are on the table? (Two Step: Same Operation) There are 5 blue pencils and 10 red pencils on the table. Sam puts 5 more blue pencils on the table. How many total pencils are on the table? (Two Step: Different Operation) There are 5 blue pencils on the table. Sam takes 3 pencils. Brittany puts 2 pencils on the table. How many pencils are on the table now?	(One Step) 12 + ___ = 25 Sam has 10 cookies. He only wants to eat 3. How many can he give to his friends? (Two Step: Different Operation) 15 + ____ 10 = 25 Sam wants to eat 4 cookies. Sam has 9 cookies. His friend Brittney gives him 9 more. How many cookies did he not eat?
	2.OA-3	Is the number____ odd or even? Explain how you know? Use pictures, words, or numbers to explain.	Pair the number of pencils. If there is an even number of pencils, write the doubles equation for the pencils.	Gus, Maddie, Rylan, Vivi and Carter all went out for lunch and are sitting at the same table. Are there an odd or even number of people sitting at the table? Use pictures, words or numbers to explain.
	2.OA-4	Use a repeated addition sentence to represent the array.	There are 9 family members in Bob's family. They went to a baseball game and 3 family members sat in each row. How many rows did his family need?	Draw an array to match the equation below. 3+3+3+3= Tim wanted to plant 12 carrots in his garden. Show an array for how he could plant the

			carrots.

Misconceptions

- Some students may not move beyond thinking of the number 358 as 300 ones plus 50 ones plus 8 ones to the concept of 8 singles, 5 bundles of 10 singles or tens, and 3 bundles of 10 tens or hundreds. Use base-ten blocks to model the collecting of 10 ones (singles) to make a ten (a rod) or 10 tens to make a hundred (a flat). It is important that students connect a group of 10 ones with the word ten and a group of 10 tens with the word hundred.
- Students may think that the 4 in 46 represents 4, not 40. Students need many experiences representing two-and three digit numbers with groupable then pre-grouped materials. When adding two-digit numbers, some students might start with the digits in the ones place and record the entire sum. Then they add the digits in the tens place and record this sum. Assess students' understanding of a ten and provide more experiences modeling addition with grouped and pre-grouped base-ten materials. When subtracting two-digit numbers, students might start with the digits in the ones place and subtract the smaller digit from the larger digit. Then they move to the tens and the hundreds places and subtract the smaller digits from the larger digits. Assess students' understanding of a ten and provide more experiences modeling subtraction with grouped and pre-grouped base-ten materials.
- Some students end their solution to a two-step problem after they complete the first step. They may have misunderstood the question or only focused on finding an answer to a problem. Students need to check their work to see if their answer makes sense in terms of the problem situation. They need ample opportunities to solve a variety of two-step problems and develop the habit of reviewing their solution after they think they have finished. Many children have misconceptions about the equal sign. Students can misunderstand the use of the equal sign even if they have proficient computational skills. The equal sign means "is the same as" but most primary students think that the equal sign tells you that the "answer is coming up." Students might only see examples of number sentences with an operation to the left of the equal sign and the answer on the right, so they overgeneralize from those limited examples. They might also be predisposed to think of equality in terms of calculating answers rather than as a relation because it is easier for young children to carry out steps to find an answer than to identify relationships among quantities. Students might rely on a key word or phrase in a problem to suggest an operation that will lead to an incorrect solution. For example, they might think that the word left always means that subtraction must be used to find a solution. Students need to solve problems where key words are contrary to such thinking. For example, the use of the word left in this problem does not indicate subtraction as a solution method: Seth took the 8 stickers he no longer wanted and gave them to Anna. Now Seth has 11 stickers left. How many stickers did Seth have to begin with? It is important that students avoid using key words to solve problems.

Unit 2: November - January

Big Ideas/Enduring Understandings

- Words or drawings can be used to explain addition and subtraction strategies.
- When adding two numbers, reversing the numbers does not affect the sum.
- There is a relationship between addition and subtraction (Fact Families)
- Fluency with addition and subtraction is developed when efficient strategies for adding and subtracting to used accurately.
- The same strategies used for two one-digit numbers can be applied when adding three or more one-digit numbers.
- Continuous length is countable by using standard tools of measurement such as rulers, yardsticks, meter sticks and measuring tapes.
- Determine what measurement tool to use.
- Same item can be measured using standard and metric units.
- An estimate is made by looking at the object/space and considering the unit of measurement.
- Measuring in the same unit helps you compare the size of two or more objects.
- Common units of measurement can be added or subtracted when solving word problems.
- A given length is the same length no matter where it is placed on a measurement tool. (8 inch yarn will cover 8 units no matter where on a ruler/yard stick it is placed)
- Addition and/or subtraction can be used to determine the length of an object when it is placed on a non-zero starting point. (8 inch yarn is placed on a 2 and reaches 10: 10-2=8)
- Time can be measured using an analog or digital clock.
- Lengths (or related measured data such as temperature) can be compared by placing the information on a line plot graph.
- Graphs represent a set of data.
- Picture & Bar graphs can be used to solve comparative, addition and subtraction problems.

Topics:

- **Multiplication takes of 2, 5, & 10**
  - Multiplying by 2, 5, & 10: skip-counting, using dot paper
  - Divide using related multiplication facts
- **Metric Measurement of Length**
  - *Measuring & comparing lengths in meters*
  - *Measuring & comparing lengths in centimeters*
  - *Real-world problems*
- **Mass**
  - *Measuring in kilograms & grams*
  - *Comparing masses in kilograms & grams*
  - *Real-world problems*
- **Volume**
  - *Getting to know volume*
  - *Measuring in liters*
  - *Real world problems*
- **Mental Math & Estimation**
  - *Meaning of sum*
  - *Mental addition*
  - *Meaning of difference*
  - *Mental subtraction*
  - *Rounding numbers to estimate*

Essential Questions

- Why is recognizing what strategy to use for a specific purpose, helpful?
- In what ways can numbers be used to tell information?
- How is measurement used in your world?
- Why is measurement an essential tool for communication throughout the world?

CC Standards	Essential… Knowledge	Essential… Skills	Learning Targets
Numbers in Base Ten **2.NBT-2** Count within 1000; skip-count by 5s, 10s, and 100s.	• Pattern of counting by 5's • Pattern of counting by 10's • Pattern of counting by 100's.	• Students will count by 5's starting at any number ending in 5 or 0. • Students will skip could by 10's. • Students will skip count by 100's .	• I can skip count by 5's. • I can skip count by 10's. • I can skip count by 100's. • I can explain which place value changes as I skip count.
2.NBT-8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	• Know place value for numbers from 0-1000. • Skip counting by 10's and 100's.	• Students will mentally add and subtraction 10 from any number 0-1000. • Students will mentally add or subtract 100 from any number 0-1000.	• I can mentally add 10 to any number. • I can mentally add 100 to any number. • I explain how understanding place value helps me add 10 and 100 to any number.
2.NBT-9 Explain why addition and subtraction strategies work, using place value and the properties of operations.	Addition and subtraction strategies: • Making 10's • Finding doubles • Rounding • Adding in chunks of 10's and hundreds	• Students will apply addition strategies to solve various problems.	• I can use strategies to solve addition and subtraction problems. • I can explain why the strategies I use work.

	• Flip flop facts		
Measurement & Data **2.MD-1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	• Identify tools that can be used to measure length. • Identify the unit of length for the tool used (inches, centimeters, feet, meters).	• Students will determine which tool is best suited to measure a given object or length. • Students will use tools to measure the length of an object.	• I can choose an appropriate tool for measuring an object or length. • I can use a measurement tool to measure the length of an object.
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.	• Unit • Measurement • How to measure objects	• Students will compare measurements of an object taken with two different units. • Students will describe why the measurements of an object taken with two different units are different. • Students will explain the length of an object in relation to the size of the units used to measure it	• I can measure an object twice using different units. • I can compare measurements of an object taken with two different units. • I can describe why units effect the measurement of an object. • I can explain the length of an object using my units.
2.MD-3 Estimate lengths using units of inches, feet, centimeters, and meters.	• Know strategies for estimating length. • Recognize the size of inches, feet, centimeters, and meters • Relate the size of inches, feet, and centimeters to one another	• Students will estimate the length of an object using units. • Students will explain if a given estimation is reasonable.	• I can estimate lengths using units of inches, feet, centimeters, and meters • I can analyze an estimate to see if it makes sense.

2.MD-4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	• Measurements tools • How to measure objects	• Students will measure the length of two objects using a standard unit. • Students will compare the length of two objects using a standard unit.	• I can compare the length of two objects that I have measured. • I can compare the height of two objects that I have measured. • I can explain how much longer one object is than another.
2.MD-5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	• Add and subtract lengths within 100. • Problem solving strategies	• Students will solve word problems involving length using known strategies. • Students will write equations and draw pictures to solve problems involving length.	• I can add and subtract lengths of the same unit within 100. • I can solve word problems involving lengths that are given in the same units. • I can use drawings and equations with a symbol for the unknown number to represent the problem.
2.MD-6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole number sums and differences within 100 on a number line diagram.	• Number line • Numbers are spaced equally because they are in increments of 1 •	• Students will explain length as the distance between zero and another mark on the number line diagram. • Students will use a number line to represent the solution of whole-number sums and differences related to length within 100.	• I can create a number line using whole numbers. • I can represent whole numbers on a number line. • I can use a number line to solve addition and subtraction equations within 100.
2.MD-9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by	• Tools for measuring • How to measure • Measuring with accuracy and checking work • Line plot graphs	• Students will measure an object several times to check their work. • Students will create	• I can accurately measure an object to the nearest whole number. • I can check my measurement of an object by measuring twice.

making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.		line plot graphs to record their measurements.	• I can record my measurements on a line plot graph. • I can read a line plot graph to learn about objects that have been measured.
3.MD-2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.			
Operations & Algebraic Thinking **2.OA-2** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	• Know mental strategies for addition and subtraction • Know from memory all sums of two one-digit numbers •	• Students will use mental math strategies to fluently add and subtract within 20.	• I can mentally add and subtract using strategies that I know. • I can fluently add between 0-20. • I can fluently subtract between 0-20.

Key Vocabulary

Skip count	Place value	Mental	Strategies	Tools
Measure	Length	Object	Unit	Estimate
Feet	Food	Inch	Centimeter	Meter
Analyze	Compare	Height	Longer	Shorter
Subtract	Add	Length	Equation	Problem

Symbols	Number line	Line plot	Graph	Data	

Teaching Strategies & Activities

- Second graders are transitioning from measuring lengths with informal or nonstandard units to measuring with these standard units: inches, feet, centimeters, and meters. The measure of length is a count of how many units are needed to match the length of the object or distance being measured. Students have to understand what a length unit is and how it is used to find a measurement. They need many experiences measuring lengths with appropriate tools so they can become very familiar with the standard units and estimate lengths. Use language that reflects the approximate nature of measurement, such as the length of the room is about 26 feet.
- Have students measure the same length with different-sized units then discuss what they noticed. Ask questions to guide the discussion so students will see the relationship between the size of the units and measurement, i.e. the measurement made with the smaller unit is more than the measurement made with the larger unit and vice versa.
- Insist that students always estimate lengths before they measure. Estimation helps them focus on the attribute to be measured, the length units, and the process. After they find measurements, have students discuss the estimates, their procedures for finding the measurements and the differences between their estimates and the measurements.
- Connect the whole-number units on rulers, yardsticks, meter sticks and measuring tapes to number lines showing whole-number units starting at 0. Use these measuring tools to model different representations for whole-number sums and differences less than or equal to 100 using the numbers 0 to 100.
- Use the meter stick to view units of ten (10 cm) and hundred (100 cm), and to skip count by 5s and 10s.
- Provide one- and two-step word problems that include different lengths measurement made with the same unit (inches, feet, centimeters, and meters). Students add and subtract within 100 to solve problems for these situations: adding to, taking from, putting together, taking apart, and comparing, and with unknowns in all positions. Students use drawings and write equations with a symbol for the unknown to solve the problems.
- Have students represent their addition and subtraction within 100 on a number line. They can use notebook or grid paper to make their own number lines. First they mark and label a line on paper with whole-number units that are equally spaced and relevant to the addition or subtraction problem. Then they show the addition or subtraction using curved lines segments above the number line and between the numbers marked on the number line. For 49 + 5, they start at 49 on the line and draw a curve to 50, then continue drawing curves to 54. Drawing the curves or making the “hops” between the numbers will help students focus on a space as the length of a unit and the sum or difference as a length.
-

Common Misconceptions

- When some students see standard rulers with numbers on the markings, they believe that the numbers are counting the marks instead of the units or spaces between the marks. Have students use informal or standard length units to make their own rulers by marking each whole unit with a number in the middle. They will see that the ruler is a representation of a row of units and focus on the spaces. Some students might think that they can only measure lengths with a ruler starting at the left edge. Provide situations where the ruler does not start at zero. For example, a ruler is broken and the first inch number that can be seen is 2. If a pencil is measured and it is 9 inches on this ruler, the students must subtract 2 inches from the 9 inches to adjust for where the measurement started.

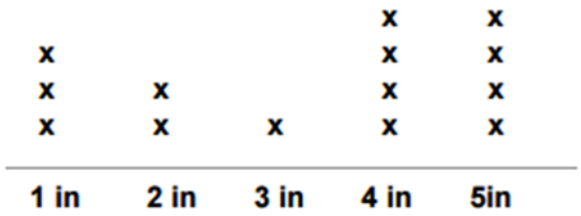
Question Stems

	Basic: “Understanding”	Standard: “Doing”	Expanding: “Application”
2.NBT-2 Count	What are the next 3 numbers after 475? Extend	Joe is counting by hundreds. He is at	262, 272, 282, 290, 297 What 2 numbers

within 1000; skip-count by 5s, 10s, and 100s.	the pattern. 525, 530, 535, ____, _____, _____ 240, 250, 260, ____,_____,_____	number 275. What number will change as he continues to count by 100's? What will his next number be? Molly is counting by tens. She is at number 570. What will her next number be?	are not part of the pattern? Why? 170, 175, 182, 180, 185 Which number is not part of the pattern? Why?
2.NBT-8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	13510=___ 140+10=____ 650+100=____ What is 10 less than 130?	McDonald's made 348 cheeseburgers. They needed 100 more. How many cheeseburgers did they make in all? There were 123 second graders and 10 of them have to go help in the library. How many second graders were not helping in the library?	156___=56 237+___=337 Avery's class had 123 pencils at the end of the week. They started the week with 133 pencils. How many pencils did they use?
2.NBT-9 Explain why addition and subtraction strategies work, using place value and the properties of operations.	56+25=_____ Solve and name the strategy you used. 62 53 =	There are 36 birds in the park. 27 more birds arrive. How many birds are there? Solve the problem and show your work.	One of your classmates solved the problem 45 + 25 by adding 40+20+5+5. Is their strategy correct? Explain why or why not. One of your classmates solved the problem 76 48 by subtracting 70 40= 30 and 8 6 = 2 so the answer is 32. Is their strategy correct? Explain why or why not.
Measurement & Data **2.MD-1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring	Provide various objects for students to measure using various tools. (ruler inches and centimeters) Yardstick and measuring tape Objects: pencils, art boxes, notebook, table, door, window What are some items that are 6 inches long?	Which measurement tool would be the best to measure the length of a swimming pool? Which would be the best tool to measure the length of _____?	Tara measured a table and it was 9 sticks long. Steven measured the same table and it was 12 sticks long. How might this happen?

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.	Students measure the poster using a ruler. They will measure using feet and inches. What is the measurement in feet? What is the measurement in inches?	I measured the caterpillar in inches and in centimeters. Would inches or centimeters be more?	Measure the length of an object using two types of measurement. Then explain why the measurements are different.
2.MD-3 Estimate lengths using units of inches, feet, centimeters, and meters.	Provide students with different objects to measure. Have them estimate the lengths. Use problems with feet, centimeters, inches and meters. table _____ feet book _____ inches door_____ meters eraser _____centimeters	Circle the object that is about a foot long. Put an x on the object that is about an inch long. 	Provide students with a tub of objects. They will measure the objects and create a table to organize the objects measured. ex. greater than 1 foot | less than 1 foot | exactly 1 foot They would choose their type of measurement and create their own table.
2.MD-4 Measure to determine how much longer one object is	Measure the lines. (string, pencil etc.) _____ _____ How what is the difference in the lengths of the two lines?	What is the difference in the wingspan of the two butterfly's?	1. Measure the length of 4 different classroom objects to the nearest inch. Record your findings using pictures, numbers, and words.

than another, expressing the length difference in terms of a standard length unit.			2. Which object is the longest? Which object is the shortest? Find the difference in length between the shortest and longest objects. 3. Explain the strategy you used to find the difference in length between the shortest and longest objects.
2.MD-5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	I have four crayons that are 3 inches each. How long are the four crayons if I put them together?	The dining hall is 58 feet long. The second grade hallway is 24 feet long. If I had to walk down the second grade hallway and across the dining hall how many feet would it be?	The yarn was 48 cm long. After I cut some off, I had 27 cm. How much did I cut off? The school was 36 feet tall. The slide on the playground was 16 feet tall. How much taller was the school? Show how you would solve the problem using a number line.
2.MD-6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and	Complete the number line. _____ 50 60 65 75 54 35=_____. Use a number line to solve. 75+16=_____. Use a number line to solve.	Skyler was recycling cans. He collected 42 and his friend collected 52. How many did they collect? Using a number line show how to solve the problem. _____	Show the numbers 82, 65, 79, and 85 on a number line.

represent whole number sums and differences within 100 on a number line diagram.			
2.MD-9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	How many objects were 4 inches? How many objects were measured?  	After the rain had stopped I went outside and found 15 worms. I measured the worms using a ruler. Below is a list of the lengths of the worms in inches. 2,4,2,3,3,5,7,3,4,7,5,2,5,6,4 Represent the data on a line plot.	Measure the blocks. Draw a line plot and represent the lengths of the blocks.
Operations & Algebraic Thinking **2.OA-2** Fluently add and subtract within 20 using mental strategies. By	5+6=___ List the strategy used. ex. double plus 1 strategy 7+7=____ Strategy: doubles 9+7=____ Strategy: Fast Nine	Sally had 4 books to pass out at her table. There are 10 children at the table. How many more books does she need? (making 10) At the beach I collected 11 shells. My friend collected 7 more shells than I did. How many shells did my friend collect?	Jim had 20 peas on his plate. He ate some. Jim had 9 peas left on his plate. How many peas did John eat? Write an equation to solve the problem.

end of Grade 2, know from memory all sums of two one-digit numbers.			

Unit 3: February - March

Big Ideas/Enduring Understandings

- Shapes are determined by the number of angles and/or given number of equal faces.
- A rectangle can be partitioned into same size squares and counted to find the total number.
- Shapes can be broken into smaller equal parts (halves, thirds, half of, a third of) and together those parts make a whole.
- Continuous length is countable by using standard tools of measurement such as rulers, yardsticks, meter sticks and measuring tapes.
- Determine what measurement tool to use.
- Same item can be measured using standard and metric units.
- An estimate is made by looking at the object/space and considering the unit of measurement.
- Measuring in the same unit helps you compare the size of two or more objects.
- Common units of measurement can be added or subtracted when solving word problems.
- A given length is the same length no matter where it is placed on a measurement tool. (8 inch yarn will cover 8 units no matter where on a ruler/yard stick it is placed)
- Addition and/or subtraction can be used to determine the length of an object when it is placed on a non-zero starting point. (8 inch yarn is placed on a 2 and reaches 10: 10-2=8)

Topics:

- **Money**
  - *Coins & bills*
  - *Comparing amounts of money*
  - *Real-World Problems*
- ***Fractions***
  - *Understanding fractions*
  - *Comparing fractions*
  - *Adding & subtracting like fractions*
- **Customary measurement of length**
  - *Measuring in feet and inches*
  - *Comparing lengths in feet and inches*
  - *Real-world problems*

Essential Questions

- How are fractions huge part of our world?
- In what ways can numbers be used to tell information?
- How is measurement used in your world?
- Why are standard units important?

CC Standards	Essential… Knowledge	Essential… Skills	Learning Targets
Measurement & Data **2.MD-1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	• Length • Tools for measuring • Steps for using a tool	• Students will use tools to measure objects. • Students will select appropriate tools to measure	• I can choose a tool to measure. • I can use a tool to measure.
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.	• Length • Tools for measuring • Centimeters • Inches	• Students will measure an object twice using different units. • Students will compare two units of measure, and explain the difference.	• I can measure an object using different units. • I can compare the units on a rule. • I can discuss how a unit effects measurement.
2.MD-3 Estimate lengths using units of inches, feet, centimeters, and meters.	• Estimate • Units	• Students will estimate the length of objects using inches, feet, centimeter, and meters. • Students will identify different units of measure.	• I can distinguish inches and feet. • I can distinguish centimeters and meters. • I can estimate the length of an object.
2.MD-4 Measure to determine how much longer one object is than another, expressing	• Longer • Shorter	• Students will measure to find the difference	• I can measure. • I can compare the length of two

the length difference in terms of a standard length unit.	• Difference • Standard unit • How to measure	between the length of two objects.	objects. • I can measure to tell the difference in length.
2.MD-5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	• Addition • Subtraction • Problem solving strategies • Measurement • Units	• Students will solve word problems using measurement.	• I can solve word problems about measurement.
2.MD-6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole number sums and differences within 100 on a number line diagram.	• Line plot • Whole numbers	• Students will place whole numbers on a line plot graph.	• I can place numbers on a line plot graph. • I can read a line plot graph.
2.MD-8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	• Coins • Symbols for money • Addition • Subtraction • Problem solving	• Students will solve word problems involving money .	• I can identify coins and bills. • I can tell the value or coins and bills. • I can solve word problems about money.
Geometry **2.G-2** Partition a rectangle into rows and columns of same-size squares and count to find the total number of	• Rectangle • Rows • Columns • Equal • Total	• Students will divide a rectangle into equal rows and columns.	• I can divide a rectangle into rows and column.

them.			
2.G-3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	• Shapes • Equal • Halves • Thirds • Half of • Third of	• Students will divide shapes into halves and thirds.	• I can divide a shape into halves. • I can divide a shape into thirds. • I can divide a shape into quarters.

Key Vocabulary

Tools	Measure	Objects	Unit	Compare
Inches	Feet	Centimeters	Meters	length
Distinguish	Word problems	Line plot	Coin	Bill
Quarter	Nickel	Dime	Penny	Rectangle
Circle	Half	Halves	Quarter	Thirds

Common Misconceptions

- When some students see standard rulers with numbers on the markings, they believe that the numbers are counting the marks instead of the units or spaces between the marks. Have students use informal or standard length units to make their own rulers by marking each whole unit with a number in the middle. They will see that the ruler is a representation of a row of units and focus on the spaces.
- Some students might think that they can only measure lengths with a ruler starting at the left edge. Provide situations where the ruler does not start at zero. For example, a ruler is broken and the first inch number that can be seen is 2. If a pencil is measured and it is 9 inches on this ruler, the students must subtract 2 inches from the 9 inches to adjust for where the measurement started.
- Some students may think that a shape is changed by its orientation. They may see a rectangle with the longer side as the base, but claim that the same rectangle with the shorter side as the base is a different shape. This is why is it so important to have young students handle shapes and physically feel that the shape does not change regardless of the orientation, as illustrated below.
- Students also may believe that a region model represents one out of two, three or four fractional parts without regard to the fact that the parts have to be equal shares, e.g., a circle divided by two equally spaced horizontal lines represents three thirds.

Question Stems & Assessment Item Examples			
Standard	**Basic: Understand**	**Standard: Doing**	**Expand: Application**
Measurement & Data **2.MD-1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	Provide various objects for students to measure using various tools. (ruler-inches and centimeters) Yardstick and measuring tape Objects: pencils, art boxes, notebook, table, door, window What are some items that are 6 inches long?	Which measurement tool would be the best to measure the length of a swimming pool? Which would be the best tool to measure the length of _____?	Tara measured a table and it was 9 sticks long. Steven measured the same table and it was 12 sticks long. How might this happen?
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	Students measure the poster using a ruler. They will measure using feet and inches. What is the measurement in feet? What is the measurement in inches?	I measured the caterpillar in inches and in centimeters. Would inches or centimeters be more?	Measure the length of an object using two types of measurement. Then explain why the measurements are different.

<table>
<tr><td>size of the unit chosen.</td><td></td><td></td><td></td></tr>
<tr><td>2.MD-3
Estimate lengths using units of inches, feet, centimeters, and meters.</td><td>Provide students with different objects to measure. Have them estimate the lengths. Use problems with feet, centimeters, inches and meters.

table _____ feet book _____ inches door_____ meters eraser _____centimeters</td><td>Circle the object that is about a foot long. Put an x on the object that is about an inch long.

  </td><td>Provide students with a tub of objects. They will measure the objects and create a table to organize the objects measured.

ex.
<table><tr><td>greater than 1 foot</td><td>less than 1 foot</td><td>exactly 1 foot</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>They would choose their type of measurement and create their own table.</td></tr>
<tr><td>2.MD-4
Measure to determine how much longer one object is than another, expressing the length</td><td>Measure the lines. (string, pencil etc.)
_____ _____

How what is the difference in the lengths of the two lines?</td><td>What is the difference in the wingspan of the two butterfly’s?</td><td>1. Measure the length of 4 different classroom objects to the nearest inch. Record your findings using pictures, numbers, and words.

2. Which object is the longest?</td></tr>
</table>

difference in terms of a standard length unit.		 	Which object is the shortest? Find the difference in length between the shortest and longest objects. 3. Explain the strategy you used to find the difference in length between the shortest and longest objects.
2.MD-5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown	I have four crayons that are 3 inches each. How long are the four crayons if I put them together?	The dining hall is 58 feet long. The second grade hallway is 24 feet long. If I had to walk down the second grade hallway and across the dining hall how many feet would it be?	The yarn was 48 cm long. After I cut some off, I had 27 cm. How much did I cut off? The school was 36 feet tall. The slide on the playground was 16 feet tall. How much taller was the school? Show how you would solve the problem using a number line.

number to represent the problem.			
2.MD-6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points correspondin g to the numbers 0, 1, 2, ..., and represent whole number sums and differences within 100 on a number line diagram.	Complete the number line. _____ ____ 50 60 65 75 54-35=_____. Use a number line to solve. 75+16=_____. Use a number line to solve.	Skyler was recycling cans. He collected 42 and his friend collected 52. How many did they collect? Using a number line show how to solve the problem. _____ ___ –	Show the numbers 82, 65, 79, and 85 on a number line.
2.MD-8 Solve word problems involving dollar bills, quarters, dimes, nickels, and	**Draw the coins to buy this toy.** 	Fred looked in his wallet and found 2 quarters, 1 dime, 3 nickels, and a penny. How much money was in Fred's wallet?	Albert bought a soda at the vending machine. He put in $0.85 and he got $0.10 back. How much did the soda cost?

pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?			
Geometry **2.G-2** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	Divide the rectangle into 3 rows and 5 columns. Divide the rectangle into 2 rows and 4 columns. How many same size boxes are there? _____ rows _____ columns	I drew 2 rectangles. One rectangle has 3 rows and 4 columns. The second rectangle has 5 rows and 2 columns. Do they have the same number of equal parts?	The gardener wants to plant corn, carrots, lettuce, green beans, and tomatoes. How could he partition his garden into equal parts?
2.G-3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third	 Partition into thirds	Which shape could Sally partition into fourths? A circle or a pentagon?	 Show different ways to partition the rectangles into fourths.

of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.			

Unit 4: April – May*

Big Ideas/Enduring Understandings

Essential Questions

Topics:

- **Time**
  - *Scatter plots*
  - *Modeling linear associations*
  - *Two-way tables*
- **Multiplication tables of 3 & 4**
  - *Multiplying by 3: skip-counting & dot paper*
  - *Multiplying by 4: skip-counting & dot paper*
  - *Divide using related multiplication facts*
- **Using Bar Models Multiplication & Division**
  - *Real-world problems: multiplication & division; measurement & money;*
- **Picture Graphs**
  - *Reading picture graphs with scales*
  - *Making picture graphs*
  - *Real-world problems*
- **Lines & Surfaces**
  - *Parts of lines & curves*
  - *Flat & curved surfaces*
- **Shapes & Patterns**
  - *Plane & solid shapes*
  - *Making patterns*

CC Standards	Essential… Knowledge	Essential… Skills	Learning Targets
Measurement & Data **2.MD-7** Tell and write time from analog and digital clocks to the nearest five minutes,			

using a.m. and p.m.			
` Operations & Algebraic Thinking **2.OA-3** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.			
2.OA-4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.			
Measurement & Data **2.MD-10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems4 using information presented in a bar graph.			
Geometry **2.G-1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given			

number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.			
Key Vocabulary			
Assessment Ideas			
Question Stems & Assessment Item Examples			

***The content of these units may be adjusted to allow time for geometry instruction & learning prior to spring assessment administration.**

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word "understand" are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards which set an expectation of understanding are potential "points of intersection" between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

Examples of Key Advances from Grade 1 to Grade 2

- Students in grade two will expand their knowledge of addition and subtraction to include 2 and 3 digit numbers with and without regrouping. Students must have a solid understanding that place value occurs in bundles of ten in order to master regrouping strategies.
- In grade two students are expected to expand their knowledge of basic problem solving to include two step word problems. Students should be exposed to a variety of problems while solving for the unknown. Students should experience problems where the operations used to solve are the same and different. Students should begin using inverse operations to check their work.

Mathematical Practices

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.

4. Model with mathematics.

5. Use appropriate tools strategically.

6. Attend to precision.

7. Look for and make use of structure.

8. Look for and express regularity in repeated reasoning.

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Fluency Expectations or Examples of Culminating Standards

2.NBT-5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.NBT-9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

Unit 1: August - October

Big Ideas/Enduring Understandings

- Numbers can be broken down into digits, each of these digits represent a value. We can use this value to help us add and subtract numbers with 2 or more digits.
- Numbers in different place values can be decomposed in many ways to make adding and subtracting easier. When we decompose a digit in a place value it affects the other digits in place values.
- Numbers have a value that can be better understood by looking at each digit and its position, or place value, within the number.
- Numbers follow a pattern that repeats, even when the place value changes.
- Numbers can be represented in different ways.
- Even numbers are those that are characterized as making groups of two (partners) or making two equal groups (teams) and odd numbers do not.
- A math sentence can be written to solve for unknown information in either addition or subtraction by utilizing the inverted operation.
- Even numbers are those that are characterized as making groups of two (partners) or making two equal groups (teams) and odd numbers do not.

Topics:

- **Numbers to 10,000**
  - *Counting; place value; comparing numbers, order and pattern*
- **Addition up to 1,000**
  - *Addition without regrouping*
- **Addition up to 10,000**
  - *Addition with and without regrouping*
  - *Addition with regrouping in the ones, tens, or tens **and** ones*
- **Subtraction up to 10,000**
  - *Subtraction without regrouping*
  - *Subtraction with regrouping in tens and ones*
  - *Subtraction with regrouping in hundreds and tens*
  - *Subtraction with regrouping in hundreds, tens, and ones*
  - *Subtraction across zeros*
  - *Subtraction with and without regrouping; subtraction across*
- **Using Bar Models: Addition & Subtraction**

- We can use concrete models and pictures to represent addition and subtraction.

Essential Questions

- In what ways can numbers be used to tell information?
- How can I use what I know about number relationships to add and subtract?
- How does the position of a digit in a number, help you understand the value?
- Why is recognizing what strategy to use for a specific purpose, helpful?
- How does looking for the unknown help me in problem solving?
- How does understanding the relationship between addition and subtraction help me to solve word problems?
- How can I demonstrate my understanding of repeated addition in pictures or models?

- *Using part-part-whole in addition & subtraction*
- *Adding on and taking away sets*
- *Comparing two sets*
- *Real-world problems: two-step problems*

❖ **Multiplication & Division**

- *How to multiply and divide*
- *Real-world problems*

CC Standards	Essential… Knowledge	Essential… Skills	Learning Targets
Number & Operations in Base Ten **2.NBT-1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	• Each digit in a number has a value that is determined by its place/position in the number • Digits in the tens place represent a bundle of 10 ones. • Digits in the hundreds place represent a bundle of	• Students will represents a three digit number with hundreds, tens, and ones. • Students will represent 200, 300, 400, 500, 600, 700, 800, 900 with one, two, three, four, five, six, seven, eight, or nine hundreds and 0 tens and 0 ones.	• I can represent the place value of any digit in a 3 digit number. • I can explain the place value of the digits of a three-digit number as hundreds, tens, and ones. • I can explain the value of zeros in a hundred as zero tens and zero ones.

• 2.NBT-1a 100 can be thought of as a bundle of ten tens — called a "hundred." • 2.NBT-1b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	10 tens.	• Students will explain the value of each digit in a 3-digit number. • Students will identify a bundle of 10 tens as a "hundred"	
2.NBT-3 Read and write numbers to 1000 using base-ten numerals, number names,and expanded form.	• Know what expanded form means. • Recognize that the digits in each place represent amounts of thousands, hundreds, tens, or ones. • Know numbers to 1,000	• Students will read numbers up to 1,000 using base tens standard form, number names, and expanded form. • Students will write numbers up to 1,000 using base tens, standard form, number names, and expanded form.	• I can read and write numbers to 1000 using base-tens. • I can read and write numbers to 1000 using numerals (standard form). • I can read and write numbers to 1000 using number names. • I can read and write numbers to 1000 using expanded form.
2.NBT-4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	• Know the value of each digit represented in the three-digit number. • Know what >,<,= symbol represents	• Students will compare two three-digit numbers based on place value of each digit. • Students will use >, =, and < symbols to record the results of comparisons.	• I can compare two three-digit using >, =, and < symbols.
2.NBT-5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	• Know strategies for adding and subtracting based on place value. • Know strategies for adding and subtracting based on properties of operations. • Know strategies for adding and subtracting based on the relationship between addition and subtraction. •	• Students will chose a strategy (place value, properties of operations, and /or the relationship between addition and subtraction) to fluently add and subtract within 100	• I can add and subtract within 100. • I can relate addition to subtraction to help me solve equations within 100. • I can use place value to help me add and subtract within 100. • I can use my understanding of operations to help me add and subtract within 100.
2.NBT-6 Add up to four two-digit numbers using strategies based on place	• Know strategies for adding two digit numbers based on place value and properties of	• Students will use strategies to add up to four two-digit numbers.	• I can add up to four two-digit numbers using strategies I know.

value and properties of operations.	operations. • Know associative property of addition • Know making 10's strategy of addition		
2.NBT-7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	• Understand place value within 1000. • Decompose any number within 1000 into hundred(s), ten(s), and one(s).	• Students will choose an appropriate strategy for solving an addition or subtraction problem within 1000. • Students will relate the chosen strategy (using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction) to a written method (equation) and explain the reasoning used. • Students will use composition and decomposition of hundreds and tens when necessary to add and subtract within 1000.	• I can use my understanding of place value and properties of operations to add and subtract. • I can use objects or drawings to show how to add within 1000 using a strategy based on place value.
2.NBT-9 Explain why addition and subtraction strategies work, using place value and the properties of operations.	• Know addition and subtraction strategies using place value and properties of operations related to addition and subtraction.	• Students will explain why addition and subtraction strategies based on place value and properties of operations work.	• I can explain why addition and subtraction strategies work, using place value and the properties of operations. I can use drawings or objects to support my explanations.
Operations & Algebraic Thinking			
2.OA-1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations	• Identify the unknown in an addition or subtraction word problem • Write an addition and	• Students will use drawings or equations to represent one- and two-step word problems • Students will add and	• I can identify the number of steps to solve a word problem. • I can identify an unknown number in an equation using addition and subtraction up to 100.

of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	subtraction equation with a symbol for the unknown • Bar modeling	subtract within 100 to solve one-step word problems with unknowns in all positions • Students will add and subtract within 100 to solve two-step word problems with unknowns in all positions • Students will determine operation needed to solve addition and subtraction problems in situations including add to, take from, put together, take apart, and compare • Students will be able to distinguish between one and two step word problems	• I can identify the strategy/strategies for solving word problems. • I can use addition and/or subtraction to solve 2 step word problems within 100.
2.OA-3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	• Count a group of objects up to 20 by 2s. • Recognize in groups that have even numbers objects will pair up evenly. • Recognize in groups of odd numbers objects will not pair up evenly. • Addends are the parts • The sum is the whole of the parts	• Students will apply mental strategies to add and subtract fluently within 20. • Students will use one to one correspondence to identify odd and even numbers to 20. • Students will demonstrate understanding that an even number has two equal parts by representing their understanding with doubles facts (8+8= 16, i.e. the addends are the same, so the sum is even)	• I can identify a group of objects as being even or odd using different strategies. • I can write an equation to show an even sum has the same addends (e.g. 5+5=10, 6+6=12).
2.OA-4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	• Write an equation with repeated equal addends from an array (5+5+5=15 / 3+3+3+3+3= 15) • Rows are horizontal lines • Columns are vertical lines	• Students will generalize the fact that arrays can be written as repeated addition problems. • Students will solve repeated addition problems to find the number of objects using rectangular arrays. • Students will relate repeated	• I can use addition to find the total number of objects in an array. • I can write an addition equation (e.g. 3+3+3=9) to express the total as a sum of equal addends. • I can related my repeated addition sentence to the number of columns and rows in an array.

		addition to multiplication.	

Key Vocabulary

Tens	Ones	Hundreds	Place Value	Digit
Numeral	Standard form	Expanded form	Word form	Zero
Thousand	Greater than	Less than	Equal to	Symbol
Compare	Properties	Operations	Addition	Subtraction
Odd	Even	Unknown	Addend	Sum
Minuend	Subtrahend	Difference	Strategy	Properties
Equal	Groups	Equation	Number sentence	Array
Repeated Addition	Multiplication (for introduction only)			

Lab or Project Ideas

Dice Place Value

Students should be given opportunities to experience what regrouping means in a concrete situation.
Students roll a dice and add that many ones onto a place value mat. Students then roll again placing that many ones cubes into the ones place on their place value mat. Students continue until they have 10 ones and must regroup to make a 10. This continues with 10's until students reach 100.

Manipualtives for Teaching

Base 10's blocks
Coins (pennies, dimes, dollars)
Base 10 grid paper
Number lines

Student Problem Givers

Ask students to write word problems for their classmates to solve. Start by giving students the answer to a problem. Then tell students whether it is an addition or subtraction problem situation. Also let them know that the sums and differences can be less than or equal to 100 using the numbers 0 to 100. For example, ask students to write an addition word problem for their classmates to solve which requires adding four two-digit numbers with 100 as the answer. Students then share, discuss and compare their solution strategies after they solve the problems.

Question Stems & Assessment Item Examples

	Basic: "Understanding"	Standard: "Doing"	Expanding: "Application"
2.NBT-1	506= ____ hundreds _____ tens ____ ones 3 hundreds 2 tens and 5 ones=_____ Give students base ten blocks and have them represent the number or give students a number and have them represent with base ten blocks Have 3 columns: one with base ten blocks one with standard number and one written in expanded form. Base ten / Number / Written _____ / **276** / 2 hundreds 7 tens 6 ones _____ / _____ / 2 tens 3 ones	Jack brought to school 100 jelly beans. Sally brought 20 jelly beans. Jill brought in 9 jelly beans. How many jelly beans did they bring to the class? Three second grade classes were collecting cans for the food drive. Mrs. Hahn's class brought in 200 cans. Mrs. Gardner's class brought in 80 cans. Mrs. Lynn's class brought in 8 cans. How many cans did the second grade class collect? (goal apply to answer with place value)	Jill drew 3 numbers out of a bag. She drew 7, 2 and 5. What is the largest number she can make? What number would be in the hundreds, tens and ones place?

	2.NBT-3	Write 274 in expanded form. Represent the number 765 using base ten blocks. Use the materials at your table to show the number 125.	Jimmy was collecting books for the library. He collected 429 books. Represent this amount in expanded form.	Represent the number 984 three different ways.
	2.NBT-4	Compare these two numbers. 375____420 282____169 882___828	Margaret collected 531 rocks. Evan collected 641 rocks. Who collected more? Show your answer using one of the symbols >, < or =. _____ _____	271, 281, 269 Compare the numbers above in different ways.
	2.NBT-5	Using the "place value" strategy solve the equation 67+32=____ Using the strategy of the commutative property solve the equation 57+22=____. 6321=____ Solve using by decomposing into tens strategy.	A family hiked 66 miles the first day and 29 miles the second day. How many miles did the family hike all together? There were 46 kids on the playground. 34 kids had to go inside. How many kids were left on the playground?	6524=____ Explain using numbers and words how you solved the problem. 65___= 23 Explain using numbers and words how you solved the problem.
	2.NBT-6	27+ 53+17+11= Solve using the associative property. 36+45+13+17= Solve using place value strategy.	Jose collected acorns for 4 days. Monday he collected 25 acorns and Tuesday he collected 15. He did not collect acorns on Wednesday. Thursday he collected 50 and Friday he collected 34 acorns. How many acorns did he collect that week?	26+43+85+11=_____ Explain using numbers and words how you solved the problem.
	2.NBT-7	354+452=____ 252-124=_____	The farmer planted 358 seeds Friday & 259 Saturday. How many seeds did the farmer get planted? The family rented two movies. The first movie was 130 minutes long. The second	Second grade students were selling tickets for the musical Shrek. Mrs. Smith's class sold 275 tickets. There were a total of 567 tickets sold. How many tickets did the other second

			movie was 83 minutes long. How much longer was the first movie?	grade classes sell? 275+____=567
	2.OA-1	(One Step) 8 + 5 = ____ 15 + 45 = _____ (Two Step: Same Operation) 12 + 5 + 10 = _____ (Two Step: Different Operation) 20 + 22 10 = _____	(One Step) There are 10 pencils on the table. Sam puts 12 more pencils on the table. How many pencils are on the table? (Two Step: Same Operation) There are 5 blue pencils and 10 red pencils on the table. Sam puts 5 more blue pencils on the table. How many total pencils are on the table? (Two Step: Different Operation) There are 5 blue pencils on the table. Sam takes 3 pencils. Brittany puts 2 pencils on the table. How many pencils are on the table now?	(One Step) 12 + ___ = 25 Sam has 10 cookies. He only wants to eat 3. How many can he give to his friends? (Two Step: Different Operation) 15 + ____ 10 = 25 Sam wants to eat 4 cookies. Sam has 9 cookies. His friend Brittney gives him 9 more. How many cookies did he not eat?
	2.OA-3	Is the number____ odd or even? Explain how you know? Use pictures, words, or numbers to explain.	Pair the number of pencils. If there is an even number of pencils, write the doubles equation for the pencils.	Gus, Maddie, Rylan, Vivi and Carter all went out for lunch and are sitting at the same table. Are there an odd or even number of people sitting at the table? Use pictures, words or numbers to explain.
	2.OA-4	Use a repeated addition sentence to represent the array.	There are 9 family members in Bob's family. They went to a baseball game and 3 family members sat in each row. How many rows did his family need?	Draw an array to match the equation below. 3+3+3+3= Tim wanted to plant 12 carrots in his garden. Show an array for how he could plant the

			carrots.

Misconceptions

- Some students may not move beyond thinking of the number 358 as 300 ones plus 50 ones plus 8 ones to the concept of 8 singles, 5 bundles of 10 singles or tens, and 3 bundles of 10 tens or hundreds. Use base-ten blocks to model the collecting of 10 ones (singles) to make a ten (a rod) or 10 tens to make a hundred (a flat). It is important that students connect a group of 10 ones with the word ten and a group of 10 tens with the word hundred.
- Students may think that the 4 in 46 represents 4, not 40. Students need many experiences representing two-and three digit numbers with groupable then pre-grouped materials. When adding two-digit numbers, some students might start with the digits in the ones place and record the entire sum. Then they add the digits in the tens place and record this sum. Assess students' understanding of a ten and provide more experiences modeling addition with grouped and pre-grouped base-ten materials. When subtracting two-digit numbers, students might start with the digits in the ones place and subtract the smaller digit from the larger digit. Then they move to the tens and the hundreds places and subtract the smaller digits from the larger digits. Assess students' understanding of a ten and provide more experiences modeling subtraction with grouped and pre-grouped base-ten materials.
- Some students end their solution to a two-step problem after they complete the first step. They may have misunderstood the question or only focused on finding an answer to a problem. Students need to check their work to see if their answer makes sense in terms of the problem situation. They need ample opportunities to solve a variety of two-step problems and develop the habit of reviewing their solution after they think they have finished. Many children have misconceptions about the equal sign. Students can misunderstand the use of the equal sign even if they have proficient computational skills. The equal sign means "is the same as" but most primary students think that the equal sign tells you that the "answer is coming up." Students might only see examples of number sentences with an operation to the left of the equal sign and the answer on the right, so they overgeneralize from those limited examples. They might also be predisposed to think of equality in terms of calculating answers rather than as a relation because it is easier for young children to carry out steps to find an answer than to identify relationships among quantities. Students might rely on a key word or phrase in a problem to suggest an operation that will lead to an incorrect solution. For example, they might think that the word left always means that subtraction must be used to find a solution. Students need to solve problems where key words are contrary to such thinking. For example, the use of the word left in this problem does not indicate subtraction as a solution method: Seth took the 8 stickers he no longer wanted and gave them to Anna. Now Seth has 11 stickers left. How many stickers did Seth have to begin with? It is important that students avoid using key words to solve problems.

Unit 2: November - January

Big Ideas/Enduring Understandings

- Words or drawings can be used to explain addition and subtraction strategies.
- When adding two numbers, reversing the numbers does not affect the sum.
- There is a relationship between addition and subtraction (Fact Families)
- Fluency with addition and subtraction is developed when efficient strategies for adding and subtracting to used accurately.
- The same strategies used for two one-digit numbers can be applied when adding three or more one-digit numbers.
- Continuous length is countable by using standard tools of measurement such as rulers, yardsticks, meter sticks and measuring tapes.
- Determine what measurement tool to use.
- Same item can be measured using standard and metric units.
- An estimate is made by looking at the object/space and considering the unit of measurement.
- Measuring in the same unit helps you compare the size of two or more objects.
- Common units of measurement can be added or subtracted when solving word problems.
- A given length is the same length no matter where it is placed on a measurement tool. (8 inch yarn will cover 8 units no matter where on a ruler/yard stick it is placed)
- Addition and/or subtraction can be used to determine the length of an object when it is placed on a non-zero starting point. (8 inch yarn is placed on a 2 and reaches 10: 10-2=8)
- Time can be measured using an analog or digital clock.
- Lengths (or related measured data such as temperature) can be compared by placing the information on a line plot graph.
- Graphs represent a set of data.
- Picture & Bar graphs can be used to solve comparative, addition and subtraction problems.

Topics:

- **Multiplication takes of 2, 5, & 10**
  - Multiplying by 2, 5, & 10: skip-counting, using dot paper
  - Divide using related multiplication facts
- **Metric Measurement of Length**
  - *Measuring & comparing lengths in meters*
  - *Measuring & comparing lengths in centimeters*
  - *Real-world problems*
- **Mass**
  - *Measuring in kilograms & grams*
  - *Comparing masses in kilograms & grams*
  - *Real-world problems*
- **Volume**
  - *Getting to know volume*
  - *Measuring in liters*
  - *Real world problems*
- **Mental Math & Estimation**
  - *Meaning of sum*
  - *Mental addition*
  - *Meaning of difference*
  - *Mental subtraction*
  - *Rounding numbers to estimate*

Essential Questions

- Why is recognizing what strategy to use for a specific purpose, helpful?
- In what ways can numbers be used to tell information?
- How is measurement used in your world?
- Why is measurement an essential tool for communication throughout the world?

CC Standards	Essential…		Learning Targets
	Knowledge	Skills	
Numbers in Base Ten **2.NBT-2** Count within 1000; skip-count by 5s, 10s, and 100s.	• Pattern of counting by 5's • Pattern of counting by 10's • Pattern of counting by 100's.	• Students will count by 5's starting at any number ending in 5 or 0. • Students will skip could by 10's. • Students will skip count by 100's .	• I can skip count by 5's. • I can skip count by 10's. • I can skip count by 100's. • I can explain which place value changes as I skip count.
2.NBT-8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	• Know place value for numbers from 0-1000. • Skip counting by 10's and 100's.	• Students will mentally add and subtraction 10 from any number 0-1000. • Students will mentally add or subtract 100 from any number 0-1000.	• I can mentally add 10 to any number. • I can mentally add 100 to any number. • I explain how understanding place value helps me add 10 and 100 to any number.
2.NBT-9 Explain why addition and subtraction strategies work, using place value and the properties of operations.	Addition and subtraction strategies: • Making 10's • Finding doubles • Rounding • Adding in chunks of 10's and hundreds	• Students will apply addition strategies to solve various problems.	• I can use strategies to solve addition and subtraction problems. • I can explain why the strategies I use work.

	• Flip flop facts		
Measurement & Data **2.MD-1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	• Identify tools that can be used to measure length. • Identify the unit of length for the tool used (inches, centimeters, feet, meters).	• Students will determine which tool is best suited to measure a given object or length. • Students will use tools to measure the length of an object.	• I can choose an appropriate tool for measuring an object or length. • I can use a measurement tool to measure the length of an object.
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.	• Unit • Measurement • How to measure objects	• Students will compare measurements of an object taken with two different units. • Students will describe why the measurements of an object taken with two different units are different. • Students will explain the length of an object in relation to the size of the units used to measure it	• I can measure an object twice using different units. • I can compare measurements of an object taken with two different units. • I can describe why units effect the measurement of an object. • I can explain the length of an object using my units.
2.MD-3 Estimate lengths using units of inches, feet, centimeters, and meters.	• Know strategies for estimating length. • Recognize the size of inches, feet, centimeters, and meters • Relate the size of inches, feet, and centimeters to one another	• Students will estimate the length of an object using units. • Students will explain if a given estimation is reasonable.	• I can estimate lengths using units of inches, feet, centimeters, and meters • I can analyze an estimate to see if it makes sense.

2.MD-4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	• Measurements tools • How to measure objects	• Students will measure the length of two objects using a standard unit. • Students will compare the length of two objects using a standard unit.	• I can compare the length of two objects that I have measured. • I can compare the height of two objects that I have measured. • I can explain how much longer one object is than another.
2.MD-5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	• Add and subtract lengths within 100. • Problem solving strategies	• Students will solve word problems involving length using known strategies. • Students will write equations and draw pictures to solve problems involving length.	• I can add and subtract lengths of the same unit within 100. • I can solve word problems involving lengths that are given in the same units. • I can use drawings and equations with a symbol for the unknown number to represent the problem.
2.MD-6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole number sums and differences within 100 on a number line diagram.	• Number line • Numbers are spaced equally because they are in increments of 1 •	• Students will explain length as the distance between zero and another mark on the number line diagram. • Students will use a number line to represent the solution of whole-number sums and differences related to length within 100.	• I can create a number line using whole numbers. • I can represent whole numbers on a number line. • I can use a number line to solve addition and subtraction equations within 100.
2.MD-9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by	• Tools for measuring • How to measure • Measuring with accuracy and checking work • Line plot graphs	• Students will measure an object several times to check their work. • Students will create	• I can accurately measure an object to the nearest whole number. • I can check my measurement of an object by measuring twice.

making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.		line plot graphs to record their measurements.	• I can record my measurements on a line plot graph. • I can read a line plot graph to learn about objects that have been measured.
3.MD-2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.			
Operations & Algebraic Thinking **2.OA-2** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	• Know mental strategies for addition and subtraction • Know from memory all sums of two one-digit numbers •	• Students will use mental math strategies to fluently add and subtract within 20.	• I can mentally add and subtract using strategies that I know. • I can fluently add between 0-20. • I can fluently subtract between 0-20.

Key Vocabulary

Skip count	Place value	Mental	Strategies	Tools
Measure	Length	Object	Unit	Estimate
Feet	Food	Inch	Centimeter	Meter
Analyze	Compare	Height	Longer	Shorter
Subtract	Add	Length	Equation	Problem

Symbols	Number line	Line plot	Graph	Data	

Teaching Strategies & Activities

- Second graders are transitioning from measuring lengths with informal or nonstandard units to measuring with these standard units: inches, feet, centimeters, and meters. The measure of length is a count of how many units are needed to match the length of the object or distance being measured. Students have to understand what a length unit is and how it is used to find a measurement. They need many experiences measuring lengths with appropriate tools so they can become very familiar with the standard units and estimate lengths. Use language that reflects the approximate nature of measurement, such as the length of the room is about 26 feet.
- Have students measure the same length with different-sized units then discuss what they noticed. Ask questions to guide the discussion so students will see the relationship between the size of the units and measurement, i.e. the measurement made with the smaller unit is more than the measurement made with the larger unit and vice versa.
- Insist that students always estimate lengths before they measure. Estimation helps them focus on the attribute to be measured, the length units, and the process. After they find measurements, have students discuss the estimates, their procedures for finding the measurements and the differences between their estimates and the measurements.
- Connect the whole-number units on rulers, yardsticks, meter sticks and measuring tapes to number lines showing whole-number units starting at 0. Use these measuring tools to model different representations for whole-number sums and differences less than or equal to 100 using the numbers 0 to 100.
- Use the meter stick to view units of ten (10 cm) and hundred (100 cm), and to skip count by 5s and 10s.
- Provide one- and two-step word problems that include different lengths measurement made with the same unit (inches, feet, centimeters, and meters). Students add and subtract within 100 to solve problems for these situations: adding to, taking from, putting together, taking apart, and comparing, and with unknowns in all positions. Students use drawings and write equations with a symbol for the unknown to solve the problems.
- Have students represent their addition and subtraction within 100 on a number line. They can use notebook or grid paper to make their own number lines. First they mark and label a line on paper with whole-number units that are equally spaced and relevant to the addition or subtraction problem. Then they show the addition or subtraction using curved lines segments above the number line and between the numbers marked on the number line. For 49 + 5, they start at 49 on the line and draw a curve to 50, then continue drawing curves to 54. Drawing the curves or making the “hops” between the numbers will help students focus on a space as the length of a unit and the sum or difference as a length.
-

Common Misconceptions

- When some students see standard rulers with numbers on the markings, they believe that the numbers are counting the marks instead of the units or spaces between the marks. Have students use informal or standard length units to make their own rulers by marking each whole unit with a number in the middle. They will see that the ruler is a representation of a row of units and focus on the spaces. Some students might think that they can only measure lengths with a ruler starting at the left edge. Provide situations where the ruler does not start at zero. For example, a ruler is broken and the first inch number that can be seen is 2. If a pencil is measured and it is 9 inches on this ruler, the students must subtract 2 inches from the 9 inches to adjust for where the measurement started.

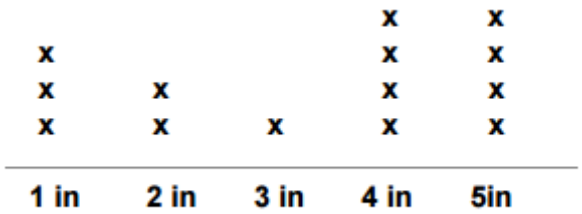
Question Stems

	Basic: “Understanding”	Standard: “Doing”	Expanding: “Application”
2.NBT-2 Count	What are the next 3 numbers after 475? Extend	Joe is counting by hundreds. He is at	262, 272, 282, 290, 297 What 2 numbers

within 1000; skip-count by 5s, 10s, and 100s.	the pattern. 525, 530, 535, ____, _____, _____ 240, 250, 260, ____,_____,_____	number 275. What number will change as he continues to count by 100's? What will his next number be? Molly is counting by tens. She is at number 570. What will her next number be?	are not part of the pattern? Why? 170, 175, 182, 180, 185 Which number is not part of the pattern? Why?
2.NBT-8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	13510=___ 140+10=____ 650+100=____ What is 10 less than 130?	McDonald's made 348 cheeseburgers. They needed 100 more. How many cheeseburgers did they make in all? There were 123 second graders and 10 of them have to go help in the library. How many second graders were not helping in the library?	156___=56 237+___=337 Avery's class had 123 pencils at the end of the week. They started the week with 133 pencils. How many pencils did they use?
2.NBT-9 Explain why addition and subtraction strategies work, using place value and the properties of operations.	56+25=_____ Solve and name the strategy you used. 62 53 =	There are 36 birds in the park. 27 more birds arrive. How many birds are there? Solve the problem and show your work.	One of your classmates solved the problem 45 + 25 by adding 40+20+5+5. Is their strategy correct? Explain why or why not. One of your classmates solved the problem 76 48 by subtracting 70 40= 30 and 8 6 = 2 so the answer is 32. Is their strategy correct? Explain why or why not.
Measurement & Data **2.MD-1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring	Provide various objects for students to measure using various tools. (ruler inches and centimeters) Yardstick and measuring tape Objects: pencils, art boxes, notebook, table, door, window What are some items that are 6 inches long?	Which measurement tool would be the best to measure the length of a swimming pool? Which would be the best tool to measure the length of _____?	Tara measured a table and it was 9 sticks long. Steven measured the same table and it was 12 sticks long. How might this happen?

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.	Students measure the poster using a ruler. They will measure using feet and inches. What is the measurement in feet? What is the measurement in inches?	I measured the caterpillar in inches and in centimeters. Would inches or centimeters be more?	Measure the length of an object using two types of measurement. Then explain why the measurements are different.
2.MD-3 Estimate lengths using units of inches, feet, centimeters, and meters.	Provide students with different objects to measure. Have them estimate the lengths. Use problems with feet, centimeters, inches and meters. table _____ feet book _____ inches door_____ meters eraser _____centimeters	Circle the object that is about a foot long. Put an x on the object that is about an inch long. 	Provide students with a tub of objects. They will measure the objects and create a table to organize the objects measured. ex. greater than 1 foot | less than 1 foot | exactly 1 foot They would choose their type of measurement and create their own table.
2.MD-4 Measure to determine how much longer one object is	Measure the lines. (string, pencil etc.) _____ _____ How what is the difference in the lengths of the two lines?	What is the difference in the wingspan of the two butterfly's?	1. Measure the length of 4 different classroom objects to the nearest inch. Record your findings using pictures, numbers, and words.

than another, expressing the length difference in terms of a standard length unit.			2. Which object is the longest? Which object is the shortest? Find the difference in length between the shortest and longest objects. 3. Explain the strategy you used to find the difference in length between the shortest and longest objects.
2.MD-5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	I have four crayons that are 3 inches each. How long are the four crayons if I put them together?	The dining hall is 58 feet long. The second grade hallway is 24 feet long. If I had to walk down the second grade hallway and across the dining hall how many feet would it be?	The yarn was 48 cm long. After I cut some off, I had 27 cm. How much did I cut off? The school was 36 feet tall. The slide on the playground was 16 feet tall. How much taller was the school? Show how you would solve the problem using a number line.
2.MD-6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and	Complete the number line. _____ 50 60 65 75 54 35=_____. Use a number line to solve. 75+16=_____. Use a number line to solve.	Skyler was recycling cans. He collected 42 and his friend collected 52. How many did they collect? Using a number line show how to solve the problem. _____	Show the numbers 82, 65, 79, and 85 on a number line.

represent whole number sums and differences within 100 on a number line diagram.			
2.MD-9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	How many objects were 4 inches? How many objects were measured?  	After the rain had stopped I went outside and found 15 worms. I measured the worms using a ruler. Below is a list of the lengths of the worms in inches. 2,4,2,3,3,5,7,3,4,7,5,2,5,6,4 Represent the data on a line plot.	Measure the blocks. Draw a line plot and represent the lengths of the blocks.
Operations & Algebraic Thinking **2.OA-2** Fluently add and subtract within 20 using mental strategies. By	5+6=___ List the strategy used. ex. double plus 1 strategy 7+7=____ Strategy: doubles 9+7=____ Strategy: Fast Nine	Sally had 4 books to pass out at her table. There are 10 children at the table. How many more books does she need? (making 10) At the beach I collected 11 shells. My friend collected 7 more shells than I did. How many shells did my friend collect?	Jim had 20 peas on his plate. He ate some. Jim had 9 peas left on his plate. How many peas did John eat? Write an equation to solve the problem.

end of Grade 2, know from memory all sums of two one-digit numbers.			

Unit 3: February - March

Big Ideas/Enduring Understandings

- Shapes are determined by the number of angles and/or given number of equal faces.
- A rectangle can be partitioned into same size squares and counted to find the total number.
- Shapes can be broken into smaller equal parts (halves, thirds, half of, a third of) and together those parts make a whole.
- Continuous length is countable by using standard tools of measurement such as rulers, yardsticks, meter sticks and measuring tapes.
- Determine what measurement tool to use.
- Same item can be measured using standard and metric units.
- An estimate is made by looking at the object/space and considering the unit of measurement.
- Measuring in the same unit helps you compare the size of two or more objects.
- Common units of measurement can be added or subtracted when solving word problems.
- A given length is the same length no matter where it is placed on a measurement tool. (8 inch yarn will cover 8 units no matter where on a ruler/yard stick it is placed)
- Addition and/or subtraction can be used to determine the length of an object when it is placed on a non-zero starting point. (8 inch yarn is placed on a 2 and reaches 10: 10-2=8)

Topics:

- **Money**
  - *Coins & bills*
  - *Comparing amounts of money*
  - *Real-World Problems*
- ***Fractions***
  - *Understanding fractions*
  - *Comparing fractions*
  - *Adding & subtracting like fractions*
- **Customary measurement of length**
  - *Measuring in feet and inches*
  - *Comparing lengths in feet and inches*
  - *Real-world problems*

Essential Questions

- How are fractions huge part of our world?
- In what ways can numbers be used to tell information?
- How is measurement used in your world?
- Why are standard units important?

CC Standards	Essential… Knowledge	Essential… Skills	Learning Targets
Measurement & Data **2.MD-1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	• Length • Tools for measuring • Steps for using a tool	• Students will use tools to measure objects. • Students will select appropriate tools to measure	• I can choose a tool to measure. • I can use a tool to measure.
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.	• Length • Tools for measuring • Centimeters • Inches	• Students will measure an object twice using different units. • Students will compare two units of measure, and explain the difference.	• I can measure an object using different units. • I can compare the units on a rule. • I can discuss how a unit effects measurement.
2.MD-3 Estimate lengths using units of inches, feet, centimeters, and meters.	• Estimate • Units	• Students will estimate the length of objects using inches, feet, centimeter, and meters. • Students will identify different units of measure.	• I can distinguish inches and feet. • I can distinguish centimeters and meters. • I can estimate the length of an object.
2.MD-4 Measure to determine how much longer one object is than another, expressing	• Longer • Shorter	• Students will measure to find the difference	• I can measure. • I can compare the length of two

the length difference in terms of a standard length unit.	• Difference • Standard unit • How to measure	between the length of two objects.	objects. • I can measure to tell the difference in length.
2.MD-5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	• Addition • Subtraction • Problem solving strategies • Measurement • Units	• Students will solve word problems using measurement.	• I can solve word problems about measurement.
2.MD-6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole number sums and differences within 100 on a number line diagram.	• Line plot • Whole numbers	• Students will place whole numbers on a line plot graph.	• I can place numbers on a line plot graph. • I can read a line plot graph.
2.MD-8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	• Coins • Symbols for money • Addition • Subtraction • Problem solving	• Students will solve word problems involving money .	• I can identify coins and bills. • I can tell the value or coins and bills. • I can solve word problems about money.
Geometry **2.G-2** Partition a rectangle into rows and columns of same-size squares and count to find the total number of	• Rectangle • Rows • Columns • Equal • Total	• Students will divide a rectangle into equal rows and columns.	• I can divide a rectangle into rows and column.

them.			
2.G-3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	• Shapes • Equal • Halves • Thirds • Half of • Third of	• Students will divide shapes into halves and thirds.	• I can divide a shape into halves. • I can divide a shape into thirds. • I can divide a shape into quarters.

Key Vocabulary

Tools	Measure	Objects	Unit	Compare
Inches	Feet	Centimeters	Meters	length
Distinguish	Word problems	Line plot	Coin	Bill
Quarter	Nickel	Dime	Penny	Rectangle
Circle	Half	Halves	Quarter	Thirds

Common Misconceptions

- When some students see standard rulers with numbers on the markings, they believe that the numbers are counting the marks instead of the units or spaces between the marks. Have students use informal or standard length units to make their own rulers by marking each whole unit with a number in the middle. They will see that the ruler is a representation of a row of units and focus on the spaces.
- Some students might think that they can only measure lengths with a ruler starting at the left edge. Provide situations where the ruler does not start at zero. For example, a ruler is broken and the first inch number that can be seen is 2. If a pencil is measured and it is 9 inches on this ruler, the students must subtract 2 inches from the 9 inches to adjust for where the measurement started.
- Some students may think that a shape is changed by its orientation. They may see a rectangle with the longer side as the base, but claim that the same rectangle with the shorter side as the base is a different shape. This is why is it so important to have young students handle shapes and physically feel that the shape does not change regardless of the orientation, as illustrated below.
- Students also may believe that a region model represents one out of two, three or four fractional parts without regard to the fact that the parts have to be equal shares, e.g., a circle divided by two equally spaced horizontal lines represents three thirds.

Question Stems & Assessment Item Examples			
Standard	**Basic: Understand**	**Standard: Doing**	**Expand: Application**
Measurement & Data **2.MD-1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	Provide various objects for students to measure using various tools. (ruler-inches and centimeters) Yardstick and measuring tape Objects: pencils, art boxes, notebook, table, door, window What are some items that are 6 inches long?	Which measurement tool would be the best to measure the length of a swimming pool? Which would be the best tool to measure the length of _____?	Tara measured a table and it was 9 sticks long. Steven measured the same table and it was 12 sticks long. How might this happen?
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	Students measure the poster using a ruler. They will measure using feet and inches. What is the measurement in feet? What is the measurement in inches?	I measured the caterpillar in inches and in centimeters. Would inches or centimeters be more?	Measure the length of an object using two types of measurement. Then explain why the measurements are different.

<table>
<tr><td>size of the unit chosen.</td><td></td><td></td><td></td></tr>
<tr><td>2.MD-3
Estimate lengths using units of inches, feet, centimeters, and meters.</td><td>Provide students with different objects to measure. Have them estimate the lengths. Use problems with feet, centimeters, inches and meters.

table _____ feet book _____ inches door_____ meters eraser _____centimeters</td><td>Circle the object that is about a foot long. Put an x on the object that is about an inch long.

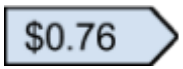
  </td><td>Provide students with a tub of objects. They will measure the objects and create a table to organize the objects measured.

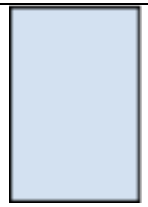
ex.
<table><tr><td>greater than 1 foot</td><td>less than 1 foot</td><td>exactly 1 foot</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>They would choose their type of measurement and create their own table.</td></tr>
<tr><td>2.MD-4
Measure to determine how much longer one object is than another, expressing the length</td><td>Measure the lines. (string, pencil etc.)
_____ _____

How what is the difference in the lengths of the two lines?</td><td>What is the difference in the wingspan of the two butterfly’s?</td><td>1. Measure the length of 4 different classroom objects to the nearest inch. Record your findings using pictures, numbers, and words.

2. Which object is the longest?</td></tr>
</table>

difference in terms of a standard length unit.		 	Which object is the shortest? Find the difference in length between the shortest and longest objects. 3. Explain the strategy you used to find the difference in length between the shortest and longest objects.
2.MD-5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown	I have four crayons that are 3 inches each. How long are the four crayons if I put them together?	The dining hall is 58 feet long. The second grade hallway is 24 feet long. If I had to walk down the second grade hallway and across the dining hall how many feet would it be?	The yarn was 48 cm long. After I cut some off, I had 27 cm. How much did I cut off? The school was 36 feet tall. The slide on the playground was 16 feet tall. How much taller was the school? Show how you would solve the problem using a number line.

number to represent the problem.			
2.MD-6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points correspondin g to the numbers 0, 1, 2, ..., and represent whole number sums and differences within 100 on a number line diagram.	Complete the number line. _____ ____ 50 60 65 75 54-35=_____. Use a number line to solve. 75+16=_____. Use a number line to solve.	Skyler was recycling cans. He collected 42 and his friend collected 52. How many did they collect? Using a number line show how to solve the problem. _____ ___ _	Show the numbers 82, 65, 79, and 85 on a number line.
2.MD-8 Solve word problems involving dollar bills, quarters, dimes, nickels, and	**Draw the coins to buy this toy.**  	Fred looked in his wallet and found 2 quarters, 1 dime, 3 nickels, and a penny. How much money was in Fred's wallet?	Albert bought a soda at the vending machine. He put in $0.85 and he got $0.10 back. How much did the soda cost?

pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?			
Geometry **2.G-2** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	Divide the rectangle into 3 rows and 5 columns. Divide the rectangle into 2 rows and 4 columns. How many same size boxes are there? _____ rows _____ columns	I drew 2 rectangles. One rectangle has 3 rows and 4 columns. The second rectangle has 5 rows and 2 columns. Do they have the same number of equal parts?	The gardener wants to plant corn, carrots, lettuce, green beans, and tomatoes. How could he partition his garden into equal parts?
2.G-3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third	 Partition into thirds	Which shape could Sally partition into fourths? A circle or a pentagon?	 Show different ways to partition the rectangles into fourths.

of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.			

Unit 4: April – May*

Big Ideas/Enduring Understandings

Essential Questions

Topics:

- **Time**
  - *Scatter plots*
  - *Modeling linear associations*
  - *Two-way tables*
- **Multiplication tables of 3 & 4**
  - *Multiplying by 3: skip-counting & dot paper*
  - *Multiplying by 4: skip-counting & dot paper*
  - *Divide using related multiplication facts*
- **Using Bar Models Multiplication & Division**
  - *Real-world problems: multiplication & division; measurement & money;*
- **Picture Graphs**
  - *Reading picture graphs with scales*
  - *Making picture graphs*
  - *Real-world problems*
- **Lines & Surfaces**
  - *Parts of lines & curves*
  - *Flat & curved surfaces*
- **Shapes & Patterns**
  - *Plane & solid shapes*
  - *Making patterns*

CC Standards	Essential…		Learning Targets
	Knowledge	Skills	
Measurement & Data **2.MD-7** Tell and write time from analog and digital clocks to the nearest five minutes,			

using a.m. and p.m.			
` Operations & Algebraic Thinking **2.OA-3** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.			
2.OA-4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.			
Measurement & Data **2.MD-10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems4 using information presented in a bar graph.			
Geometry **2.G-1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given			

number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.			

Key Vocabulary
Assessment Ideas
Question Stems & Assessment Item Examples

***The content of these units may be adjusted to allow time for geometry instruction & learning prior to spring assessment administration.**

Unit 1: August - October

Big Ideas/Enduring Understandings

ticipation embraces the ideal that an individual actively n his or her community, state or nation for the common good.

y an important role in guiding behavior and establishing amilies, classrooms and organizations. Laws are enacted by governments to perform similar functions.

pose of government in the United States is to establish otect the rights of individuals and promote the common vernments may be organized in different ways and have limited or unlimited powers.

Essential Questions

Why do we have laws?
Who makes the laws?
can I make the community better place?
How can I solve a problem?

Topics:

- **Government**
- **Rules and laws**
- **Civic participation**

Standards	Essential…		Learning Targets
	Knowledge	Skills	
vernment cipation & Skills	Social and political responsibilities include respecting the rights of others, being informed about local	Explain the social and political responsibilities of local community members.	I can….. • Describe the importance of be member of a community • Demonstrate respecting the ri

bers of local s have social and esponsibilities.	issues, paying taxes, voting and obeying laws		of others • Explain the responsibilities of being a member of a commur • List the ways individuals can m a community a better place fo everyone • Describe Citizenship traits • List the steps to solving a prob • Explain the problem solving st • Use the problem solving steps solve a problem • Explain who makes the laws i community • Describe why rules and laws a needed • Explain the consequences for obeying the rules or laws • Describe the role of local government • Explain and describe the four types of local government.
duals make the a better place by oblems in a way tes the common good.	Ways individuals can make the community a better place: Working to preserve the environment; Helping the homeless; · Restoring houses in low-income areas; · Supporting education; · Planning community events;· Starting a business; and· Understanding differences.·	Explain how individuals make the community a better place by solving problems in a way that promotes the common good.	
es & Laws e rules which apply e in a community e ways people are to behave. Laws der and security, blic services and ights of individuals cal community.	Citizenship traits: Civility; Respect for the rights and dignity of each person; · Volunteerism; · Compromise; · Compassion; · Persistence in achieving goals; and · Civic-mindedness.	Explain how laws affect the behavior of individuals and groups in a community.	
& Systems of vernment ernments have make and enforce laws.	Problem-solving process: Identifying the problem; Gathering information; Listing and considering options; Considering advantages and disadvantages of options; Choosing and implementing a solution.	Explain the benefits of having laws in the local community	

tructure of local ts may differ from unity to another.	Laws are rules established by the government authority to describe how people are expected to behave.		
	Laws provide safety, security and orderliness in the daily life of a community.	Explain why local governments have the authority to make and change laws	
.	There are consequences for not obeying laws	Explain the structure of the local government.	
	Local government has the authority to make and carry out (enforce) laws to provide order, security, public services (e.g., police and fire protection) and protection of individual rights		
	Local governments also enforce laws by establishing consequences for not obeying the law (e.g., fines, incarceration).		
	Local governments in Ohio vary according to the way they are structured. At present, Ohio has more than 3,600 separate local government units There are four types of local government in Ohio: municipal, county, township and special.		

Key Vocabulary

rules, government, structure, municipal, county, township, enforce, community, safety, security, citizenshi dvantages, disadvantages, benefits, local, traits, consequences, obey, authority, public services, responsib respect, rights

Assessment Ideas

To model the voting process for students, create a classroom community where issues are decided by vote.
ents model promoting the common good by helping other students in their class or in the lower grades (e.g., tutoring, re aloud).
hildren research a problem or issue in the school. Ask students to design and implement a program or strategy to remed problem.
lassroom contract to establish rules and responsibilities within the classroom. Help students make connections betwee rules in the classroom and the need for laws in the local community.
a local elected official and a law enforcement officer to speak with students. Work with students before their visits to dra ns that relate to the process of making and enforcing laws in the local community and why governments have that author uct research on the Internet to gather information and compare the way other local governments in Ohio are structured

Question Stems & Assessment Item Examples

What is a law/rule?
Why do we have laws/rules?
Do we need laws?rules?
What would happen if we didn't have laws/rules?
Who makes the laws
What happens if we don't follow the law/rules?
How can I make the community a better place?
What are some rights and responsibilities that I have as a citizen of this community?
What are the steps of solving a problem?
How can I use the problem solving steps to solve a problem in my community?
What is the role of the local government?
What are the four types of local government structures?
How is my local government structured?
Are all local governments the same?

Richard Allen Schools is implementing a "working curriculum" revision process.
Curriculum maps are written with constant elements that remain static throughout ongoing implementation, as well as "living" components that can be continuously revised and updated (including

What remains constant throughout the year?

- Unit Topics
- Ohio's Learning Standards
- Knowledge, Skills, & Learning Targets tied to each standard within the larger unit

What areas of the curriculum are subject to reflection and potential ongoing revision?

- Big Ideas/Enduring Understandings
- Essential Questions
- Project Ideas
- Instructional Strategies
- Question Stems
- Assessment Ideas
- Common Misconceptions
- Other Resources

Students Who are College- and Career-Ready in Reading, Writing, Speaking, Listening, & Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g. documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

Unit 1: August – October

Big Ideas/Enduring Understandings

- Readers read different genres for different purposes.
- The use of a variety of comprehension strategies enhances the readers' understanding of the text.
- Fictional literature has identifiable and common story elements that are used to effectively tell a complete story.

Essential Questions

- What strategies do effective readers utilize to construct meaning from texts?
- How do strong readers independently monitor their understanding of texts?
- How do successful readers improve their reading level and interest?
- How do readers support their thinking about texts?

Foundational Reading Skills – August

(~7-10 days of mini-lessons on skills, strategies)

Unit Summary

Foundational Reading Skills is the first reading unit of the fifth grade year. The unit reviews and introduces skills and strategies that enhance reading comprehension that form a foundation for later reading analysis. The unit also serves to help students to learn how to think as readers and to develop skills that will enhance reading enjoyment. The unit begins by reviewing how to select books at a "just-right level" and by teaching students how to select books across a variety of genres. Other skills and strategies taught include determining the meaning of unknown words; asking questions during reading; making predictions, connections, and inferences; and responding to text with written reading responses utilizing textual evidence.

You will find the "overarching" grammar & usage and word study units at the **end** of this map.

CC Standards	Key Vocabulary	Learning Targets
Reading Literature: Key Ideas & Details		
RL-5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	• quote • accurately • explicit • inference	• I can correctly use quotation marks. • I can explain a text by quoting accurately from the text. • I can draw inferences using textual information. • I can use quotes to explain inferences drawn from a text.
Reading Literature: Craft & Structure		
RL-5.4: Determine the meaning of words and phrases as they	• phrase • figurative • metaphor	• I can recognize examples of similes in a text. • I can recognize examples of metaphor in a text.

are used in a text, including figurative language such as metaphors and similes.	• simile	• I can determine the meanings of words and phrases in a text. • I can determine the figurative meaning of similes and metaphors in a text.
Reading Literature: Range of Reading and Level of Text Complexity		
RL-5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	• text complexity • proficient • scaffolding	• I can select just-right independent readings of interest across multiple genres. • I can review and apply previously learned reading comprehension strategies to monitor my understanding of a text. (I can make predictions, visualize, question, infer, make connections, and evaluate.)
Language		
L-5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. 4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	• determine • clarify • multiple-meaning • flexibly • range • strategy • context • relationships • consult • reference • dictionary • glossary • thesaurus • digital • precise	• I can identify common context clues in a text. • I can use print versions of common reference materials, such as a dictionary, thesaurus, and glossary. • I can use a pronunciation guide. • I know how to use print and digital reference materials to find pronunciation and determine the meaning of key words and phrases. • I can use digital versions of common reference materials, such as a dictionary, thesaurus, and glossary, to find pronunciation and meaning of unknown words. • I can determine the meaning of unknown and multiple-meaning words in a text by using context clues.
Writing:		
W.5-4: Produce clear and coherent writing in which the development and organization	• coherent • development • organization	• I can analyze the reason for writing a piece, including task, purpose, and audience.

are appropriate to task, purpose, and audience.	• task • purpose • audience	• I can determine suitable idea development strategies for my writing. • I can determine organization for my writing appropriate to task, purpose, and audience. • I can produce a writing piece that is clear and cohesive with idea development and organization.
W-5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	• evidence • analysis • reflection • research	• I can identify key ideas and details in research that provide evidence to support my conclusions about a text. • I can cite textual evidence to support analysis of what the text says explicitly. • I can draw evidence from key ideas and details to support my research. • I can analyze key ideas and details in a text to support my understanding.

Evidence of Student Learning: Formative & Summative Assessment Ideas (Stage 2)

Application of reading skills and strategies during group, partner, and independent reading of passages	Teacher observation Written and oral response	Completion of daily must-dos for reading skills and strategies	Exit tickets Short story quizzes

Question Stems & Assessment Item Examples

Standard	Basic: Remember & Understand	Standard: Apply & Analyze	Expanded: Evaluate & Create
RL-5.1	**Identify explicit information:** Where in the text does the author say....? In paragraph x, what does the author say about...? Which of the following quotes is the most important to...?	**Analyze explicit information; making inferences:** What inferences can you make about...? Which of the following quotes supports the conclusion that...?	**Evaluate explicit information and inferences:** According to the information in paragraph x, why do you believe...? (Defend a position) Is there a better solution to the author's conclusion in paragraph x...?

RL-5.4	**Identify Word Use:** What does the word/phrase ____ mean in this selection? In line xx, what does the word ____ mean...? What does prefix of ___ mean...?	**Analyze Word Use:** What tools can you use to help you find the meaning of _____ word...? What does the simile (metaphor) in paragraph x compare...?	**Evaluate Word Use:** Which of the following words is closest to the meaning of the word ____ in line x...?

Learning Activity Ideas (Stage 3)

Mini-lessons on specific reading skills and strategies
Whole-group, small-group, and independent practice using reading skills and strategies

Partner reading, partner sharing
Jigsaw activities (same text, different skill/strategy assigned to each person or small group)

Introduction to classroom/school library and how to select books at a just-right level

Read literary excerpts, magazine and newspaper articles, etc. and answer questions related to the skills and strategies

Unit 1: September – October

Big Ideas/Enduring Understandings

- Readers read different genres for different purposes.
- The use of a variety of comprehension skills and strategies enhances the readers' understanding of the text.
- Elements of fictional literature, such as figurative language, point of view, structure, and multimedia components affect meaning and tone.

Essential Questions

- How do readers apply reading strategies to improve comprehension?
- How do reading strategies help me construct meaning for a text and make connections beyond the text?
- Why should I practice to become a better reader?

Reading Literature

Unit Summary

Literary texts utilize specific elements to create stories that entertain readers or teach them life lessons. In this unit, students will learn how to quote texts and compare and contrast characters, settings, and events. They will analyze how characters respond to challenges and how poets reflect on topics in their work. They will practice these skills throughout the unit using various excerpts, short stories, poems, and novels. Students will also use this information when crafting their own stories in the corresponding writing unit.

You will find the "overarching" grammar & usage and word study units at the **end** of this map.

CC Standards	Key Vocabulary	Learning Targets
Reading Literature: Key Ideas & Details		
RL-5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	• quote • accurately • explicit • inference	• I can correctly use quotation marks. • I can explain a text by quoting accurately from the text. • I can draw inferences using textual information. • I can use quotes to explain inferences drawn from a text.
RL-5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	• theme • drama • challenges • reflect • summarize	• I can determine the theme of a story, drama, or poem. • I can summarize text. • I can explain how characters in a text respond to challenges. • I can explain how the speaker in a poem reflects upon a topic. • I can summarize the key ideas and details in a text, including how characters respond to challenges.
RL-5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	• compare • contrast • character • setting • event • interact	• I can identify specific details that describe characters, settings, and events in a text. • I can identify similarities of two or more characters, settings, and events in a text. • I can compare two or more characters, settings, and events in a text using specific details from the text. • I can contrast two or more characters, settings, and events in a text using specific details from the text.
Reading Literature: Craft & Structure		
RL-5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	• phrase • figurative • metaphor • simile	• I can recognize examples of similes in a text. • I can recognize examples of metaphor in a text. • I can determine the meanings of words and phrases in a text. • I can determine the figurative meaning of similes and metaphors in a text.

RL-5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	• chapter • scene • stanza • structure	• I can explain how a story is structured. • I can explain how a drama is structured. • I can explain how a poem is structured. • I can explain how chapters, scenes, or stanzas fit together to provide the overall structure of the text.
RL-5.6: Describe how a narrator's or speaker's point of view influences how events are described.	• point of view • narration • influence	• I can identify the narrator's or speaker's point of view. • I can describe the narrator's or speaker's point of view. • I can identify relevant events. • I can infer the characteristics of the narrator or speaker. • I can describe how the narrator's or speaker's point of view influences how events are described. •
Reading Literature: Integration of Knowledge & Ideas		
RL-5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	• analyze • visual • multimedia • contribute • tone • graphic novel • folktale • myth	• I can identify multimedia and visual elements within a text. • I can recognize meaning, tone and beauty in a text. • I can analyze how visual or multimedia elements contribute to the meaning of a text. • I can analyze how visual or multimedia elements contribute to the tone of a text. • I can analyze how visual or multimedia elements contribute to the beauty of a text.
RL-5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	• compare • contrast • genre • approach	• I can identify the characteristics of a theme, topic, or genre. • I can compare and contrast how two or more stories of the same genre approach a theme or a topic.

Reading Literature: Range of Reading and Level of Text Complexity		
RL-5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band independently and proficiently.		
Reading: Foundational Skills		
RF-5.4: Read with sufficient accuracy and fluency to support comprehension. 4a. Read grade-level text with purpose and meaning. 4b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• sufficient • accuracy • fluency • purpose • prose • poetry • appropriate • expression • successive • confirm	• I can determine the purpose for reading a text. • I can apply reading strategies to be used for accuracy, appropriate rate, and expression on successive readings. • I can identify rereading as a strategy when confirming or self-correcting words in a text. • I can confirm or self-correct word recognition and understanding by using context. • I can read with accuracy. • I can read with appropriate rate. • I can read with expression on successive readings.
Language		
L-5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. 4a. Use context (e.g., cause/effect relationships and	• determine • clarify • multiple-meaning • flexibly • range • strategy • context • relationships • consult	• I can identify common context clues in a text. • I can use print versions of common reference materials, such as a dictionary, thesaurus, and glossary. • I can use a pronunciation guide. • I know how to use print and digital reference materials to find pronunciation and determine the meaning of key words and phrases. • I can use digital versions of common reference materials, such as a dictionary, thesaurus, and glossary, to find pronunciation and meaning of

comparisons in text) as a clue to the meaning of a word or phrase. 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	• reference • dictionary • glossary • thesaurus • digital • precise	unknown words. • I can determine the meaning of unknown and multiple-meaning words in a text by using context clues.
L-5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 5a. Interpret figurative language, including similes and metaphors, in context. 5b. Recognize and explain the meaning of common idioms, adages, and proverbs.	• nuance • simile • metaphor • context • idiom • adage • proverb	• I can recognize simple similes in context. • I can recognize metaphors in context. • I can recognize idioms in context. • I can recognize adages in context. • I can recognize proverbs in context. • I can explain the meaning of similes and metaphors in context. • I can explain the meaning of common idioms, adages, and proverbs. • I can distinguish between similes and metaphors.
L-5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).	• academic • domain-specific • contrast • addition	• I can accurately use academic and domain-specific vocabulary that signals contrast. • I can accurately use academic and domain-specific vocabulary that signals addition. • I can accurately use academic and domain-specific vocabulary that signals logical relationships.
Speaking & Listening		
SL-5.1: Engage effectively in a range of collaborative	• collaborative • diverse • clarify	• I can identify key ideas from reading material. • I can identify ways to listen effectively.

discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 1b. Follow agreed-upon rules for discussions and carry out assigned roles. 1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. 1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	• in light of • explicit • explore • pose • contribute • link	• I can describe discussion rules and roles. • I can pose questions and provide feedback. • I can relate information I have read to topics being discussed. • I can formulate questions and responses based on comments made by others during discussion. • I can explain topics using personal ideas, opinions, and reasoning. • I can think critically about ideas posed. • I can justify responses by providing evidence to support reasoning. • I can engage in a variety of discussions about grade 4 topics and texts by sharing acquired and prior knowledge. • I can listen actively to discussions and presentations. • I can follow agreed-upon rules during discussions. • I can carry out assigned roles during discussions. • I can elaborate on the remarks of others. • I can draw conclusions based on information shared during discussions.
SL-5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	• summarize • diverse • media • format • visually • quantitatively • orally	• I can summarize information presented in a text. • I can summarize information in a text that is read aloud. • I can summarize information presented quantitatively. • I can summarize information presented visually. • I can summarize information presented orally.

SL-5.3: Summarize the points that a speaker makes and explain how each claim is supported by reasons and evidence.	• claim • evidence	• I can identify a speaker's points. • I can summarize a speaker's points. • I can identify the reasons and evidence that support the speaker's particular points. • I can summarize the reasons and evidence that support the speaker's particular points.

Evidence of Student Learning: Formative & Summative Assessment Ideas (Stage 2)

Journal entries Role play Exit tickets	Written and oral response Projects Timelines Summaries	Graphic organizers Teacher or peer conference Whole- and small-group discussion	Book report/review for summarizing skills (linked to writing unit)

Question Stems & Assessment Item Examples

Standard	Basic: Remember & Understand	Standard: Apply & Analyze	Expanded: Evaluate & Create
RL-5.1	**Identify explicit information:** Where in the text does the author say....? In paragraph x, what does the author say about...? Which of the following quotes is the most important to...?	**Analyze explicit information; making inferences:** What inferences can you make about...? Which of the following quotes supports the conclusion that...?	**Evaluate explicit information and inferences:** According to the information in paragraph x, why do you believe...? (Defend a position) Is there a better solution to the author's conclusion in paragraph x...?
RL-5.2	**Identify Theme/Idea:** What is this text (story) about...? Which of the following is the main idea of this text? What was the author's main point in paragraph x? Which statement is the theme of this text (story)...?	**Analyze Theme/Idea:** How is the action of this character similar to...? In what way is __ (theme or idea) like (or unlike) _ ?	**Evaluate Theme/Idea:** How would you have handled the situation (conflict) in lines (xx)...? Which of the following statements about the central idea is likely true...? (Evaluate statements)

RL-5.3	**Identify Elements:** Which of the following are similarities (differences) between character x and character y...? What attitude did the character x and character y display...?	**Analyze Elements:** How are the characters x and y (events) different…? What caused character___ to change? What can you infer about ____? (character, plot, resolution) What does the character's reaction in lines (xx) tell the reader...?	**Evaluate Elements:** Which events (facts) were most important in this story (text). And why...? Create a scenario: How would you imagine the events from the text affecting you today..?
RL-5.4	**Identify Word Use:** What does the word/phrase ____ mean in this selection? In line xx, what does the word ____ mean...? What does prefix of ___ mean...?	**Analyze Word Use:** What tools can you use to help you find the meaning of _____ word...? What does the simile (metaphor) in paragraph x compare...?	**Evaluate Word Use:** Which of the following words is closest to the meaning of the word ____ in line x...?
RL-5.5	**Identify Structure:** How is this text organized...? How many stanzas does this poem have...? How does the theme (setting or plot) develop...?	**Analyze Structure:** How would this story (poem) change if we took out...?	**Evaluate Structure:** Why do you think the author wrote this as a ____(poem/story) instead of a _____...?
RL-5.6	**Identify POV/Purpose:** Who is the narrator (telling the story)? From whose point of view is this written...?	**Analyze POV/Purpose:** Why do the authors describe the events differently...? How does the narrator's point of view influence how events are described...?	**Analyze POV/Purpose:** How would this story be different if another character was telling the story...? Write a story that happened to you today at lunch (recess) and compare it to a classmate's version of the same story. How would they be different...?
RL-5.7	**Identify Media Diversity:** Which of the following was a difference (similarity) between the written story and the movie...?	**Analyze Media Diversity:** How does adding a photo or video change your understanding of a text...? Where could you find an answer to...? (digital, print, other resources)	**Evaluate Media Diversity:** Using several different sources, come up with a solution to...?
RL-5.9	**Identify Elements - Multiple Sources:** How are ___ and ____ alike (different)...?	**Analyze Elements - Multiple Sources:** Where there important details in one passage that were not in the other...?	**Evaluate Elements - Multiple Sources:** Which of the following reasons describes why _____ is better/more

	How do the ideas in ___ compare to the ideas in _____...?	How does _____ from the _____ culture, compare to _____ from the _____ culture...?	accurate/more believable than _____?

Learning Activity Ideas (Stage 3)

Shared and guided reading Independent reading Flexible grouping	Partner reading, partner sharing Read aloud Leveled libraries	Reading response logs Reader's Theater Skill-based work stations	Literature circles Teacher-led book talks

Unit 1 WRITING, September - October

Big Ideas/Enduring Understandings

- Narratives are carefully structured depictions of diverse human experiences.
- Time is the main organizational structure of narrative writing.
- A narrative writer conveys meaning through deliberate use of literary elements and narrative techniques.

Essential Questions

- Why do people tell and write imagined stories?
- How do writers craft engaging, vivid narratives?

Fictional Narrative Writing

Unit Summary

Authors write fictional narratives, or stories, to entertain and/or teach life lessons. In order to write fictional narratives, one must understand that there are major components required to accomplish these goals. In this unit, students will review previously learned elements of fiction (character development, theme, and plot) and apply this knowledge as they craft their own imagined stories. The writing process will be closely followed. Students will organize their ideas through the use of graphic organizers, write rough drafts, revise/edit with peers and teachers, and finally publish their final copies.

You will find the "overarching" grammar & usage and word study units at the **end** of this map.

CC Standards	Learning Targets
Writing: Text Types & Purposes	
W-5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 3b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. 3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. 3d. Use concrete words and phrases and sensory details to convey experiences and events precisely. 3e. Provide a conclusion that follows from the narrated experiences or events.	• I can use pre-writing strategies (such as brainstorming, graphic organizers, free-writing, notes, etc.). • I can establish a situation, a narrator, and/or characters. • I can use a variety of transitions to move the events along. • I can use dialogue and description to develop experiences and events. • I can use concrete and/or sensory details to develop experiences or events. • I can establish conclusions aligned with sequence of events. • I can write a narrative to develop real or imagined experiences that 1) establishes and situation, a narrator, or characters; 2) uses dialogue, descriptions, and sensory details to develop experiences and events and characters; 3) uses transitional words and phrases; and 4) leads to a conclusion.
Writing: Production & Distribution	
W-5.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• I can analyze the reason for writing a piece in order to determine task, purpose, and audience. • I can determine suitable idea development strategies, organization, and style appropriate to task, purpose, and audience. • I can produce a writing piece that is clear and coherent with idea development, organization, and style appropriate to task, purpose, and audience.
W-5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	• I can plan, revise, edit, and rewrite a narrative with guidance and support from peers and adults. • I can try a new approach to develop and strengthen my writing.

W-5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	• I can use keyboarding skills to type at least two pages in a single sitting. • I can use word processing tools to produce and publish writing. • I can use the Internet and other technology to communicate with others. • I can evaluate the appropriate technology tools for producing and publishing writing, as well as for collaborating with others. • I can use technology to develop, revise, edit, and publish my writing.
Writing: Range	
W-5.10: 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 identify the various purposes for writing. • I can determine when to write for short or extended time frames for a range of discipline-specific tasks, purposes, and audiences. • I can determine the appropriate organizational structure needed for specific audiences and purposes. • I can write for various purposes for short or extended times and for a range of discipline-specific tasks, purposes, and audiences.
Speaking & Listening	
SL-5.1: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	• I can identify a speaker's points. • I can summarize a speaker's points. • I can identify the reasons and evidence that support the speaker's points. • I can explain the reasons and evidence that support the speaker's points.
Language	
L-5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. 1b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. 1c. Use verb tense to convey various times, sequences, states, and conditions. 1d. Recognize and correct inappropriate shifts in verb tense.	• I can demonstrate command of conventions of English grammar and usage when writing • I can demonstrate command of conventions of English grammar and usage when speaking. • I can explain the function of conjunctions, prepositions, and interjections in sentences. • I can determine when/how to form the perfect verb tense.

1e. Use correlative conjunctions (e.g., *either/or, neither/nor*).	• I can use perfect verb tenses to convey times, sequences, states, and conditions. • I can correct inappropriate changes in verb tense. • I can use correlative conjunctions.
L-5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2a. Use punctuation to separate items in a series. 2b. Use a comma to separate an introductory element from the rest of the sentence. 2c. Use a comma to set off the words *yes* and *no*(e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*). 2d. Use underlining, quotation marks, or italics to indicate titles of works. 2e. Spell grade-appropriate words correctly, consulting references as needed.	• I can apply correct capitalization, punctuation, and spelling when writing. • I can use commas to separate items in a series. • I can use a comma to separate an introductory element from the rest of the sentence. • I can use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*) to set off a tag from the rest of the sentence (e.g., *It's true, isn't it?*) and to indicate direct address (e.g., *Is that you, Steve?*) • I can use underlining, quotation marks, or italics correctly to indicate titles of works. • I can recall and apply spelling rules. • I can identify and correct misspelled words. • I can consult references as needed.
L-5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. 3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. 3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	• I can recognize various sentence structures. • I can apply knowledge of language and language conventions when writing, reading, and listening. • I can use knowledge of language and language conventions when speaking. • I can expand, combine, and reduce sentences for meaning. • I can expand, combine, and reduce sentences for reader/listener interest. • I can expand, combine, and reduce sentences for style.

L.5-4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content,* choosing flexibly from a range of strategies. 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	• I can use print versions of common reference materials, such as a dictionary, thesaurus, and glossary. • I know how to use print and digital reference materials to find pronunciation and determine the meaning of key words and phrases. • I can use digital versions of common reference materials, such as a dictionary, thesaurus, and glossary, to find pronunciation and meaning of unknown words.
L-5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 5a. Interpret figurative language, including similes and metaphors, in context. 5b. Recognize and explain the meaning of common idioms, adages, and proverbs.	• I can recognize simple similes in context. • I can recognize metaphors in context. • I can recognize idioms in context. • I can recognize adages in context. • I can recognize proverbs in context. • I can explain the meaning of similes and metaphors in context. • I can explain the meaning of common idioms, adages, and proverbs. • I can distinguish between similes and metaphors.
L-5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).	• I can accurately use academic and domain-specific vocabulary that signals contrast. • I can accurately use academic and domain-specific vocabulary that signals addition. • I can accurately use academic and domain-specific vocabulary that signals logical relationships.

Evidence of Student Learning: Formative & Summative Assessment Ideas (Stage 2)

Remember to use the RA writing rubrics for assessing student writing. Student-friendly versions are acceptable as well.*

Pre-writing activities: Graphic organizers, brainstorming, free-writing, etc.	Written and oral response Self-check Peer assessment	Journal writing Short responses Anecdotal records	Writing conferences Timed writing pieces Five-paragraph essay: book report, short story, etc.

Learning Activity Ideas (Stage 3)

Writer's Workshop Use videos/examples for each stage of the writing process Composite papers	Story chains Prompts with timed writing Peer editing practice	Practice using student-friendly rubrics Student time in lab to type narrative	Students choose appropriate audio/video for enhancing others' writing, then do it for their own as they develop their product

Mathematical Practices

e sense of problems and persevere in solving them.

matically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They an constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rathe jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in orde sight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the con blem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. matically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of ant features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictu nceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they ally ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify ondences between different approaches.

on abstractly and quantitatively.

matically proficient students make sense of the quantities and their relationships in problem situations. Students bring two complementary a on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically late the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextu e as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails hab g a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to co nd knowing and flexibly using different properties of operations and objects.

truct viable arguments and critique the reasoning of others.

matically proficient students understand and use stated assumptions, definitions, and previously established results in constructing argument
ake conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by
g them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to
nts of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose.
matically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning fro
s flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents
, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal unt
Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others,
r they make sense, and ask useful questions to clarify or improve the arguments.

el with mathematics.

matically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In
this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoni
school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a funct
e how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable mak
tions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify importa
ies in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They
e those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation a
on whether the results make sense, possibly improving the model if it has not served its purpose.

ppropriate tools strategically.

matically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,
e models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.
ent students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools
ful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze gra
ns and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical

dge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explo uences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external natical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological to and deepen their understanding of concepts.

nd to precision.

matically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their o ng. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful abou ing units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formul ations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

for and make use of structure.

matically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven m e amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students wi als the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older stud the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of draw y line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some ic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive num square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

for and express regularity in repeated reasoning.

matically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary stud notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decima attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school stude

bstract the equation (y – 2)/(x – 1) = 3. Noticing the regularity in the way terms cancel when expanding (x – 1)(x + 1), (x – 1)(x2 + x + 1), a
+ x2 + x + 1) might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically
ent students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermed

Grade 5 Instruction Areas of Focus

luency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of
ions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions)

- Represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators
- Develop fluency in calculating sums and differences of fractions and make reasonable estimates of them
- Understand and explain why the procedures for multiplying and dividing fractions make sense. (Limited to dividing unit fractions by whole numbers and whole numbers by unit fractions)

vision to 2-digit divisors integrating decimal fractions into the place value system and developing understanding of
decimals to hundredths, and developing fluency with whole number and decimal operations.

- Develop why division procedures work based on the meaning of base-ten numerals and properties of operations
- Finalize fluency with multi-digit addition, subtraction multiplication and division
- Apply understanding of models for decimals, decimal notation and properties of operations to add and subtract decimals to hundredths
- Develop fluency in decimal computations and make reasonable estimates of their results
- Use relationship between decimals and fractions as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number) to explain why the procedures for multiplying and dividing finite decimals make sense
- Compute products and quotients of decimals to hundredths efficiently and accurately

nderstanding of volume.

- Recognize volume as an attribute of three-dimensional space
- Understand that volume can be measured by finding the total number of same-size units of volue required to fill the space without gaps or overlaps
- Understand that a 1-unit by 1-unit cube is the standard unit for measuring volume

Examples of Key Advances Grade

In grade 5, students will integrate decim
more fully into the place value system (
By thinking about decimals as sums of
base-ten units, students begin to extend
for multi-digit operations to decimals (5.

Students use their understanding of fra
equivalence and their skill in generating
fractions as a strategy to add and subtr
including fractions with unlike denomina

Students apply and extend their previou
understanding of multiplication to multip
or whole number by a fraction (5.NF.4).
learn the relationship between fractions
allowing them to divide any whole numb
nonzero whole number and express the
the form of a fraction or mixed number
they apply and extend their previous un
of multiplication and division to divide a
by a whole number or a whole number
fraction.13

Students extend their grade 4 work in fi
number quotients and remainders to the
digit divisors (5.NBT.6).

Students continue their work in geomet

Select appropriate units, strategies and tools for solving problems that involve estimating ad measuring volume
Decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing these as decomposed into layers of arrays of cubes
Measure necessary attributes of shapes in order to determine volumes to solve real world mathematical problems

measurement by working with volume a
of solid figures and as a measurement
(5.MD.3–5).

Students build on their previous work with
use two perpendicular number lines to defi
system (5.G.1–2).

**Fluency Expectations or Examples of Cu
Standards**

5.NBT.5 Students fluently multiply multi
numbers using the standard algorithm.

it	Topic	Pacing
	Whole Numbers	Quarter 1

tial Questions:

How does the base 10 place value system work?
How can you compare the size of numbers?
What does division tell us?
What are the steps to divide whole numbers?
How can you determine the numerical expression that represents a written expression?
How do parenthesis change the meaning and value of an expression?

rds	Learning Targets	Vocabulary	Resources
er & Operations in Base Ten **1** Recognize that in a multi-digit r, a digit in one place represents 10 s much as it represents in the o its right and 1/10 of what it nts in the place to its left. **2** Explain patterns in the number of f the product when multiplying a r by powers of 10, and explain s in the placement of the decimal hen a decimal is multiplied or by a power of 10. (in decimal unit) ole-number exponents to denote of 10. **5** Fluently multiply multi-digit numbers using the standard m. **6** Find whole-number quotients of	I can compare the size of digits according to their place value I can describe what happens when you multiply by powers of 10 I can represent powers of 10 with exponents I can multiply numbers with more than one digit I can divide whole numbers (add to the statement the number of digits you are	Expanded form Standard form Word form Digits Place value Partial product Zero property of multiplication Identify property of multiplication	Illustrative Mathematics Tasks https://www.illustrativemathematics.or Multiplying multi-digit numbers worksheets http://www.mathworksheetsland.com/5 digmul.html Number Activities for Multiple Standar http://www.k-5mathteachingresources.com/5th-grade number-activities.html Division worksheets http://www.commoncoresheets.com/Di ion.php

numbers with up to four-digit ds and two-digit divisors, using es based on place value, the ies of operations, and/or the ship between multiplication and . Illustrate and explain the tion by using equations, ular arrays, and/or area models. **ions & Algebraic Thinking** Use parentheses, brackets, or in numerical expressions, and e expressions with these symbols. Write simple expressions that calculations with numbers, and et numerical expressions without ing them. *For example, express culation "add 8 and 7, then multiply s 2 × (8 + 7). Recognize that 3 × + 921) is three times as large as + 921, without having to calculate icated sum or product.*	working on) I can evaluate a number expression with parentheses I can recognize equivalent expressions I can use numbers and operation symbols to represent a written expression	Sum Difference Product Quotient Dividend Divisor Remainder Inverse operations Commutative property of multiplication Associative property of multiplication Compatible numbers	Practice with order of operations https://illuminations.nctm.org/Lesson.ax?id=2962 Division Activity https://illuminations.nctm.org/Lesson.ax?id=3807 Online games for evaluating expression http://www.mathchimp.com/5.1.1.php

hon Misconceptions:

ts may believe the order in which a problem with mixed operations is written is the order to solve the problem. Allow students t
culators to determine the value of the expression, and then discuss the order the calculator used to evaluate the expression. Do t
our-function and scientific calculators.

Unit 1: August - October

Big Ideas/Enduring Understandings

us on the characteristics, cycles and ns in the solar system and within the universe

Essential Questions

How do objects move in space?

Topics:

- ***Cycles and patterns in the solar syste***
- ***Planets***

Standards	Essential…		Learning Targets
	Knowledge	Skills	
ystem includes the elestial bodies that n. Each planet in ystem has unique acteristics.	That the distance from the sun, size, composition, and movement of each planet are unique	Identify and describe characteristics of the 8 planets in our solar system	I Can…. • Name the eight major planet our solar system • Describe the distance from sun, size, composition, ar movement of each plane • Explain the movement of ea planet • Identify and describe the mo asteroids, comets, stars a meteoroids that are part of
	The names of the eight major planets that orbit the sun	Describe the movement of each planet	
one of many starts in the universe	The planets revolve around the sun in elliptical orbits	Identify other objects in space that orbit the sun	

the cycles and motion between h and sun are edictable.	Comets, asteroids and meteoroids orbit the sun	Identify and describe other objects in our solar system	solar system. • Compare/contrast earth's revolution and rotation • Explain what causes day and on earth. • Explain what causes the diffe seasons on earth.
	Some of the planets have moons and or debris that orbit them.	Describe earth's movements and the importance of these movements	
	The planets orbits are because of their gravitational attraction to the sun	List characteristics of the sun	
	Earth's revolution around the sun takes 365 ¼ days every year		
	Earth's rotation on its axis takes 24 hours, and causes day and night.		
	The tilt of earth on its axis is what causes the seasons.		
	The sun is a medium sized star and the largest object in our solar system		

Key Vocabulary

r, moon, asteroids, meteoroids, comets, planets, terrestrial, galaxy, rotation, revolution, orbit, outer planet, i
planet, axis, constellation, dwarf planet, solar flare, solar system

Assessment Ideas

Build a model of the solar system
Create a book about the solar system with details about each planet
Draw and label a diagram of the solar system

Question Stems & Assessment Item Examples

What is happening in the sky?
How does sunlight strike Earth's surface?
Besides earth what else moves around the sun?
Why do the starts appear to be moving across the sky?
Where does the sun go when it is night?
Where does the moon go during the day?
Does the sun move in the sky?
Name two ways that the earth moves?
If Earth did not rotate, what would happen?
What is the shape of an orbit?
How long does it take for Earth's revolution around the sun?
How long does it take for Earth's rotation on its axis ?
How long does it take for the moon to revolve around Earth?
If its winter in the Northern Hemisphere, what season is it in the Southern Hemisphere?
Does the tilt of the Earth's axis ever change?
Describe some characteristics of the sun.
Describe some characteristics of each planet
Why do both the sun and the stars appear to move from east to west across the sky?
What do all the inner/outer planets have in common?
Which planet is warmer_____or _____, how do you know?
Compare/Contrast planets
What makes the moon different from earth?
What makes Earth different than all the other planets?

Connecting Reading to Anchor Standards

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Key Ideas and Details:

CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:

CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

Examples of Key Advances from Pre-K to Grade K

- In kindergarten students begin to make the transition from listening to read aloud to beginning reading skills. Students will transition to understanding that reading has a purpose. Students will master foundational reading and writing skills. Skills such as writing letters, using correct verbs, and capitalization are skills that will be essential in the next grade level.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.[1]

CCSS.ELA-LITERACY.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-LITERACY.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

Unit 1: August - October

Big Ideas/Enduring Understandings

- Knowing how to write uppercase and lowercase letters fluently and legibly is important to communicating to an audience
- The relationship between letters and sounds help us to make meaning of print.
- Knowing the similarities and differences in words will help us read and write (word patterns, onset/rime).
- Through modeled, shared and independent reading experiences we can develop their skills as readers and effectively communicate their thoughts and opinions.
- Books follow a basic structure that is consistent across texts. This structure helps make reading more predictable for the reader.
- Readers think about the type of book they are reading to help them better understand the text.
- An author and illustrator work together to convey information to an audience.
- Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.
- Understanding of print features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
- Strong listening and speaking skills are critical for learning and communicating and allowing us to understand our world better. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.
- Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message

Unit 1: Building a Foundation

In this unit students will begin to build their foundation for literacy. The first few months of kindergarten will be spent listening to stories read aloud and investigating books. This time is used to help students master collaborative conversations focused on texts. Through this conversation and teacher modeling students will be exposed to the basics of a text through craft and structure standards. This information should be presented to students with a focus on teacher modeling. Students will also spend this uniting mastering phonics and phonemic awareness. Students will master writing their letters, reading their letters in words, and one to one sound correspondence. Students will spend time working with and manipulating basic words. This first unit is essential to student success with reading in the future.

Essential Questions

- Why is it important to identify the difference between uppercase and lowercase letters?
- Why is it important to print uppercase and lowercase letters correctly with proper formation?
- Why is letter-sound correspondence important in reading and writing?
- How can knowing sight words help with my reading?
- How does knowing the type of book I am reading help me predict what might happen?
- How do the author and illustrator work together to create a book?
- How does understanding rhyming words help me read words I don't know yet?

CC Standards	Essential… Knowledge	Essential… Skills	Learning Targets
Conventions of Standard English **L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **a.** Print many upper- and lowercase letters. **d.** Recognize and name all upper- and lowercase letters of the alphabet.	• Recognize all letters of the alphabet • Recognize that letters can be both upper- and lowercase	• Students will print all upper and lower case letters of the alphabet using proper pencil grip, spacing, and strokes.	• I can write all upper case letters using correct strokes and spacing. • I can write all lower case letters using correct strokes and spacing. • I can hold my pencil properly. • I can identify all upper and lower case letters of the alphabet.
Phonics & Word Recognition **RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding words. **a.** Demonstrate basic	• Know grade level-level phonics and word analysis skills in decoding words • Identify all upper and lower case letters • Recognize one-to-one letter correspondence for each consonant • Sight words are words that we	• Students will apply grade level-level phonics and word analysis skills in decoding words • Students will distinguish the differing sounds of consonants • Students will distinguish long and short vowels sounds that have common spellings	• I can write the letter for sounds I hear in the beginning, middle, and end of words. • I can read sight words. • I can say the sound for each letter in a 3 letter word. • I can distinguish between short and long vowels. • I can distinguish between words with short and long vowels.

knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. **b.** Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. **c.** Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*,*does*). **d.** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	read without sounding out • Vowels are a, e, i, o, u and can be long or short • Words are made of letters	• Students will say the sound that corresponds to the consonant • Students will read high-frequency sight words • Students will read words that have a similar word pattern and identify the sounds letters that are different	• I can write 3 letter words.
Craft & Structure (RL/RI) **RI/RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.	• Identify unknown words in text • Recognize that a question requires an answer	• Students will formulate a question about unknown words in text • Students will use resources/strategies to answer questions about unknown words in text	• I can listen for words I do not know in a story. • I can ask questions about words I do not know in a story. • I can listen for clues in a story to help me understand words I do not know. • I can look at the pictures in a story to help me understand words I do not know.
RI.K.5 Identify the front cover, back cover, and title page of a book.	• front cover • back cover • title page	• students will identify the front over, back cover, and title page of a book.	• I can identify the front cover of a book. • I can tell information found on the front cover of a book. • I can identify the back cover of a book. • I can tell information found on the back cover of a book. • I can identify the title page of a book. • I can tell information found on the title page of

			a book.
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	• Recognize common types of text such as: storybooks, poems	• Students will recognize common types of texts.	• I can identify a story book. • I can identify a poem. • I can identify an informational text. • I can identify a picture book.
RL/RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	• Author • Illustrator • Define what an author does • Define what an illustrator does	• Students will find the author and illustrator's name on the front cover of a book. • Students will explain the role of an author in a text • Students will explain the role of an illustrator in a text.	• I can explain what an author does. • I can explain what an illustrator does. • I can find the author's and illustrators name on many different books.
Range of Reading and Level of Text Complexity **RI/RL.K.10** Actively engage in group reading activities with purpose and understanding.	• Rules and expectations for reading activities • Questions require an answer • Opinions are what we think about a topic • A statement is something that you tell. • Good readers read with a purpose • We use comprehension strategies (connections, predicting, etc) while we read.	• Students will follow set procedures and expectations for listening to a read aloud. • Students will follow set procedures and expectations for reading groups. • Students will engage with a text through asking questions, stating their opinion, and comprehension strategies.	• I can follow expectations while listening to a story. • I can follow expectations during group reading. • I can engage with a story read aloud to a group.
Comprehension & Collaboration **SL.K.1** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions	• We follow rules while we talk as a group. • Active listening	• Students will follow rules for collaborative conversations. • Students will continue a conversation by actively listening.	• I can follow rules while having collaborative conversations in my classroom. • I can listen to another person to respond.

(e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.			
Presentation of Knowledge & Ideas **SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly.	• There are different types of voices: whisper, partner, group, presenting, etc. • My thoughts, feelings, and ideas are unique	• Students will speak in the appropriate voice for the group. • Students will use words to tell the group how they feel, what they think, or about and idea they have.	• I can speak with appropriate voice. • I can explain my thoughts to my peers. • I can explain my feelings to my peers. • I can explain my ideas to my peers.

Reading Foundations
RF.K.1 Demonstrate understanding of the organization and basic features of print.
a. Follow words from left to right, top to bottom, and page by page.
b. Recognize that spoken words are represented in written language by specific sequences of letters
c. Understand that words are separated by spaces in print.
d. Recognize and name all upper- and lowercase letters of the alphabet
	• Recognize that words on a page progress:
	  • from left to right
	  • from top to bottom
	• Recognize that:
	  • spoken words are represented in written language by specific sequences of letters
	  • recognize that words are separated by spaces in print
	  • recognize that sentences are made up of words
	  • Recognize and name all upper- and lowercase letters of the alphabet
		• Students will follow words from left to right, top to bottom
		• Students will distinguish letters from words.
		• Students will identify and name all upper and lower vase letters.
			• I can follow the words on a page.
			• I can distinguish words from letters.
			• I can count the number of words in a sentence.
			• I can count the number of letters in a sentence.
			• I can identify all upper and lower case letters.

Phonological Awareness **RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **a.** Recognize and produce rhyming words. **b.** Count, pronounce, blend, and segment syllables in spoken	• Rhyming words have the same ending sound • syllables are parts of a word that have a vowel • Words are made of sounds.	• Students will produce rhyming words • Students will count syllables in spoken words • Students will pronounce syllables in spoken words • Students will blend syllables in spoken words • Students will segment syllables in spoken words • Students will blend onsets	• I can recognize words that rhyme. • I can produce rhyming words. • I can count the syllables in a word. • I can say the syllables of a word. • I can tell the beginning sound in a word. • I can tell the ending sound in a word. • I can change 1 letter in a word to make a new word. • I can listen to two words and tell the letter that is different.

words. **c.** Blend and segment onsets and rimes of single-syllable spoken words. **d.** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.[1] (This does not include CVCs ending with /l/, /r/, or /x/.) **e.** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		and rimes of single syllable spoken words • Students will segment onsets and rimes of single syllable spoken words Isolate and pronounce CVC words, to: recognizing the initial sound medial vowel and final sounds • Students will add individual sounds in simple one syllable words to make new words • Students will substitute individual sounds in simple one syllable words to make new words	

Key Vocabulary

Capital/Upper case	Lower case	Letter	Stroke	Space
Line	Curve	Identify	Beginning	Middle
End	Sound	Long vowel	Short vowel	Word
Distinguish	decode	Listen	Question	Statement
Collaborative conversation	Illustration	Print	Author	Illustrator
Front cover	Back cover	Title page	Story book	Poem
Informational	Text	Engage	Syllable	Rhyming words

Project Ideas & Instructional Strategies

Make A Book

Use nursery rhymes as beginning readers. With a rhyme on each page, create a four-to-five page book that students/readers

illustrate. Discuss the concept of genre in relationship to the rhymes. This activity can be repeated with folktales. Students can be encouraged to write the title and illustrate a favorite part after hearing a folktale read aloud. Again, discuss the concept of genre and help students/readers differentiate this one from nursery rhymes.

Name Games

Playing with students' names provides ample opportunities for students to begin understanding print. The difficulty of an involvement with the activity depends on the sophistication of the learner. • Select the names of those sitting in your area/at your table and post (space between words, print carries meaning) • Using names that have been cut apart, have learners arrange names correctly (words are made up of letters) • If your name starts with… (noting similarities in words) • She said/he said – chart the answers to a question by writing the student's/respondent's name with the answer (right to left). For example: o What did Rosie do? Joe said, "She went for a walk." Mary said, "Rosie went around the pond." John said, "She stepped on a rock first."

Word Ladders

Students draw a "ladder" on their paper. The teacher gives students a word (e.g. fox). The teacher says a second word with 1 letter that has changed (e.g. box). Students decide which letter has changed and write the new word in the next box of the ladder. This continues until the ladder is complete.

Elkonin Boxes

Elkonin Boxes Elkonin boxes are a physical segmentation of words into phonemes. Each box in an Elkonin box card represents one phoneme, or sound. They can be used to help students understand how to 'stretch' out words, by hearing every sound.

Conversation Strategies

To move students away from popcorn talk (each child presenting a topic related idea that is not connected to an idea of another, facilitate the discussion with this technique:

- Clarify-Extend 1) Listen to what a child has to say, 2) Pick an idea from the child's talk and explain it, disentangle it, or add to it.
- Ask-Tell 1) Become involved in what the child is doing, 2) Highlight what the child should attend to, 3) Maintain interest by breaking down the task, 4) Offer praise and encouragement
- Think Aloud 1) Involve the child in what you are wondering, 2) Share your thoughts out loud, 3) Model how to think it through to a conclusion

Role Play

Begin with real life examples that provide opportunities to practice language in different situations, such as a restaurant, grocery store or hospital. Teachers can participate in the role play to display/model appropriate behaviors such as buying orselling or being patients, doctors, nurses, etc. Talking Beads Students are given four beads. Each bead represents the following questions: What does it look like? What do you do with it? Where do you find it? What does it do? Students are to answer these questions as they

slide their bead and talk about a physical item they are sharing. Alternative questions can be used

Question Stems & Assessment Item Examples

	Basic: Remember and Understand	Standard: Apply and Analyze	Extend: Evaluate & Create
Craft & Structure (RL/RI) **RI/RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.	**Identify Word Use:** Which of these words appeal to your senses…? Identify the word that makes you feel ___…? Which words describe what the setting looks like…? What can you do when you get to a word you don't know…?	**Analyze Word Use:** Which of these words is a clue to what/how the character is thinking…? How do we know the character feels happy (sad, angry)...? Which other words (clues) in this sentence might help you understand what the underlined word means…?	**Evaluate Word Use:** Write a sentence describing ____ from the story using your senses (see, hear, smell, touch, taste)... Choos e another word to replace the underlined word in this sentence that keeps the meaning the same.
RI.K.5 Identify the front cover, back cover, and title page of a book. **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).	**Identify Structure:** Is this a book that tells a story or gives information? (how do you know?) Identify different parts of this book… Where would you look to find the meaning of a word in this book...?	**Analyze Structure:** What clue (how do you know) tells you this is a fiction or nonfiction story…? Can you explain how the different parts of the book are used...?	**Evaluate Structure:** Create a story map that shows the structure of th overall story... Evaluate ____ (using text features and search tools)...
RL/RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or	**Identify POV/Purpose:** Who is telling the story...? Who is talking…? (how do you know) Who is this story about…? Who are the characters…? Are any of the	**Analyze POV/Purpose:** Is the person telling the story one of the characters (narrator)...? How do you know…? How is the information in the pictures different (the same)	**Evaluate POV/Purpose:** How would this story be different if another character was telling the story...? Create a pictur that tells the same story (or different, and explain as the words…? From ____ point of view, how

	information in a text.	characters telling the story…?	as the information in the words…? What do the illustrations in the book tell us about the words…?	effective is...?

Common Misconceptions

- Reversals are common for students at this developmental level. Students will identify and write letters that look similar to others, or letters backward. Giving corrective feedback and modeling will help students to transition to mastery.
- Students will often distort sounds to have a schwa at the end. It is important to be clear when articulating the sounds in words to be the true letter sound correspondence.
- Repetition is key for developing craft and structure standards with students. Students will often confuse print with pictures because of the beginning sound. Students need to make a meaningful connection from the basic vocabulary “pictures” to “ illustration” to be success.

Unit 2: November - January

Big Ideas/Enduring Understandings

- A word is made up of a series of discrete (separate) sounds. Phonemic awareness includes the ability to isolate, blend, and manipulate these sounds.
- One's understanding of the spoken word is developed through phonemic awareness it is a prerequisite to and necessary for phonics work to be effective.
- There are essential elements in literature.
- In order to develop deeper understanding of text, readers use a variety of comprehension strategies such as, predicting, connecting, visualizing, retelling, and questioning.
- Illustrations support and add detail to a story.
- Good readers ask questions before, during and after a reading to help understand a story.
- Writing serves many purposes, including entertaining, informing and persuading.
- Good authors and illustrators use colors and words to add information to their work.

Essential Questions

- What makes one word sound different than another?
- How can I break a word into its sounds?
- How can I put sounds together to a make word?
- How can I manipulate sounds?
- What strategies do readers use to construct meaning from text?
- How do readers make informed decisions about their reading?
- How do an author and illustrator work together to convey

Unit: Phonological Awareness & Reading Literature

In this unit students will continue to work with words in order to master their phonemic awareness. This will be essential when students begin decoding words in the next unit. Students will build on their knowledge of craft and structure to mastery of literature. Through this unit student will begin to work for mastery when asking and answering question about a text. This is a standard that should be heavily modeled by the teacher for students to assimilate the information.

their message?			
CC Standards	**Essential…** **Knowledge**	**Skills**	**Learning Targets**
Phonological Awareness **RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **a.** Recognize and produce rhyming words. **b.** Count, pronounce, blend, and segment syllables in spoken words. **c.** Blend and segment onsets and rimes of single-syllable spoken words. **d.** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.[1] (This does not include CVCs ending with /l/, /r/, or /x/.) **e.** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	• Rhyming words have the same ending sounds • Words can be broken into syllables. • short vowel sounds • consonant sounds • words are made of letters	• Students will produce rhyming words. • Students will count syllables in spoken words. • Students will pronounce syllables in spoken words. • Students will blend syllables in spoken words. • Students will segment syllables in spoken words. • Students will blend onsets and rimes of single syllable spoken words. • Students will segment onsets and rimes of single syllable spoken words Isolate and pronounce CVC words, to: recognizing the initial sound medial vowel and final sounds. • Students will add or change individual sounds in simple one syllable words to make new words. • Students will substitute individual sounds in simple one syllable words to make new words.	• I can identify rhyming words. • I can produce rhyming words. • I can count the syllables in a word. • I can speak the syllables in a word. • I can blend the syllables in a word. • I can identify blends in words. • I can say the sounds of letters in words. • I can make new words by adding letters to the beginning of a word. • I can make new words by changing letters in the word.
Conventions of Standard English **L.K.1** Demonstrate command of the	• Identify & Know the meaning of question words (interrogatives)	• Students will demonstrate command of the conventions of grammar	• I can expand a sentence by adding more detail.

conventions of standard English grammar and usage when writing or speaking. **d.** Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). **f.** Produce and expand complete sentences in shared language activities.	• Recognize and produce a complete sentence	and usage when writing: expand sentences • Students will demonstrate command of the conventions of grammar and usage when speaking • Students will use question words in speaking.	• I can speak in complete and proper sentences. • I can ask questions. • I can identify questions.
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **c.** Write a letter or letters for most consonant and short-vowel sounds (phonemes). **d.** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	• Identify all letters • Identify all sounds • Say all sounds of a letter	• Students will match the sound to the letter for consonants and vowel sounds • Students will distinguish between letters and their sounds. • Students will write a letter or letter combination for most consonant and vowel sounds.	• I can write a letter to match a sound I hear. • I can say the sound to match a letter that I see. • I can listen for sounds in words. • I can sound out cvc words I hear. • I can spell cvc words I hear.
Comprehension & Collaboration **SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. **SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not	• Questions require an answer • Key details are important parts of a story •	• Students will ask for clarification of key details that are not understood. • Students will answer questions about key details from informal presented orally. • Students will ask questions about key details from information	• I can ask and answer questions. • I can ask the question in a different way. • I can ask questions if I'm confused about something.

understood.		presented orally. • Still will ask for clarification if something is not understood.	
Presentation of Knowledge and Ideas **SL.K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	• Describing words for color, size, etc. • Identify familiar people, places, things, and events.	• Students will orally describe a person, place, thing, or event. • Students will include relevant details while orally describing a person, place, thing, or event.	• I can tell about people, places, things, events, and actions with details.
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	• Identify visual displays • Identify details •	• Students will add drawing or visual displays to provide details and descriptions.	• I can draw my ideas. • I can draw my thoughts. • I can draw my feeling. • I can draw to add information to my writing.
Text Types & Purpose **W.K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	• Define event • Identify a single event to discuss or write about • Relevant details • Irrelevant details • Identify reactions to events	• Students will draw, write, or dictate a narrative piece which contains relevant details, a logical sequence, and a reaction.	• I can share a story by writing or drawing the events in order and how it made me feel.
Key Ideas and Details **RL.K.1** With prompting and support, ask and answer questions about key details in a text.	• Identify key details • Question shave an answer	• Students will ask and answer questions about the key details or events in a text.	• I can ask questions about a text. • I can answer questions about a text. • I can identify the key details in a text.
RL.K.2 With prompting and support, retell familiar stories, including key	• Identify key details of a text • Temporal	• Students will identify key details of a text. • Students will tell the	• I can tell the important details in a story. • I can tell order of events in a story.

details.	words: first, next, then, last	events of a story using temporal words.	
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	• Define: character, setting, major events • Identify: character, setting, major events	• Students will identify the characters in a story. • Students will identify the setting of a story. • Students will identify the major events in a story.	• I can tell the characters in a story. • I can tell the setting of a story. • I can tell events in the story.
Integration of Knowledge and Ideas **RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	• Illustrations are the pictures • Print are the words • Print and illustration match	• Students will describe a moment in the story using the illustrations that depict it. • Students will describe how the illustrations and the story are related as they appear.	• I can identify the illustrations in a story. • I can identify the print in a story. • I can tell about the events an illustration shows. • I can explain how the print and illustrations are connected.
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	• Identify characters in a story • Similarities are the same • Differences are not the same • Characters have different experiences and adventures	• Students will find similarities and differences between the adventures of characters.	• I can discuss what is the same or different about two stories. • I can discuss what is the same or different about two characters actions in a story.

Range of Reading & Level of Text Complexity **RL.K.10** Actively engage in group reading activities with purpose and understanding.	• All previous standards apply	• Students will follow common rules for engaging in group reading activities with purpose and understanding.	• I can read along as my teacher reads aloud. • I can read out loud when it is my turn. • I can read silently when it is time to do so. • I can write down a question I have about a story I am reading. • I can listen when another student reads to me. • I can talk about a story with other students. • I can listen to what other students have to say about a story.

Key Vocabulary

Rhyme	Syllable	Blend	Change	Beginning
Expand	Sentence	Detail	Question	Letter
Sound	Word	Consonant	Vowel	Idea
Information	Narrative	Literature	Story	Text
Event	Character	Setting	Illustration	Retell
Similar	Different	Sequence	Strategy	

Project Idea & Instructional Strategies

Retelling Glove

Label each finger of a glove Characters, Setting, Problem, Solution, Details. Children retell a story while wearing the glove that prompts them to remember the key ideas and details.

Reciprocal Teaching

Use the four strategies within Reciprocal Teaching: Clarifying, Predicting, Summarizing and Questioning. Introduce four characters: Clara Clarafier, Quincy Questioner, Sammy Summarizer, Peter Predictor. Model the roles' response to the reading of text. As students become familiar with how the characters process the text, solicit student responses for the characters. (Myers, Pamela Ann (2005).

Story Sequence

After multiple opportunities to hear a text read aloud, students retell the story sequentially, using cues such as picture cards, objects, puppets, etc.

Shared Reading
During shared reading (or in small group guided reading) the teacher guides students through a "picture walk." Students make predictions about the story based on the illustrations. Chart predictions so that students can compare theirs to what actually happens.

Career Connection
During shared reading, select a text (e.g., Welcome to Kindergarten An Alphabet by Violet Smith or Welcome to Kindergarten by Anne Rockwell) that focuses on the various jobs within a school (e.g., teacher, principal, custodian, IT, librarian). Students will identify jobs in the book and make comparisons among illustrations within the book (e.g., type of tools or resources used, working alone or in a group, skills involved). Guide students through a tour of the school building identifying the different settings in which staff work (e.g., school office, cafeteria, supply room).

Venn Diagrams
Students use Venn diagrams or similar graphic organizers to compare and contrast characters.

Question Stems

Basic: Remember and Understand	Standard: Apply and Analyze	Extend: Evaluate & Create	Basic: Remember and Understand
Key Ideas and Details RL.K.1 With prompting and support, ask and answer questions about key details in a text.	**Identify explicit information (key details)** Who was the story about…? Who did this (action) first…? Where does the story take place…? When did _____ happen (specific detail)...?	**Analyze explicit information (key details)** Why did ____ happen…? Which of the following is important from (key detail) the story…? What caused ___ (key detail) to happen…? What can we learn from this book (story/text)...?	**Evaluate explicit information (key details)** How do you know this is a the main idea (event)...? (Defend a position)Why do you believe...? Is there a better solution to the character's problem...?
RL.K.2 With prompting and support, retell familiar stories, including key details.	**Identify Theme/Idea:** What happens in this story…? Retell this story to a friend...	**Analyze Theme/Idea:** What is this story mainly about…? What are the most important events(key details) in the story...?	**Evaluate Theme/Idea:** Which of these is a good summary sentence...? Which of these details does not support the main idea (message)...? Is ___ a good title for the book/story…?

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	**Identify elements;** Cause/Effect What are the main events in the story (text)...? Who was…? (character) How do you know _____ …? Describe the setting of the story…. W hat is the problem in this story…?	**Analyze Elements;** Cause/Effect How are _____ and _____ connected…? How are the characters in the story solving their problem….? How do we know the character feels _____ …? Why did _____ resolve the problem…? Evaluate	**Elements; Cause/Effect** Did _____ affect the outcome of the story...? What if the events happened in a different order? What is the best…?
Integration of Knowledge and Ideas RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	**Identify Media Diversity:** Looking at the picture (illustration), what do we learn about the character (setting, event)...? What is an illustration…? What does the illustration (picture, photo, drawing) tell you (key details)...? **Evaluate Media Diversity:** Does the illustration help the reader understand the setting of the story…? Does this diagram (image) help readers to understand ___…? Create your own illustration to help another student find (use, understand)...	I **Analyze Media Diversity:** Why did the author include (not include) _____ (key detail) in the illustration…? How are the story and the picture connected…? What can you learn from the illustrations..? Why did the author choose to use this picture...? student find (use, understand)...	**Evaluate Media Diversity:** Does the illustration help the reader understand the setting of the story…? Does this diagram (image) help readers to understand ___…? Create your own illustration to help another student find (use, understand)...
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	**Identify Elements Multiple Sources:** What is the same about both stories…?	**Analyze Elements Multiple Sources**: How is ___ similar to _____ in the story…? What can you learn from this book (text)...? Complete this Venn Diagram about the two stories (characters, settings)...	**Evaluate Elements Multiple Sources:** Write another story about the same characters. Compare yours to the original.

Misconceptions

- Throughout this unit students will begin developing their understanding of rhyming words. It is important that students build their phonemic awareness before beginning the process of understanding similar ending sounds. Students may become confused with rhymes focusing on only the final consonant. Visual representations of the similarities in rhyming words help students to build an understanding of rhymes.
- Up until this unit students have been focusing on isolating sounds in words. Students should focus heavily on isolating individual sounds in order to spell cvc words correctly. However, this can lead to misconceptions steming from their understanding of sounds vs. syllables. Students should use auditory cues to help them understand the difference between isolating sounds and distinguishing syllables.
- Students require a lot of practice applying knowledge of questions and statements. Students will often confuse a question and a statement.
- Introducing the vocabulary of same and different can lead to misconceptions with students. Students will need lots of practice with this vocabulary on the foundational level through use of illustrations and real life examples (i.e compaing burger

king to mcdonals) to build a solid understanding. Only after building this solid understanding will students begin to apply this skill to the characters in a text.

Unit 3: February - March

Big Ideas/Enduring Understandings

- Knowledge-based information is an ever-changing expanding genre that encompasses daily communication. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning and expands one's sense of the world.
- Integrating knowledge and ideas from informational text expands the knowledge base and perspectives found in text, which empowers the reader to make informed choices in life.
- Writers share information, opinions and ideas through multiple ways and texts. Knowledge of the different genres support students ' understanding and writing of text structures which allows them to communicate in appropriate and meaningful ways to their audience and achieve their intended purpose.
- Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.
- Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication, and celebrating language. Success in the post-secondary setting, as well as the workplace, requires effective communication.
- Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.

Unit: Building Readers

Throughout this year students will have been exposed to a variety of informational text through read aloud and small group work. Students will have been exposed to proper grammar and vocabulary. In this unit students will begin studying basic grammar and mechanics for mastery. Students will also begin to expand their study of vocabulary. Students will also be exposed to deeper understandings of informational texts.

This unit will also mark the start of students independent reading. Students will begin to read grade level appropriate texts by applying information mastered throughout the school year. Appendix A of common core delivers resources on grade level appropriate reading for students in kindergarten.

The texts in this unit will focus on mastery of informational texts. Students should be exposed to a variety of informational texts on all topics. Allowing students to choose topics of interest increases engagement, which leads to deeper understanding. Through exposure with a variety of informational texts students will form an understanding of this genre of text in order to produce an informational text about a topic.

Essential Questions

- Why is it important to identify the difference between informational text and literature?
- How does graphic information (ex. pictures, photographs, diagrams) help provide more information about the topic?
- How does comparing/contrasting two different texts increase one's knowledge of a topic?
- Why is it important to have rules for how we communicate?
- What tools or strategies can I use to understand words I do not know?

CC Standards	Essential…		Learning Targets
	Knowledge	Skills	
Conventions of Standard English **L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **b.** Use frequently occurring nouns and verbs. **c.** Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). **d.** Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). **e.** Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). **f.** Produce and expand complete sentences in shared language activities.	• Noun • Verb • Plural nouns • Questioning words: who, what, when, where, why, and how • Prepositions (to, from, etc.) • Sentence	• Students will use nouns and verbs correctly. • Students will use plural nouns correctly. • Students will create plural nouns. • Students will identify question words. • Students will use question words. • Students will verbally expand complete sentence.	• I can use nouns correctly in a sentence. • I can use verbs correctly in a sentence. • I can use plural nouns in a sentence. • I can change a singular noun into a plural noun. • I can identify question words. • I can use question words in a sentence. • I can ask a question. • I can add adjectives to a sentence. I can add detail to a sentence.

Vocabulary Acquisition and Use **L.K.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. **a.** Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*). **b.** Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.	• Recognize that some words have multiple meanings • Identify most common affixes. • Identify most common inflections •	• Students will identify new meaning for familiar words. • Students will apply the appropriate meaning for the word within context. • Students will use inflections appropriately. • Students will use affixes appropriately.	• I can explain two meanings of the same word. • I can use a word with two meanings correctly. • I can add prefixes to make a new word. • I can add suffixes to make a new word. • I can explain the meaning of a word with a pre-fix/suffix.
Presentation of Knowledge and Ideas **SL.K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	• Identify familiar people, places, things, and events • Describing words	• Students will verbally describe familiar people, places, things, and events. • Students will add detail to descriptions when prompted.	• I can describe people or places I know. • I can describe something that has happened in real life. • I can describe something I know. • I can add to my description of a person or place. • I can add to my description of something that has happened.
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	• Visual is something you see • Pictures support words	• Students will be able to draw pictures or other visuals that match a story	• I can identify visuals. • I can identify important details in story I describe. • I can draw pictures to add information to something I

	• Words support pictures • Pictures can have information that are not in the words spoken or written • Identify important details	they have told aloud. • Students will add detail to their drawings to further explain what they describe.	have described.
SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	• Voice levels for different situations	• Students will speak using appropriate volume for a given situation. • Students will speak to clearly communicate thoughts, feelings, and ideas.	• I can show different voice levels. • I can explain when to use different voice levels. • I can use voice levels appropriately. • I can speak clearly to tell about my thoughts. • I can speak clearly to tell about my ideas. • I can speak clearly to tell about my feelings.
Writing **W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	• Identify informative and explanatory texts • Appropriate topics for an informative or explanatory text • Drawing and word are connected • Important details	• Students will create an informative or explanatory text through drawing, writing, and dictation. • Students will name the topic they are writing. • Students will add or explain	• I can identify texts that teach me something. (I can identify informative texts) • I can identify texts that show me how to do something. (I can identify explanatory texts) • I can identify a topic for my writing. • I can write/draw to tell about a topic. (I can write/draw an informative

	•	information about the topic they are writing.	text) • I can write/draw to teach how to do something. (I can write/draw an explanatory text)
Phonological Awareness **RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **a.** Recognize and produce rhyming words. **b.** Count, pronounce, blend, and segment syllables in spoken words. **c.** Blend and segment onsets and rimes of single-syllable spoken words. **d.** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.[1] (This does not include CVCs ending with /l/, /r/, or /x/.) **e.** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	• Rhyming words have the same ending sounds • Words have syllables that can be broken apart • Identify the beginning sound of words • Blend sounds to read one syllable words • Segment words into sounds • Substitute sounds in words to create new words	• Students will be able to identify and produce rhyming words. • Students will be able to blend beginning sounds and chunks to read words. • Students will segment 3 letter words. • Students will substitute one sound or letter in a word to make new words.	• I can identify rhyming words. • I can create rhyming words. • I can count syllables in a word. • I can segment syllables in a word. • I can blend syllables in a word. • I can break a word into sounds. (I can segment a word) • I can make new words by changing one sound.
Phonics and Word Recognition: RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. **a.** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. **b.** Associate the long and short sounds	• Letter names • Letter sounds • Vowels • Consonants • Long vowels • Short vowels • High frequency words • Same and	• Students will identify all the letters of the alphabet. • Students will identify all the sounds for each letter. • Students will distinguish	• I can name all the letters of the alphabet. • I can say the sound of each letter. • I can distinguish between long and short vowels. • I can distinguish vowels and consonants. • I can read sight words. • I can read words that look

with the common spellings (graphemes) for the five major vowels. **c.** Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*,*does*). **d.** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	different •	between vowels and consonants. • Students will identify the sounds for each vowel. • Students will read high frequency words by sight. • Students will identify a letter that differs in a word in order to read the new word.	the same. • I can identify how words look different and the same.
Fluency **RF.K.4** Read emergent-reader texts with purpose and understanding.	• Decoding words • Concepts about print	• Students will read grade level texts. • Students will set a purpose before reading grade level text. • Students will answer questions about a grade level text they have read.	• I can read books. • I can identify my purpose for reading a book. • I can explain what I read.
Key Ideas and Details **RI.K.1** With prompting and support, ask and answer questions about key details in a text.	• Question • Answer • Key details	• Students will be able to identify key details in an informational text. • Students will be able to ask and	• I can identify key details in a book. (I can identify key details in an informational text/I can identify key details in a text.) • I can ask questions about a book. (I can ask questions

		answer questions about key details in an informational text.	about a text/informational text). • I can answer questions about a book. (I can answer questions about an informational text/text).
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	• Main topic • Key details • The main topic and key details are linked together	• Students will be able to identify the main topic of a text read aloud. • Students will be able to retell key details of a text read aloud.	• I can tell the main topic of a book/text/informational text. • I can retell the key details of a book/text/informational text.
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	• Identify key details about an individual or event in the text • Same • Connection • Different	• Students will be able to identify how two: individuals, ideas, events, or key details are connected. • Students will be able to identify relationships between two texts on the same topic.	• I can explain how two people in a text are connected. • I can explain how two events in a text are connected. • I can explain how two ideas in a text are connected. • I can explain how two key details in a text are connected.
Integration of Knowledge and Ideas: **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	• Illustration • Print • Author • Illustrator • Define describe	• Students will use illustrations to describe people, events, places, or ideas in a	• I can identify illustrations. • I can identify print. • I can distinguish print and illustrations. • I can use the illustrations to

		story. • Students will be able to explain how the illustrations support the print and the print supports the illustrations.	describe the story. • I can use illustrations to remember what I read. • I can explain how the illustrations and print work together.
RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	• Support • Reason • Point	• Students will be able to identify an authors point in a text. • Students will be able to find reasons they authors gives to support his point.	• I can identify an authors point in a book/text/informational text. • I can identify reasons the author gives to make their point.
RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	• Similarities • Difference • Key details • Topic	• Students will be able to compare and contrast two texts on the same topic.	• I can explain how two texts/books are the same. • I can explain how two texts/books are different.
Range of Reading and Level of Text Complexity **RI.K.10** Actively engage in group reading activities with purpose and understanding.			

Key Vocabulary

Nouns	**Sentence**	**Verb**	**Plural nouns**	**Singular nouns**
Identify	**Question**	**Adjectives**	**Detail**	**Meaning**
Prefix	**Suffix**	**Event**	**Describe**	**Visual**

Voice	Levels	Voice level	Clearly	Appropriate
Informative	Explanatory	Topic	Rhymes	Syllables
Segment	Substitute	Short vowel	Long vowel	Vowel
Consonant	Different	Same	Purpose	key details
Retell	Connected	Illustrations	Print	Author
Illustration	Point			

Project Ideas & Instructional Strategies

Modified Reciprocal Teaching Use the four strategies within Reciprocal Teaching: Predict, Clarify, Question and Summarize. In small groups assign readers one of the strategies using character names:

- Peter/Paula Predictor – based on title or cover predict what might be in the text
- Carl/Clara Clarifier – record unknown words or ideas that need to be clarified, ask others for help with understanding
- Quincy/Quintella Questioner – develop three teacher-like questions about what has been read
- Sami/Sari Summarizer – present main points of the selection

I Wonder Questioning Strategy Use I wonder questions (I wonder what, I wonder why...) to search for information in a previously read text.
APlaceforWonder:ReadingandWritingNonfictioninthePrimaryGradesbyGeorgiaHeardandJenniferMcDonough(Stenhouse,2009) – a resource that supports the meaningful use of informational text in the primary classroom.

What's it Mean? Read part of a selected text aloud. When possible, project or post the text being read. Think aloud about the words and concepts "you don't know." Write those questions on a sticky note and place it in the text. As questions are answered by clues or additional text, mark the sticky notes with an A (answered). Unanswered questions can be listed and investigated once reading is completed.

Picture This! Read aloud a small section of illustrated informational text. Have listeners do a quick draw that illustrates what they have heard. Share the image from the book. Discuss similarities between their images and those of the writer/artist.

Scavenger Hunt Students work in small groups collaboratively. Provide groups with books on the same topic. Assign each group an idea related to topic and have them look for words and pictures in the other sources that are connected to that topic. Have groups share discoveries. Facilitate a discussion around "I didn't know that!" discoveries.

Connect the Texts Facilitate discussion about the things students remember/think about as they hear a text read aloud. Focus thinking on the questions:

- Does that help us learn more about the topic?
- What makes that idea important?
- What understanding can be drawn from that connection?
- How does the connection help the contributor understand?

Non-Fiction Book Packets Teacher develops book packets containing non-fiction books on various topics to go home for parents to read with their child. The packets include an explanation for reading the text, which the teacher determines, based on student needs. An activity is included to help the parent and child demonstrate their understanding of the text.

Informational Class Books Develop informational class books that are read as a group and then placed in the class library or posted as a digital story on a website for students to read independently and with a partner. The print books also can be taken home to be read to a family member.

Think Alouds During the daily non-fiction read alouds, teacher practices think alouds to make visible to students the processes being used by the teacher to make meaning of the text. This could include how to obtain information from non-fiction text features.

Question Stems & Assessment Item Examples

Basic: Remember and Understand	Standard: Apply and Analyze	Extend: Evaluate & Create	Basic: Remember and Understand
Key Ideas and Details RI.K.1 With prompting and support, ask and answer questions about key details in a text.	**Identify explicit information (key details)** Who was the story about…? Who did this (action) first…? Where does the story take place…? When did _____ happen (specific detail)...?	**Analyze explicit information (key details)** Why did ____ happen…? Which of the following is important from (key detail) the story…? What caused ___ (key detail) to happen…? What can we learn from this book (story/text)...?	**Evaluate explicit information (key details)** How do you know this is a the main idea (event)...? (Defend a position)Why do you believe...? Is there a better solution to the character's problem...?
RI.K.2 With prompting and support, retell familiar stories, including key details.	**Identify Theme/Idea:** What happens in this story…? Retell this story to a friend...	**Analyze Theme/Idea:** What is this story mainly about…? What are the most important events(key details) in the story...?	**Evaluate Theme/Idea:** Which of these is a good summary sentence...? Which of these details does not support the main idea (message)...?

			Is ____ a good title for the book/story…?
RI.K.3 With prompting and support, identify characters, settings, and major events in a story.	**Identify elements;** Cause/Effect What are the main events in the story (text)...? Who was…? (character) How do you know _____ …? Describe the setting of the story…. W hat is the problem in this story…?	**Analyze Elements;** Cause/Effect How are _____ and _____ connected…? How are the characters in the story solving their problem….? How do we know the character feels _____ …? Why did _____ resolve the problem…? Evaluate	**Elements; Cause/Effect** Did _____ affect the outcome of the story...? What if the events happened in a different order? What is the best…?
Integration of Knowledge and Ideas RI.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	**Identify Media Diversity:** Looking at the picture (illustration), what do we learn about the character (setting, event)...? What is an illustration…? What does the illustration (picture, photo, drawing) tell you (key details)...? **Evaluate Media Diversity:** Does the illustration help the reader understand the setting of the story…? Does this diagram (image) help readers to understand ___…? Create your own illustration to help another student find (use, understand)...	I **Analyze Media Diversity:** Why did the author include (not include) _____ (key detail) in the illustration…? How are the story and the picture connected…? What can you learn from the illustrations..? Why did the author choose to use this picture...? student find (use, understand)...	**Evaluate Media Diversity:** Does the illustration help the reader understand the setting of the story…? Does this diagram (image) help readers to understand ___…? Create your own illustration to help another student find (use, understand)...
RI.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	**Identify Elements Multiple Sources:** What is the same about both stories…?	**Analyze Elements Multiple Sources**: How is ___ similar to _____ in the story…? What can you learn from this book (text)...? Complete this Venn Diagram about the two stories (characters, settings)...	**Evaluate Elements Multiple Sources:** Write another story about the same characters. Compare yours to the original.

Unit 4: April – May*

Big Ideas/Enduring Understandings

Essential Questions

Unit: Opinions and Research

In this unit students will be bringing together all the information they have been learning throughout the year. Students will listen to and read a variety of literary and informational texts to develop opinions of their own. Throughout this unit students will be focused on producing their own quality writing based off the models that they have experience throughout the school year. Teachers will instruct students on proper structures and provide feedback as necessary.

CC Standards	Essential…		Learning Targets
	Knowledge	Skills	
Text Types and Purposes W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).			

Production and Distribution of Writing **W.K.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.			
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.			
Research to Build and Present Knowledge **W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).			
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			

Conventions of Standard English **L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a.** Capitalize the first word in a sentence and the pronoun *I* **b.** Recognize and name end punctuation. **c.** Write a letter or letters for most consonant and short-vowel sounds (phonemes). **d.** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.			
Vocabulary Acquisition and Use **L.K.5** With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites			

(antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g.,*walk, march, strut, prance*) by acting out the meanings.			
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.			
Reading Literature: RL.K.1-RL.K.10 **Reading Informational:** RI.K.1-10			

Key Vocabulary
Assessment Ideas
Question Stems & Assessment Item Examples

*The content of these units may be adjusted to allow time for geometry instruction & learning prior to spring assessment administration.

Connecting Reading to Anchor Standards

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Key Ideas and Details:

CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:

CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

Examples of Key Advances from Pre-K to Grade K

- In kindergarten students begin to make the transition from listening to read aloud to beginning reading skills. Students will transition to understanding that reading has a purpose. Students will master foundational reading and writing skills. Skills such as writing letters, using correct verbs, and capitalization are skills that will be essential in the next grade level.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.[1]

CCSS.ELA-LITERACY.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-LITERACY.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

Unit 1: August - October

Big Ideas/Enduring Understandings

- Knowing how to write uppercase and lowercase letters fluently and legibly is important to communicating to an audience
- The relationship between letters and sounds help us to make meaning of print.
- Knowing the similarities and differences in words will help us read and write (word patterns, onset/rime).
- Through modeled, shared and independent reading experiences we can develop their skills as readers and effectively communicate their thoughts and opinions.
- Books follow a basic structure that is consistent across texts. This structure helps make reading more predictable for the reader.
- Readers think about the type of book they are reading to help them better understand the text.
- An author and illustrator work together to convey information to an audience.
- Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.
- Understanding of print features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
- Strong listening and speaking skills are critical for learning and communicating and allowing us to understand our world better. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.
- Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message

Unit 1: Building a Foundation

In this unit students will begin to build their foundation for literacy. The first few months of kindergarten will be spent listening to stories read aloud and investigating books. This time is used to help students master collaborative conversations focused on texts. Through this conversation and teacher modeling students will be exposed to the basics of a text through craft and structure standards. This information should be presented to students with a focus on teacher modeling. Students will also spend this uniting mastering phonics and phonemic awareness. Students will master writing their letters, reading their letters in words, and one to one sound correspondence. Students will spend time working with and manipulating basic words. This first unit is essential to student success with reading in the future.

Essential Questions

- Why is it important to identify the difference between uppercase and lowercase letters?
- Why is it important to print uppercase and lowercase letters correctly with proper formation?
- Why is letter-sound correspondence important in reading and writing?
- How can knowing sight words help with my reading?
- How does knowing the type of book I am reading help me predict what might happen?
- How do the author and illustrator work together to create a book?
- How does understanding rhyming words help me read words I don't know yet?

CC Standards	Essential… Knowledge	Essential… Skills	Learning Targets
Conventions of Standard English **L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **a.** Print many upper- and lowercase letters. **d.** Recognize and name all upper- and lowercase letters of the alphabet.	• Recognize all letters of the alphabet • Recognize that letters can be both upper- and lowercase	• Students will print all upper and lower case letters of the alphabet using proper pencil grip, spacing, and strokes.	• I can write all upper case letters using correct strokes and spacing. • I can write all lower case letters using correct strokes and spacing. • I can hold my pencil properly. • I can identify all upper and lower case letters of the alphabet.
Phonics & Word Recognition **RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding words. **a.** Demonstrate basic	• Know grade level-level phonics and word analysis skills in decoding words • Identify all upper and lower case letters • Recognize one-to-one letter correspondence for each consonant • Sight words are words that we	• Students will apply grade level-level phonics and word analysis skills in decoding words • Students will distinguish the differing sounds of consonants • Students will distinguish long and short vowels sounds that have common spellings	• I can write the letter for sounds I hear in the beginning, middle, and end of words. • I can read sight words. • I can say the sound for each letter in a 3 letter word. • I can distinguish between short and long vowels. • I can distinguish between words with short and long vowels.

knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. **b.** Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. **c.** Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*,*does*). **d.** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	read without sounding out • Vowels are a, e, i, o, u and can be long or short • Words are made of letters	• Students will say the sound that corresponds to the consonant • Students will read high-frequency sight words • Students will read words that have a similar word pattern and identify the sounds letters that are different	• I can write 3 letter words.
Craft & Structure (RL/RI) **RI/RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.	• Identify unknown words in text • Recognize that a question requires an answer	• Students will formulate a question about unknown words in text • Students will use resources/strategies to answer questions about unknown words in text	• I can listen for words I do not know in a story. • I can ask questions about words I do not know in a story. • I can listen for clues in a story to help me understand words I do not know. • I can look at the pictures in a story to help me understand words I do not know.
RI.K.5 Identify the front cover, back cover, and title page of a book.	• front cover • back cover • title page	• students will identify the front over, back cover, and title page of a book.	• I can identify the front cover of a book. • I can tell information found on the front cover of a book. • I can identify the back cover of a book. • I can tell information found on the back cover of a book. • I can identify the title page of a book. • I can tell information found on the title page of

			a book.
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	• Recognize common types of text such as: storybooks, poems	• Students will recognize common types of texts.	• I can identify a story book. • I can identify a poem. • I can identify an informational text. • I can identify a picture book.
RL/RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	• Author • Illustrator • Define what an author does • Define what an illustrator does	• Students will find the author and illustrator's name on the front cover of a book. • Students will explain the role of an author in a text • Students will explain the role of an illustrator in a text.	• I can explain what an author does. • I can explain what an illustrator does. • I can find the author's and illustrators name on many different books.
Range of Reading and Level of Text Complexity **RI/RL.K.10** Actively engage in group reading activities with purpose and understanding.	• Rules and expectations for reading activities • Questions require an answer • Opinions are what we think about a topic • A statement is something that you tell. • Good readers read with a purpose • We use comprehension strategies (connections, predicting, etc) while we read.	• Students will follow set procedures and expectations for listening to a read aloud. • Students will follow set procedures and expectations for reading groups. • Students will engage with a text through asking questions, stating their opinion, and comprehension strategies.	• I can follow expectations while listening to a story. • I can follow expectations during group reading. • I can engage with a story read aloud to a group.
Comprehension & Collaboration **SL.K.1** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. **a.** Follow agreed-upon rules for discussions	• We follow rules while we talk as a group. • Active listening	• Students will follow rules for collaborative conversations. • Students will continue a conversation by actively listening.	• I can follow rules while having collaborative conversations in my classroom. • I can listen to another person to respond.

(e.g., listening to others and taking turns speaking about the topics and texts under discussion). **b.** Continue a conversation through multiple exchanges.			
Presentation of Knowledge & Ideas **SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly.	• There are different types of voices: whisper, partner, group, presenting, etc. • My thoughts, feelings, and ideas are unique	• Students will speak in the appropriate voice for the group. • Students will use words to tell the group how they feel, what they think, or about and idea they have.	• I can speak with appropriate voice. • I can explain my thoughts to my peers. • I can explain my feelings to my peers. • I can explain my ideas to my peers.

Reading Foundations
RF.K.1 Demonstrate understanding of the organization and basic features of print.
a. Follow words from left to right, top to bottom, and page by page.
b. Recognize that spoken words are represented in written language by specific sequences of letters
c. Understand that words are separated by spaces in print.
d. Recognize and name all upper- and lowercase letters of the alphabet
	• Recognize that words on a page progress:
	  • from left to right
	  • from top to bottom
	• Recognize that:
	  • spoken words are represented in written language by specific sequences of letters
	  • recognize that words are separated by spaces in print
	  • recognize that sentences are made up of words
	  • Recognize and name all upper- and lowercase letters of the alphabet
		• Students will follow words from left to right, top to bottom
		• Students will distinguish letters from words.
		• Students will identify and name all upper and lower vase letters.
			• I can follow the words on a page.
			• I can distinguish words from letters.
			• I can count the number of words in a sentence.
			• I can count the number of letters in a sentence.
			• I can identify all upper and lower case letters.

Phonological Awareness **RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **a.** Recognize and produce rhyming words. **b.** Count, pronounce, blend, and segment syllables in spoken	• Rhyming words have the same ending sound • syllables are parts of a word that have a vowel • Words are made of sounds.	• Students will produce rhyming words • Students will count syllables in spoken words • Students will pronounce syllables in spoken words • Students will blend syllables in spoken words • Students will segment syllables in spoken words • Students will blend onsets	• I can recognize words that rhyme. • I can produce rhyming words. • I can count the syllables in a word. • I can say the syllables of a word. • I can tell the beginning sound in a word. • I can tell the ending sound in a word. • I can change 1 letter in a word to make a new word. • I can listen to two words and tell the letter that is different.

words. **c.** Blend and segment onsets and rimes of single-syllable spoken words. **d.** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.[1] (This does not include CVCs ending with /l/, /r/, or /x/.) **e.** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		and rimes of single syllable spoken words • Students will segment onsets and rimes of single syllable spoken words Isolate and pronounce CVC words, to: recognizing the initial sound medial vowel and final sounds • Students will add individual sounds in simple one syllable words to make new words • Students will substitute individual sounds in simple one syllable words to make new words	

Key Vocabulary

Capital/Upper case	Lower case	Letter	Stroke	Space
Line	Curve	Identify	Beginning	Middle
End	Sound	Long vowel	Short vowel	Word
Distinguish	decode	Listen	Question	Statement
Collaborative conversation	Illustration	Print	Author	Illustrator
Front cover	Back cover	Title page	Story book	Poem
Informational	Text	Engage	Syllable	Rhyming words

Project Ideas & Instructional Strategies

Make A Book

Use nursery rhymes as beginning readers. With a rhyme on each page, create a four-to-five page book that students/readers

illustrate. Discuss the concept of genre in relationship to the rhymes. This activity can be repeated with folktales. Students can be encouraged to write the title and illustrate a favorite part after hearing a folktale read aloud. Again, discuss the concept of genre and help students/readers differentiate this one from nursery rhymes.

Name Games

Playing with students' names provides ample opportunities for students to begin understanding print. The difficulty of an involvement with the activity depends on the sophistication of the learner. • Select the names of those sitting in your area/at your table and post (space between words, print carries meaning) • Using names that have been cut apart, have learners arrange names correctly (words are made up of letters) • If your name starts with… (noting similarities in words) • She said/he said – chart the answers to a question by writing the student's/respondent's name with the answer (right to left). For example: o What did Rosie do? Joe said, "She went for a walk." Mary said, "Rosie went around the pond." John said, "She stepped on a rock first."

Word Ladders

Students draw a "ladder" on their paper. The teacher gives students a word (e.g. fox). The teacher says a second word with 1 letter that has changed (e.g. box). Students decide which letter has changed and write the new word in the next box of the ladder. This continues until the ladder is complete.

Elkonin Boxes

Elkonin Boxes Elkonin boxes are a physical segmentation of words into phonemes. Each box in an Elkonin box card represents one phoneme, or sound. They can be used to help students understand how to 'stretch' out words, by hearing every sound.

Conversation Strategies

To move students away from popcorn talk (each child presenting a topic related idea that is not connected to an idea of another, facilitate the discussion with this technique:

- Clarify-Extend 1) Listen to what a child has to say, 2) Pick an idea from the child's talk and explain it, disentangle it, or add to it.
- Ask-Tell 1) Become involved in what the child is doing, 2) Highlight what the child should attend to, 3) Maintain interest by breaking down the task, 4) Offer praise and encouragement
- Think Aloud 1) Involve the child in what you are wondering, 2) Share your thoughts out loud, 3) Model how to think it through to a conclusion

Role Play

Begin with real life examples that provide opportunities to practice language in different situations, such as a restaurant, grocery store or hospital. Teachers can participate in the role play to display/model appropriate behaviors such as buying orselling or being patients, doctors, nurses, etc. Talking Beads Students are given four beads. Each bead represents the following questions: What does it look like? What do you do with it? Where do you find it? What does it do? Students are to answer these questions as they

slide their bead and talk about a physical item they are sharing. Alternative questions can be used

Question Stems & Assessment Item Examples

	Basic: Remember and Understand	Standard: Apply and Analyze	Extend: Evaluate & Create
Craft & Structure (RL/RI) **RI/RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.	**Identify Word Use:** Which of these words appeal to your senses…? Identify the word that makes you feel ___…? Which words describe what the setting looks like…? What can you do when you get to a word you don't know…?	**Analyze Word Use:** Which of these words is a clue to what/how the character is thinking…? How do we know the character feels happy (sad, angry)...? Which other words (clues) in this sentence might help you understand what the underlined word means…?	**Evaluate Word Use:** Write a sentence describing ____ from the story using your senses (see, hear, smell, touch, taste)... Choos e another word to replace the underlined word in this sentence that keeps the meaning the same.
RI.K.5 Identify the front cover, back cover, and title page of a book. **RL.K.5** Recognize common types of texts (e.g., storybooks, poems).	**Identify Structure:** Is this a book that tells a story or gives information? (how do you know?) Identify different parts of this book… Where would you look to find the meaning of a word in this book...?	**Analyze Structure:** What clue (how do you know) tells you this is a fiction or nonfiction story…? Can you explain how the different parts of the book are used...?	**Evaluate Structure:** Create a story map that shows the structure of th overall story... Evaluate ____ (using text features and search tools)...
RL/RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or	**Identify POV/Purpose:** Who is telling the story...? Who is talking…? (how do you know) Who is this story about…? Who are the characters…? Are any of the	**Analyze POV/Purpose:** Is the person telling the story one of the characters (narrator)...? How do you know…? How is the information in the pictures different (the same)	**Evaluate POV/Purpose:** How would this story be different if another character was telling the story...? Create a pictur that tells the same story (or different, and explain as the words…? From ____ point of view, how

	information in a text.	characters telling the story…?	as the information in the words…? What do the illustrations in the book tell us about the words…?	effective is...?

Common Misconceptions

- Reversals are common for students at this developmental level. Students will identify and write letters that look similar to others, or letters backward. Giving corrective feedback and modeling will help students to transition to mastery.
- Students will often distort sounds to have a schwa at the end. It is important to be clear when articulating the sounds in words to be the true letter sound correspondence.
- Repetition is key for developing craft and structure standards with students. Students will often confuse print with pictures because of the beginning sound. Students need to make a meaningful connection from the basic vocabulary “pictures” to “ illustration” to be success.

Unit 2: November - January

Big Ideas/Enduring Understandings

- A word is made up of a series of discrete (separate) sounds. Phonemic awareness includes the ability to isolate, blend, and manipulate these sounds.
- One's understanding of the spoken word is developed through phonemic awareness it is a prerequisite to and necessary for phonics work to be effective.
- There are essential elements in literature.
- In order to develop deeper understanding of text, readers use a variety of comprehension strategies such as, predicting, connecting, visualizing, retelling, and questioning.
- Illustrations support and add detail to a story.
- Good readers ask questions before, during and after a reading to help understand a story.
- Writing serves many purposes, including entertaining, informing and persuading.
- Good authors and illustrators use colors and words to add information to their work.

Essential Questions

- What makes one word sound different than another?
- How can I break a word into its sounds?
- How can I put sounds together to a make word?
- How can I manipulate sounds?
- What strategies do readers use to construct meaning from text?
- How do readers make informed decisions about their reading?
- How do an author and illustrator work together to convey

Unit: Phonological Awareness & Reading Literature

In this unit students will continue to work with words in order to master their phonemic awareness. This will be essential when students begin decoding words in the next unit. Students will build on their knowledge of craft and structure to mastery of literature. Through this unit student will begin to work for mastery when asking and answering question about a text. This is a standard that should be heavily modeled by the teacher for students to assimilate the information.

their message?			
CC Standards	**Essential…** **Knowledge**	**Skills**	**Learning Targets**
Phonological Awareness **RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **a.** Recognize and produce rhyming words. **b.** Count, pronounce, blend, and segment syllables in spoken words. **c.** Blend and segment onsets and rimes of single-syllable spoken words. **d.** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.[1] (This does not include CVCs ending with /l/, /r/, or /x/.) **e.** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	• Rhyming words have the same ending sounds • Words can be broken into syllables. • short vowel sounds • consonant sounds • words are made of letters	• Students will produce rhyming words. • Students will count syllables in spoken words. • Students will pronounce syllables in spoken words. • Students will blend syllables in spoken words. • Students will segment syllables in spoken words. • Students will blend onsets and rimes of single syllable spoken words. • Students will segment onsets and rimes of single syllable spoken words Isolate and pronounce CVC words, to: recognizing the initial sound medial vowel and final sounds. • Students will add or change individual sounds in simple one syllable words to make new words. • Students will substitute individual sounds in simple one syllable words to make new words.	• I can identify rhyming words. • I can produce rhyming words. • I can count the syllables in a word. • I can speak the syllables in a word. • I can blend the syllables in a word. • I can identify blends in words. • I can say the sounds of letters in words. • I can make new words by adding letters to the beginning of a word. • I can make new words by changing letters in the word.
Conventions of Standard English **L.K.1** Demonstrate command of the	• Identify & Know the meaning of question words (interrogatives)	• Students will demonstrate command of the conventions of grammar	• I can expand a sentence by adding more detail.

conventions of standard English grammar and usage when writing or speaking. **d.** Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). **f.** Produce and expand complete sentences in shared language activities.	• Recognize and produce a complete sentence	and usage when writing: expand sentences • Students will demonstrate command of the conventions of grammar and usage when speaking • Students will use question words in speaking.	• I can speak in complete and proper sentences. • I can ask questions. • I can identify questions.
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **c.** Write a letter or letters for most consonant and short-vowel sounds (phonemes). **d.** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	• Identify all letters • Identify all sounds • Say all sounds of a letter	• Students will match the sound to the letter for consonants and vowel sounds • Students will distinguish between letters and their sounds. • Students will write a letter or letter combination for most consonant and vowel sounds.	• I can write a letter to match a sound I hear. • I can say the sound to match a letter that I see. • I can listen for sounds in words. • I can sound out cvc words I hear. • I can spell cvc words I hear.
Comprehension & Collaboration **SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. **SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not	• Questions require an answer • Key details are important parts of a story •	• Students will ask for clarification of key details that are not understood. • Students will answer questions about key details from informal presented orally. • Students will ask questions about key details from information	• I can ask and answer questions. • I can ask the question in a different way. • I can ask questions if I'm confused about something.

understood.		presented orally. • Still will ask for clarification if something is not understood.	
Presentation of Knowledge and Ideas **SL.K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	• Describing words for color, size, etc. • Identify familiar people, places, things, and events.	• Students will orally describe a person, place, thing, or event. • Students will include relevant details while orally describing a person, place, thing, or event.	• I can tell about people, places, things, events, and actions with details.
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	• Identify visual displays • Identify details •	• Students will add drawing or visual displays to provide details and descriptions.	• I can draw my ideas. • I can draw my thoughts. • I can draw my feeling. • I can draw to add information to my writing.
Text Types & Purpose **W.K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	• Define event • Identify a single event to discuss or write about • Relevant details • Irrelevant details • Identify reactions to events	• Students will draw, write, or dictate a narrative piece which contains relevant details, a logical sequence, and a reaction.	• I can share a story by writing or drawing the events in order and how it made me feel.
Key Ideas and Details **RL.K.1** With prompting and support, ask and answer questions about key details in a text.	• Identify key details • Question shave an answer	• Students will ask and answer questions about the key details or events in a text.	• I can ask questions about a text. • I can answer questions about a text. • I can identify the key details in a text.
RL.K.2 With prompting and support, retell familiar stories, including key	• Identify key details of a text • Temporal	• Students will identify key details of a text. • Students will tell the	• I can tell the important details in a story. • I can tell order of events in a story.

details.	words: first, next, then, last	events of a story using temporal words.	
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	• Define: character, setting, major events • Identify: character, setting, major events	• Students will identify the characters in a story. • Students will identify the setting of a story. • Students will identify the major events in a story.	• I can tell the characters in a story. • I can tell the setting of a story. • I can tell events in the story.
Integration of Knowledge and Ideas **RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	• Illustrations are the pictures • Print are the words • Print and illustration match	• Students will describe a moment in the story using the illustrations that depict it. • Students will describe how the illustrations and the story are related as they appear.	• I can identify the illustrations in a story. • I can identify the print in a story. • I can tell about the events an illustration shows. • I can explain how the print and illustrations are connected.
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	• Identify characters in a story • Similarities are the same • Differences are not the same • Characters have different experiences and adventures	• Students will find similarities and differences between the adventures of characters.	• I can discuss what is the same or different about two stories. • I can discuss what is the same or different about two characters actions in a story.

Range of Reading & Level of Text Complexity **RL.K.10** Actively engage in group reading activities with purpose and understanding.	• All previous standards apply	• Students will follow common rules for engaging in group reading activities with purpose and understanding.	• I can read along as my teacher reads aloud. • I can read out loud when it is my turn. • I can read silently when it is time to do so. • I can write down a question I have about a story I am reading. • I can listen when another student reads to me. • I can talk about a story with other students. • I can listen to what other students have to say about a story.

Key Vocabulary

Rhyme	Syllable	Blend	Change	Beginning
Expand	Sentence	Detail	Question	Letter
Sound	Word	Consonant	Vowel	Idea
Information	Narrative	Literature	Story	Text
Event	Character	Setting	Illustration	Retell
Similar	Different	Sequence	Strategy	

Project Idea & Instructional Strategies

Retelling Glove

Label each finger of a glove Characters, Setting, Problem, Solution, Details. Children retell a story while wearing the glove that prompts them to remember the key ideas and details.

Reciprocal Teaching

Use the four strategies within Reciprocal Teaching: Clarifying, Predicting, Summarizing and Questioning. Introduce four characters: Clara Clarafier, Quincy Questioner, Sammy Summarizer, Peter Predictor. Model the roles' response to the reading of text. As students become familiar with how the characters process the text, solicit student responses for the characters. (Myers, Pamela Ann (2005).

Story Sequence

After multiple opportunities to hear a text read aloud, students retell the story sequentially, using cues such as picture cards, objects, puppets, etc.

Shared Reading
During shared reading (or in small group guided reading) the teacher guides students through a "picture walk." Students make predictions about the story based on the illustrations. Chart predictions so that students can compare theirs to what actually happens.

Career Connection
During shared reading, select a text (e.g., Welcome to Kindergarten An Alphabet by Violet Smith or Welcome to Kindergarten by Anne Rockwell) that focuses on the various jobs within a school (e.g., teacher, principal, custodian, IT, librarian). Students will identify jobs in the book and make comparisons among illustrations within the book (e.g., type of tools or resources used, working alone or in a group, skills involved). Guide students through a tour of the school building identifying the different settings in which staff work (e.g., school office, cafeteria, supply room).

Venn Diagrams
Students use Venn diagrams or similar graphic organizers to compare and contrast characters.

Question Stems

Basic: Remember and Understand	Standard: Apply and Analyze	Extend: Evaluate & Create	Basic: Remember and Understand
Key Ideas and Details RL.K.1 With prompting and support, ask and answer questions about key details in a text.	**Identify explicit information (key details)** Who was the story about…? Who did this (action) first…? Where does the story take place…? When did _____ happen (specific detail)...?	**Analyze explicit information (key details)** Why did ____ happen…? Which of the following is important from (key detail) the story…? What caused ___ (key detail) to happen…? What can we learn from this book (story/text)...?	**Evaluate explicit information (key details)** How do you know this is a main idea (event)...? (Defend a position)Why do you believe...? Is there a better solution to the character's problem...?
RL.K.2 With prompting and support, retell familiar stories, including key details.	**Identify Theme/Idea:** What happens in this story…? Retell this story to a friend...	**Analyze Theme/Idea:** What is this story mainly about…? What are the most important events(key details) in the story...?	**Evaluate Theme/Idea:** Which of these is a good summary sentence...? Which of these details does not support the main idea (message)...? Is ___ a good title for the book/story…?

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	**Identify elements;** Cause/Effect What are the main events in the story (text)...? Who was…? (character) How do you know ____ …? Describe the setting of the story…. W hat is the problem in this story…?	**Analyze Elements;** Cause/Effect How are ____ and ____ connected…? How are the characters in the story solving their problem….? How do we know the character feels _____ …? Why did ____ resolve the problem…? Evaluate	**Elements; Cause/Effect** Did _____ affect the outcome of the story...? What if the events happened in a different order? What is the best…?
Integration of Knowledge and Ideas RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	**Identify Media Diversity:** Looking at the picture (illustration), what do we learn about the character (setting, event)...? What is an illustration…? What does the illustration (picture, photo, drawing) tell you (key details)...? **Evaluate Media Diversity:** Does the illustration help the reader understand the setting of the story…? Does this diagram (image) help readers to understand ___…? Create your own illustration to help another student find (use, understand)...	I **Analyze Media Diversity:** Why did the author include (not include) _____ (key detail) in the illustration…? How are the story and the picture connected…? What can you learn from the illustrations..? Why did the author choose to use this picture...? student find (use, understand)...	**Evaluate Media Diversity:** Does the illustration help the reader understand the setting of the story…? Does this diagram (image) help readers to understand ___…? Create your own illustration to help another student find (use, understand)...
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	**Identify Elements Multiple Sources:** What is the same about both stories…?	**Analyze Elements Multiple Sources**: How is ___ similar to _____ in the story…? What can you learn from this book (text)...? Complete this Venn Diagram about the two stories (characters, settings)...	**Evaluate Elements Multiple Sources:** Write another story about the same characters. Compare yours to the original.

Misconceptions

- Throughout this unit students will begin developing their understanding of rhyming words. It is important that students build their phonemic awareness before beginning the process of understanding similar ending sounds. Students may become confused with rhymes focusing on only the final consonant. Visual representations of the similarities in rhyming words help students to build an understanding of rhymes.
- Up until this unit students have been focusing on isolating sounds in words. Students should focus heavily on isolating individual sounds in order to spell cvc words correctly. However, this can lead to misconceptions steming from their understanding of sounds vs. syllables. Students should use auditory cues to help them understand the difference between isolating sounds and distinguishing syllables.
- Students require a lot of practice applying knowledge of questions and statements. Students will often confuse a question and a statement.
- Introducing the vocabulary of same and different can lead to misconceptions with students. Students will need lots of practice with this vocabulary on the foundational level through use of illustrations and real life examples (i.e compaing burger

king to mcdonals) to build a solid understanding. Only after building this solid understanding will students begin to apply this skill to the characters in a text.

Unit 3: February - March

Big Ideas/Enduring Understandings

- Knowledge-based information is an ever-changing expanding genre that encompasses daily communication. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning and expands one's sense of the world.
- Integrating knowledge and ideas from informational text expands the knowledge base and perspectives found in text, which empowers the reader to make informed choices in life.
- Writers share information, opinions and ideas through multiple ways and texts. Knowledge of the different genres support students ' understanding and writing of text structures which allows them to communicate in appropriate and meaningful ways to their audience and achieve their intended purpose.
- Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.
- Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication, and celebrating language. Success in the post-secondary setting, as well as the workplace, requires effective communication.
- Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.

Unit: Building Readers

Throughout this year students will have been exposed to a variety of informational text through read aloud and small group work. Students will have been exposed to proper grammar and vocabulary. In this unit students will begin studying basic grammar and mechanics for mastery. Students will also begin to expand their study of vocabulary. Students will also be exposed to deeper understandings of informational texts.

This unit will also mark the start of students independent reading. Students will begin to read grade level appropriate texts by applying information mastered throughout the school year. Appendix A of common core delivers resources on grade level appropriate reading for students in kindergarten.

The texts in this unit will focus on mastery of informational texts. Students should be exposed to a variety of informational texts on all topics. Allowing students to choose topics of interest increases engagement, which leads to deeper understanding. Through exposure with a variety of informational texts students will form an understanding of this genre of text in order to produce an informational text about a topic.

Essential Questions

- Why is it important to identify the difference between informational text and literature?
- How does graphic information (ex. pictures, photographs, diagrams) help provide more information about the topic?
- How does comparing/contrasting two different texts increase one's knowledge of a topic?
- Why is it important to have rules for how we communicate?
- What tools or strategies can I use to understand words I do not know?

CC Standards	Essential…		Learning Targets
	Knowledge	**Skills**	
Conventions of Standard English **L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **b.** Use frequently occurring nouns and verbs. **c.** Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). **d.** Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). **e.** Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). **f.** Produce and expand complete sentences in shared language activities.	• Noun • Verb • Plural nouns • Questioning words: who, what, when, where, why, and how • Prepositions (to, from, etc.) • Sentence	• Students will use nouns and verbs correctly. • Students will use plural nouns correctly. • Students will create plural nouns. • Students will identify question words. • Students will use question words. • Students will verbally expand complete sentence.	• I can use nouns correctly in a sentence. • I can use verbs correctly in a sentence. • I can use plural nouns in a sentence. • I can change a singular noun into a plural noun. • I can identify question words. • I can use question words in a sentence. • I can ask a question. • I can add adjectives to a sentence. I can add detail to a sentence.

Vocabulary Acquisition and Use **L.K.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. **a.** Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*). **b.** Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.	• Recognize that some words have multiple meanings • Identify most common affixes. • Identify most common inflections •	• Students will identify new meaning for familiar words. • Students will apply the appropriate meaning for the word within context. • Students will use inflections appropriately. • Students will use affixes appropriately.	• I can explain two meanings of the same word. • I can use a word with two meanings correctly. • I can add prefixes to make a new word. • I can add suffixes to make a new word. • I can explain the meaning of a word with a pre-fix/suffix.
Presentation of Knowledge and Ideas **SL.K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	• Identify familiar people, places, things, and events • Describing words	• Students will verbally describe familiar people, places, things, and events. • Students will add detail to descriptions when prompted.	• I can describe people or places I know. • I can describe something that has happened in real life. • I can describe something I know. • I can add to my description of a person or place. • I can add to my description of something that has happened.
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	• Visual is something you see • Pictures support words	• Students will be able to draw pictures or other visuals that match a story	• I can identify visuals. • I can identify important details in story I describe. • I can draw pictures to add information to something I

	• Words support pictures • Pictures can have information that are not in the words spoken or written • Identify important details	they have told aloud. • Students will add detail to their drawings to further explain what they describe.	have described.
SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	• Voice levels for different situations	• Students will speak using appropriate volume for a given situation. • Students will speak to clearly communicate thoughts, feelings, and ideas.	• I can show different voice levels. • I can explain when to use different voice levels. • I can use voice levels appropriately. • I can speak clearly to tell about my thoughts. • I can speak clearly to tell about my ideas. • I can speak clearly to tell about my feelings.
Writing **W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	• Identify informative and explanatory texts • Appropriate topics for an informative or explanatory text • Drawing and word are connected • Important details	• Students will create an informative or explanatory text through drawing, writing, and dictation. • Students will name the topic they are writing. • Students will add or explain	• I can identify texts that teach me something. (I can identify informative texts) • I can identify texts that show me how to do something. (I can identify explanatory texts) • I can identify a topic for my writing. • I can write/draw to tell about a topic. (I can write/draw an informative

	•	information about the topic they are writing.	text) • I can write/draw to teach how to do something. (I can write/draw an explanatory text)
Phonological Awareness **RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **a.** Recognize and produce rhyming words. **b.** Count, pronounce, blend, and segment syllables in spoken words. **c.** Blend and segment onsets and rimes of single-syllable spoken words. **d.** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.[1] (This does not include CVCs ending with /l/, /r/, or /x/.) **e.** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	• Rhyming words have the same ending sounds • Words have syllables that can be broken apart • Identify the beginning sound of words • Blend sounds to read one syllable words • Segment words into sounds • Substitute sounds in words to create new words	• Students will be able to identify and produce rhyming words. • Students will be able to blend beginning sounds and chunks to read words. • Students will segment 3 letter words. • Students will substitute one sound or letter in a word to make new words.	• I can identify rhyming words. • I can create rhyming words. • I can count syllables in a word. • I can segment syllables in a word. • I can blend syllables in a word. • I can break a word into sounds. (I can segment a word) • I can make new words by changing one sound.
Phonics and Word Recognition: RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. **a.** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. **b.** Associate the long and short sounds	• Letter names • Letter sounds • Vowels • Consonants • Long vowels • Short vowels • High frequency words • Same and	• Students will identify all the letters of the alphabet. • Students will identify all the sounds for each letter. • Students will distinguish	• I can name all the letters of the alphabet. • I can say the sound of each letter. • I can distinguish between long and short vowels. • I can distinguish vowels and consonants. • I can read sight words. • I can read words that look

with the common spellings (graphemes) for the five major vowels. **c.** Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*,*d oes*). **d.** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	different •	between vowels and consonants. • Students will identify the sounds for each vowel. • Students will read high frequency words by sight. • Students will identify a letter that differs in a word in order to read the new word.	the same. • I can identify how words look different and the same.
Fluency **RF.K.4** Read emergent-reader texts with purpose and understanding.	• Decoding words • Concepts about print	• Students will read grade level texts. • Students will set a purpose before reading grade level text. • Students will answer questions about a grade level text they have read.	• I can read books. • I can identify my purpose for reading a book. • I can explain what I read.
Key Ideas and Details **RI.K.1** With prompting and support, ask and answer questions about key details in a text.	• Question • Answer • Key details	• Students will be able to identify key details in an informational text. • Students will be able to ask and	• I can identify key details in a book. (I can identify key details in an informational text/I can identify key details in a text.) • I can ask questions about a book. (I can ask questions

		answer questions about key details in an informational text.	about a text/informational text). • I can answer questions about a book. (I can answer questions about an informational text/text).
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	• Main topic • Key details • The main topic and key details are linked together	• Students will be able to identify the main topic of a text read aloud. • Students will be able to retell key details of a text read aloud.	• I can tell the main topic of a book/text/informational text. • I can retell the key details of a book/text/informational text.
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	• Identify key details about an individual or event in the text • Same • Connection • Different	• Students will be able to identify how two: individuals, ideas, events, or key details are connected. • Students will be able to identify relationships between two texts on the same topic.	• I can explain how two people in a text are connected. • I can explain how two events in a text are connected. • I can explain how two ideas in a text are connected. • I can explain how two key details in a text are connected.
Integration of Knowledge and Ideas: **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	• Illustration • Print • Author • Illustrator • Define describe	• Students will use illustrations to describe people, events, places, or ideas in a	• I can identify illustrations. • I can identify print. • I can distinguish print and illustrations. • I can use the illustrations to

		story. • Students will be able to explain how the illustrations support the print and the print supports the illustrations.	describe the story. • I can use illustrations to remember what I read. • I can explain how the illustrations and print work together.
RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	• Support • Reason • Point	• Students will be able to identify an authors point in a text. • Students will be able to find reasons they authors gives to support his point.	• I can identify an authors point in a book/text/informational text. • I can identify reasons the author gives to make their point.
RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	• Similarities • Difference • Key details • Topic	• Students will be able to compare and contrast two texts on the same topic.	• I can explain how two texts/books are the same. • I can explain how two texts/books are different.
Range of Reading and Level of Text Complexity **RI.K.10** Actively engage in group reading activities with purpose and understanding.			

Key Vocabulary

Nouns	**Sentence**	**Verb**	**Plural nouns**	**Singular nouns**
Identify	**Question**	**Adjectives**	**Detail**	**Meaning**
Prefix	**Suffix**	**Event**	**Describe**	**Visual**

Voice	**Levels**	**Voice level**	**Clearly**	**Appropriate**
Informative	**Explanatory**	**Topic**	**Rhymes**	**Syllables**
Segment	**Substitute**	**Short vowel**	**Long vowel**	**Vowel**
Consonant	**Different**	**Same**	**Purpose**	**key details**
Retell	**Connected**	**Illustrations**	**Print**	**Author**
Illustration	**Point**			

Project Ideas & Instructional Strategies

Modified Reciprocal Teaching Use the four strategies within Reciprocal Teaching: Predict, Clarify, Question and Summarize. In small groups assign readers one of the strategies using character names:

- Peter/Paula Predictor – based on title or cover predict what might be in the text
- Carl/Clara Clarifier – record unknown words or ideas that need to be clarified, ask others for help with understanding
- Quincy/Quintella Questioner – develop three teacher-like questions about what has been read
- Sami/Sari Summarizer – present main points of the selection

I Wonder Questioning Strategy Use I wonder questions (I wonder what, I wonder why...) to search for information in a previously read text.
APlaceforWonder:ReadingandWritingNonfictioninthePrimaryGradesbyGeorgiaHeardandJenniferMcDonough(Stenhouse,2009) – a resource that supports the meaningful use of informational text in the primary classroom.

What's it Mean? Read part of a selected text aloud. When possible, project or post the text being read. Think aloud about the words and concepts "you don't know." Write those questions on a sticky note and place it in the text. As questions are answered by clues or additional text, mark the sticky notes with an A (answered). Unanswered questions can be listed and investigated once reading is completed.

Picture This! Read aloud a small section of illustrated informational text. Have listeners do a quick draw that illustrates what they have heard. Share the image from the book. Discuss similarities between their images and those of the writer/artist.

Scavenger Hunt Students work in small groups collaboratively. Provide groups with books on the same topic. Assign each group an idea related to topic and have them look for words and pictures in the other sources that are connected to that topic. Have groups share discoveries. Facilitate a discussion around "I didn't know that!" discoveries.

Connect the Texts Facilitate discussion about the things students remember/think about as they hear a text read aloud. Focus thinking on the questions:

- Does that help us learn more about the topic?
- What makes that idea important?
- What understanding can be drawn from that connection?
- How does the connection help the contributor understand?

Non-Fiction Book Packets Teacher develops book packets containing non-fiction books on various topics to go home for parents to read with their child. The packets include an explanation for reading the text, which the teacher determines, based on student needs. An activity is included to help the parent and child demonstrate their understanding of the text.

Informational Class Books Develop informational class books that are read as a group and then placed in the class library or posted as a digital story on a website for students to read independently and with a partner. The print books also can be taken home to be read to a family member.

Think Alouds During the daily non-fiction read alouds, teacher practices think alouds to make visible to students the processes being used by the teacher to make meaning of the text. This could include how to obtain information from non-fiction text features.

Question Stems & Assessment Item Examples

Basic: Remember and Understand	Standard: Apply and Analyze	Extend: Evaluate & Create	Basic: Remember and Understand
Key Ideas and Details RI.K.1 With prompting and support, ask and answer questions about key details in a text.	**Identify explicit information (key details)** Who was the story about…? Who did this (action) first…? Where does the story take place…? When did _____ happen (specific detail)...?	**Analyze explicit information (key details)** Why did ____ happen…? Which of the following is important from (key detail) the story…? What caused ___ (key detail) to happen…? What can we learn from this book (story/text)...?	**Evaluate explicit information (key details)** How do you know this is a the main idea (event)...? (Defend a position)Why do you believe...? Is there a better solution to the character's problem...?
RI.K.2 With prompting and support, retell familiar stories, including key details.	**Identify Theme/Idea:** What happens in this story…? Retell this story to a friend...	**Analyze Theme/Idea:** What is this story mainly about…? What are the most important events(key details) in the story...?	**Evaluate Theme/Idea:** Which of these is a good summary sentence...? Which of these details does not support the main idea (message)...?

			Is ___ a good title for the book/story…?
RI.K.3 With prompting and support, identify characters, settings, and major events in a story.	**Identify elements;** Cause/Effect What are the main events in the story (text)...? Who was…? (character) How do you know ____ …? Describe the setting of the story…. W hat is the problem in this story…?	**Analyze Elements;** Cause/Effect How are ____ and ____ connected…? How are the characters in the story solving their problem….? How do we know the character feels _____ …? Why did ____ resolve the problem…? Evaluate	**Elements; Cause/Effect** Did _____ affect the outcome of the story...? What if the events happened in a different order? What is the best…?
Integration of Knowledge and Ideas RI.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	**Identify Media Diversity:** Looking at the picture (illustration), what do we learn about the character (setting, event)...? What is an illustration…? What does the illustration (picture, photo, drawing) tell you (key details)...? **Evaluate Media Diversity:** Does the illustration help the reader understand the setting of the story…? Does this diagram (image) help readers to understand ___…? Create your own illustration to help another student find (use, understand)...	I **Analyze Media Diversity:** Why did the author include (not include) _____ (key detail) in the illustration…? How are the story and the picture connected…? What can you learn from the illustrations..? Why did the author choose to use this picture...? student find (use, understand)...	**Evaluate Media Diversity:** Does the illustration help the reader understand the setting of the story…? Does this diagram (image) help readers to understand ___…? Create your own illustration to help another student find (use, understand)...
RI.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	**Identify Elements Multiple Sources:** What is the same about both stories…?	**Analyze Elements Multiple Sources**: How is ___ similar to _____ in the story…? What can you learn from this book (text)...? Complete this Venn Diagram about the two stories (characters, settings)...	**Evaluate Elements Multiple Sources:** Write another story about the same characters. Compare yours to the original.

Unit 4: April – May*

Big Ideas/Enduring Understandings

Essential Questions

Unit: Opinions and Research

In this unit students will be bringing together all the information they have been learning throughout the year. Students will listen to and read a variety of literary and informational texts to develop opinions of their own. Throughout this unit students will be focused on producing their own quality writing based off the models that they have experience throughout the school year. Teachers will instruct students on proper structures and provide feedback as necessary.

CC Standards	Essential…		Learning Targets
	Knowledge	Skills	
Text Types and Purposes **W.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).			

Production and Distribution of Writing **W.K.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.			
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.			
Research to Build and Present Knowledge **W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).			
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			

Conventions of Standard English **L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a.** Capitalize the first word in a sentence and the pronoun *I* **b.** Recognize and name end punctuation. **c.** Write a letter or letters for most consonant and short-vowel sounds (phonemes). **d.** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.			
Vocabulary Acquisition and Use **L.K.5** With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites			

(antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g.,*walk, march, strut, prance*) by acting out the meanings.			
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.			
Reading Literature: RL.K.1-RL.K.10 **Reading Informational:** RI.K.1-10			

Key Vocabulary
Assessment Ideas
Question Stems & Assessment Item Examples

*The content of these units may be adjusted to allow time for geometry instruction & learning prior to spring assessment administration.

RAS FALL TRAINING 2017

THURSDAY, OCTOBER 19
RAA @ 184 SALEM AVENUE, DAYTON

MORNING (8:15AM-NOON)
Check-in & welcome at 8:15
Attire: Business casual

Staff-led sessions (8:30-10:30)

Registration opens Monday, 10/16

- Character education
- easyCBM and reading intervention strategies
- Student engagement: Kagan strategies
- Using Google tools for teaching and testing
- Assessment strategies

Anchor session: all staff (10:30-Noon)

The Whole is Greater Than the Sum of Its Parts (but Wholeness Cannot Exist Without the Parts)

Building better teams, T. Anderson

AFTERNOON (1:00-3:30PM)
- TLC Training (follow-up, all faculty), 1:00-2:00pm
- Happify Training (grades 5 through 8), 2:10-3:30pm
- RIMP work/collaboration time, K-3, 2:10-3:30pm



Sowing seeds of knowledge...
growing trees of wisdom

FRIDAY, OCTOBER 20
RAAIII @ 1206 SHULER AVENUE, HAMILTON

MORNING (8:45AM-NOON)
Attire: RA shirt & jeans (no holes, please)

COPE (Cost of Poverty Experience)
- Volunteers check in at 8:45am
- Participants (faculty & staff who are not designated volunteers) check in at 9:45am
- Simulation and debrief

AFTERNOON
***Teach Us All* - documentary & discussion**

In the weeks following the 60th anniversary of the 1957 Little Rock school desegregation crisis, educational inequality remains among the most urgent civil rights issues of our time. This 2017 documentary explores where we are now and what must happen to promote social justice in our schools.

Core Curriculum Materials, Richard Allen Academy & Richard Allen Preparatory

	English Language Arts	Math	Science	Social Studies
Grades 4-8	Schoolwide Reading Fundamentals units, teacher-selected novel studies, Common Core Progress series	Prentice Hall Mathematics, Glencoe Math (Courses 1-2), teacher-created curriculum materials, Common Core Progress series	Pearson Interactive Science series, teacher-created curriculum materials, Ohio Model Science Curriculum	World History - McDougal Little, American Nation – Prentice Hall, teacher-created curriculum materials, Ohio Model Social Studies curriculum

	English Language Arts	Math	Science	Social Studies
Grades K-3	Journeys series, phonics and phonemic awareness materials	Math in Focus series, Common Core Progress series	Teacher-created curriculum materials, Ohio Model Science Curriculum	Teacher-created curriculum materials, Ohio Model Social Studies curriculum
	Schoolwide Reading Fundamentals units, genre-based classroom libraries, teacher-selected novel studies	My Math series, teacher-created curriculum materials, Common Core Progress series	Pearson Interactive Science series, teacher-created curriculum materials, Ohio Model Science Curriculum	National Geographic series, Jarrett Publishing social studies materials, teacher-created curriculum materials, Ohio Model Social Studies curriculum

Currently available technology:

- Two desktop computer labs
- Two mobile Chromebook labs
- Projectors
- Portable document cameras

Richard Allen Schools **Materials Review Checklist**

Title of text or program being reviewed:

Publisher/vendor:

Publication year:

Version, level, or other identifiers:

Reviewer name and assignment:

Date of review:

Please answer and provide brief explanations as needed.

Content
Teaching & Learning
Need
Fit
Resources
Implementation

- Is the text or program being reviewed a core component or a supplemental component?
- Is the text or program aligned with grade-level learning standards for the content being taught?
    - Note any misalignment/discrepancies here:
- Does the scope of the text or program address the essential questions and big ideas of the content area?
    - Note any missing big ideas here:
- Does the sequence of the text or program reflect an acceptable progression of standards?
- Does the text or program address practice standards, if applicable (e.g., mathematical practice standards, scientific inquiry, etc.)?
- Does the text or program include clear learning targets?
- Is the subject matter geared to interest, ability, and needs of students?
- Does the text or program use grade-appropriate ideas, concepts, skills, and vocabulary?
- Are critical thinking and problem solving components included in the text or program?

- Is rigor evident in the text or program? (Will the content help students develop conceptual understanding, procedural skill and fluency, *and* application?)
- Is there variety in the included or suggested activities? (Do activities include writing, discussion, creating diagrams or other products, completing tasks, etc.?)
- Do the lessons provide a modeling component?
- Is highlighted vocabulary relevant to the important concepts in the content area and likely to be used by students in the future?
- What types of activities are included for whole and small-group instruction?
- Are the lessons in the text or program appropriately scaffolded to support student mastery?
- Do included or suggested activities address remediation?
- Do included or suggested activities address extension?
- Does the text or program provide any general guidelines for pacing of instruction (e.g., duration of lessons, activities, and/or units)?
- How often does the text or program call for students to engage in writing about what they have read?
- Does the text or program include an assessment component?
    - If so, what item types do the assessments include (e.g., multiple choice/selected response, constructed response, performance tasks, rubrics, etc.)?
- What DOK or Bloom's taxonomy levels do the assessments address?
- Do the text or program features improve the clarity of the content?
- Does the text or program include useful supports for students in appendices (such as tables, reference charts, etc.)?
- Does the text or program include elements of support for English learners?
- Does the text or program include elements of support for students with special needs?
- Does the text or program incorporate the use of technology?
- Do images, charts, and tables serve to enhance the written text?

- Does the content represent multiple ethnicities and cultures?
- Is gender equity evident in the content?
- Will the content be relevant for a period of years (and not quickly out-of-date)?
- Does the text or program include digital resources (such as e-books, online apps, etc.)?
- Does the text or program require specific technology (i.e., hardware and/or software) to implement?
- Does the text or program include separate components for teachers that support instruction? (lesson plans, video demonstrations, questions, misconceptions/explanations, etc.)
- Does the text or program include consumable student materials (such as workbooks)?
- If so, are the workbooks a required or optional component?
- Are there existing data sets that support the need for this text or program in the school/classroom? If yes, provide a brief summary.
- Which students would this text or program benefit? Are there any students who would not be good candidates for this text or program?
- Would adopting this text or program require changes in scheduling?
- Does the text or program have a built-in professional development component?
- Would adopting this text or program require additional professional development (beyond what comes with the text or program)?
- Which of the text or program components would you like to use in your classroom? Be specific.

Formative Instructional Practices (FIP) Checklist

Teacher Name _____ **Date** _____ **Period/Time**_____

Practice	Criteria	Evidence
Clear Learning Targets	1. Targets are posted and visible to all. 2. The targets make sense. They are specific pieces of the standard (and not an "I can" in front of a whole standard). 3. Targets are reviewed and revisited during instruction. 4. Students know what the targets are. 5. Students can explain what they are learning, not just what they are doing. 6. Students have a model, rubric, or other way of knowing what success for the target looks like.	
Formative Assessment/ Target-Method Match	1. The teacher checks the learning during instruction. 2. The teacher uses exit slips or other quick ways of checking learning at the close of instruction. 3. Checks, assessments, and/or assignments match and align with the learning target. 4. Student work and displays include posted learning targets relevant to the work.	
Effective Feedback	1. The teacher provides students feedback during instruction. 2. Feedback is based on the learning targets and not simply generic praise (Great! I like that!) and/or criticism (That's wrong. That's sloppy.). 3. Feedback includes questions to make the learner think and pushes the learner to self-correct (instead of doing all the thinking for the student). 4. Posted work includes effective descriptive feedback (as appropriate).	
Student Ownership of Learning	1. Students have learned how to self-assess using rubrics or other success criteria. 2. Students have learned how to give effective feedback to others. 3. Students set class and individual learning goals based on learning targets. 4. Students track their progress for the goals with class charts, individual data binders, etc. 5. Students reflect on their learning (strengths and opportunities).	

RICHARD ALLEN SCHOOLS

LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

GUIDELINES, OPTIONS, & FORMS

Revised August 2017

TABLE OF CONTENTS

Page

Vision and Mission Statement 1

Professional Development
- Overview: Standards for High Quality Professional Development 2
- The Individual Professional Development Plan 3
- State Requirements 4
- District Requirements 4

Local Professional Development Committee
- Purpose 5
- Composition and Officers 5
- Membership Criteria 5
- Terms of Office 5
- Meetings 6
- Principles and Processes 6
- Chair of the LPDC 6
- Secretary of the LPDC 7

Responsibilities
- All Educator 8
- Superintendent 8
- Principals 9
- Local Professional Development Committee 9

Mediation and Appeals Process
- General 10
- Mediation 10
- Appeals 10

Reflection and Revision 11

VISION

Richard Allen Schools visualize a future of unlimited achievement and success for our students premised on a close partnership with our customer-families. This vision is grounded in the conviction that students want and need to seek truth and knowledge in a wholesome, supportive, and rigorous school setting.

MISSION

Richard Allen Schools are committed to educating students in the spirit of the life of the courageous leader Bishop Richard Allen, founder of the African Methodist Episcopal Church. Consequently, integral to their intellectual, moral, and social development, Richard Allen graduates:

- Demonstrate academic proficiency;
- Demonstrate self-discipline and self-reliance;
- Respect the worth and dignity of self and others;
- Embrace responsible, active citizenry;
- Serve others, especially the disadvantaged;
- Work to achieve their full potential.

PROFESSIONAL DEVELOPMENT

OVERVIEW

High Quality Professional Development (HQPD), a requirement for all Ohio educators, is a goal-oriented, planned, on-going process of meaningful professional improvement guided by the district and school continuous improvement plans. Each professional development plan is characterized by its individual relevance, authenticity, and positive effect on student learning and performance. To assure relevant experiences, professional development activities must be carefully planned, sustained, and evaluated over time.

The following are the Ohio Standards for Professional Development:

- ***Standard 1:*** High quality professional development (HQPD) is a purposeful, structured, and continuous process that occurs over time.

- ***Standard 2:*** High quality professional development (HQPD) is informed by multiple sources of data.

- ***Standard 3:*** High quality professional development (HQPD) is collaborative.

- ***Standard 4:*** High quality professional development (HQPD) includes varied learning experiences that accommodate individual educators' knowledge and skills.

- ***Standard 5:*** High quality professional development (HQPD) is evaluated by its short-term and long-term impact on professional practice and achievement of all students.

- ***Standard 6:*** High quality professional development (HQPD) results in the acquisition, enhancement, or refinement of skills and knowledge.

-From *Organizing for High Quality Professional Development,* Ohio Department of Education

THE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN *(Professional Growth Plan)*

The development of the Individual Professional Development Plan (IPDP) is a process designed to cause educators to think reflectively about professional goals and how those goals relate to the professional development opportunities available to them. It calls educators to set goals, identify objectives, predict outcomes, analyze educational strategies, and assess current practice. Each educator will develop an IPDP that describes goals. Individual professional goals should be tied to district and school missions, visions, and improvement plans, resulting in student learning. In addition to being consistent with established professional goals, the professional development activities chosen should be research-based and/or proven in practice to be relevant to the work assignment and compatible with other practices that are currently or will be in use.

The Ohio Teacher Evaluation System (OTES) requires all educators to have professional growth plans. Due to the similar nature of the IPDP and the growth plan, the two have been combined as of August 2013.

STEP 1: Complete the Professional Growth Plan (also called IPDP) form after completing the self-assessment tool.

Individual Professional Development Plans should…

- clearly focus on and align with school and district priorities, as well as the Ohio Standards for the Teaching Profession;
- include a continuous process of planning, implementation, reflection, and evaluation;
- include varied activities, learning experiences, and multiple resources;
- advance educators' ability to use relevant instructional practices to meet the varied needs of diverse learners;
- build upon prior experiences;
- reflect a structured set of experiences, logically sequenced, and matched with goals and needs;
- clearly address the educator's professional knowledge, strengths, and weaknesses.

STEP 2: Participate in PD opportunities throughout the school year, keeping CEU certificate or transcript documentation.

STEP 3: Complete the Evaluation of Professional Development form (*after* completing the PD experience from Step 2; only required for non-RAS trainings).

Evaluation forms should…

- document evidence of new skills applied to practice;
- indicate the use of both formative and summative data to assess effectiveness of PD;
- measure initial satisfaction with and impact of PD on student achievement through personal reflection, examination of PD implementation, and evidence of the use of new knowledge and skills.

THE PROFESSIONAL DEVELOPMENT PORTFOLIO

The professional development portfolio is a collection of artifacts and evidence that represent growth, continuous learning, and areas of exploration and interest for the educator. Its purpose is to provide a framework for initiating, planning, and enhancing professional development while building connections between professional goals district and school improvement plans, and student learning. It is meant to be dynamic and changing as the educator experiences discoveries that lead to new directions and activities.

The professional development portfolio is a compilation of the professional development endeavors of the educator. The fundamental components are the Individual Professional Development Plan and verification of the achievement of the educator's goals. For those educators seeking certification or licensure, a portfolio for presentation of their professional development to the LPDC is required. **The portfolio should include all IPDP forms, along with documentation for each experience (transcripts, CEU forms, etc.).**

STATE REQUIREMENTS

Professional development is required for continued licensure for all Ohio educators. It is guided by the learning needs of all students and the conviction that all students can learn. It includes current theory on the learning needs of educators and incorporates a planned progression for improvement on a continuing basis.

Each public school district and chartered nonpublic school appoints a local professional development committee to oversee and review professional development plans for course work, continuing education units, or other equivalent activities.

Each educator is responsible for the design of an individual professional plan subject to the approval of the local professional development committee. The plan is based on the needs of the educator, the students, the school, and the school district.

DISTRICT REQUIREMENTS

In addition to the state requirements, the Richard Allen Schools LPDC requires teachers to submit all required renewal paperwork, including completed renewal application, previously approved IPDP/Professional Growth plan copies, and CEU or transcript documentation, **no later than the May meeting of the LPDC in any given year.**

LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

PURPOSE

The purpose of the Local Professional Development Committee is to promote learning through an emphasis on the ideals of the district's namesake, Bishop Richard Allen; the continuous strengthening of the Richard Allen ethos in each school community; and the review, approval, and validating of each professional educator's individual professional development plan.

COMPOSITION AND OFFICERS

The Local Professional Development Committee will consist of 3 to 5 members. At least two members will be members of the schools' teaching faculty. No more than one member may be a principal or other administrator elected from the district's currently serving administrators. The committee's officers will consist of a chair and a secretary elected annually from the teachers serving on the committee.

MEMBERSHIP CRITERIA

All members must hold current and valid standard certification or licensure and be presently employed by Richard Allen Schools. Committee members should demonstrate an understanding and appreciation of the mission and philosophy of Richard Allen Schools, model life-long learning, keep confidences, consistently demonstrate objectivity, and make decisions based solely on objective criteria and the needs of Richard Allen Schools and the children and families the district is privileged to serve.

TERMS OF OFFICE

Members will serve three year terms except as follows. Charter members who are currently serving teachers will serve an initial 3 year term followed by an additional one, two, or three year term as determined by the teacher members themselves. The charter member who is a currently serving principal/administrator will serve one or two years as determined by the currently serving administrators. Any member may serve a term beyond three years in cases where no other teacher or administrator requests placement on the team. All terms of office will begin on August 1 of the school year and end on July 30 of the school year.

MEETINGS

The committee will schedule meetings as necessary and notify the district's educators regarding dates, times, and locations. A quorum of two members must be present to convene the committee, and a simple majority of the members present is required to conduct business. Committee members may not vote on their own plans or applications. *Robert's Rules of Order* will govern committee procedures.

PRINCIPLES AND PROCESSES

The district and school continuous improvement plans form the basis for individual plans, which will be congruent with district, school, and personal goals. The committee will establish submission and review dates for all plans and notify the district's educators.

CHAIR OF THE LPDC

The Chair's duties include the following:

- Establish dates and locations for meetings.
- Preside at all meetings and ensure adherence to the review processes and procedures. In the absence of the chair, the committee will select an acting chair for that meeting.
- Notify individual educators in a timely manner of the LPDC's decision regarding requests.
- Sign professional growth plans that meet district requirements.
- Electronically approve all licensure renewals for individual applications previously reviewed and approved by the LPDC.

The superintendent will continue to approve applications for substitute and alternative licenses, as well as communicate with the Chair to coordinate all appeals brought before the LPDC.

SECRETARY OF THE LPDC

The secretary's duties include the following:

- Make available to educators the member listing for the LPDC, as well as the place and dates of all meetings.
- Send out notification of all meetings to faculty and LPDC members.
- Take minutes at all meetings and maintain a record of all decisions made by the LPDC and secure all active files relevant to certification or licensure. (Plans will be retained in the LPDC files until the professional has received a new certification or license or until the plan is replaced/updated from year to year.)
- Sign off on plan approvals and electronic licensure applications as needed in the absence of the chair.

RESPONSIBILITIES

ALL EDUCATORS

- Ohio's licensure standards are built on the belief that effective educators must continue to learn, grow, and develop throughout their careers. The foundation of the standards is a continuum of professional development. At each phase, accountability for performance and continued growth are emphasized.
- All educators must participate in professional development which has its as main goals the strengthening of the Richard Allen Ethos and continuous student improvement. The professional's plan for growth shall include current theory on the learning needs of educators and shall incorporate a planned progression for improvement on a continuing basis. Grounded in knowledge about the teaching and learning process, the professional development plan should be consistent with the district's and school's continuous improvement plan.
- Every educator holding a five-year or other professional license must develop an individual professional development plan (IPDP).
- All educators required to work with the LPDC develop and maintain a professional portfolio of forms and verification documentation for all coursework and equivalent activities.
- All educators seeking licensure or relicensure must meet all deadlines as established by the LPDC.
- All educators shall respond to all LPDC requests as necessary for licensure renewal.

SUPERINTENDENT

- The superintendent is responsible for the development of the district continuous improvement plan.
- The superintendent reviews all administrators' professional development plans.

PRINCIPALS

- The principal is responsible for the development of the school's continuous improvement plan in light of the district's professional development plan and the school's needs.
- The principal reviews educators' IPDPs/professional growth plans annually.

LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

- The LPDC consistently abides by the established Plan of Operation and processes all requests in a timely and confidential manner.
- The LPDC ensures that educators' coursework and other professional development activities meet the standards for renewal of certificates or licenses.
- The LPDC acts on educators' requests for renewal of state licenses once requirements have been met.
- The LPDC keeps records of all decisions, to include current-year copies of teachers' approved plans.
- The LPDC follows the appeal process established by the district.

MEDIATION AND APPEALS PROCESS

GENERAL

The Mediation and Appeals Process is intended to provide for the equitable resolution of professional differences which may occur from time to time between the Local Professional Development Committee (LPDC) and educators applying for certification or licensure.

MEDIATION

If an applicant for certification or licensure disagrees with a decision of the LPDC, the applicant should meet with his or her principal to review the matter in detail. The principal will make every reasonable effort to resolve the dispute in a timely manner.

If a satisfactory resolution cannot be reached, the applicant should submit a written request to the Chair of the LPDC asking to be placed on the committee's next meeting agenda for the purpose of reviewing the matter in dispute. The LPDC chair will confirm the meeting date, time, and location in writing to the applicant. At its next scheduled meeting, the LPDC will review the matter in dispute with the applicant, and the parties will attempt to reach a mutually acceptable resolution. The results of the discussion will be confirmed in writing (mail or electronic) by the LPDC chair to the applicant within 10 business days following the meeting.

APPEALS

If an applicant and the LPDC are unable to resolve an application dispute, the applicant may file a written request for an Appeals Panel review of the matter.

Appeals shall be filed with the superintendent within 20 business days of the date of the original LPDC mediation meeting.

Upon receipt of a request for an Appeals Panel review of a LPDC decision, the superintendent will appoint a three-member Appeals Panel which will consist of one member designated by the applicant; one member designated by the LPDC; and one member designated by mutual consent of both parties. Members of the Appeals Panel will be selected from the local professional education community.

The Appeals Panel will normally render a decision within 30 days of the superintendent's receipt of the applicant's letter of appeal. Appeals Panel decisions are final and binding on both parties and shall be communicated in writing to the applicant and the chair of the LPDC.

REFLECTION AND REVISION

The LPDC will devote a portion of its last meeting each academic year to reflection and analysis of the various proceedings and decisions undertaken by the committee for that year. The committee will subsequently adopt such changes as it may deem necessary to improve and strengthen its operating policies and procedures and communicate such changes to all educators in the district.

RAS APPROVED PROFESSIONAL DEVELOPMENT OPTIONS

OPTION	MAXIMUM CEUs	CEU VALUE	DOCUMENTATION	CRITERIA
College/university courses	Unlimited	1 semester hour = 3 CEUs 1 quarter hour = 2 CEUs 2 quarter hours = 4 CEUs 2 sem/3 qtr hrs = 6 CEUs	Official transcript	Must be taken through an accredited college or other approved post-secondary educational institution. Must be taken for credit with a grade of C or better, or a P in a pass/fail course. Course work must be in education, or in a content area directly related to the individual's teaching assignment or work with students.
Conference (or "Institute," "Academy")	6 CEUs	1 clock hour – 0.1 CEU	Copy of attendance certificate, program/agenda	Must include only time spent in those portions of the conference program that contribute to the participant's knowledge, competence, performance, or effectiveness.
Workshop	12 CEUs	1 clock hour = 0.1 CEU	Copy of attendance certificate, agenda/outline	*See "Conference" criteria*
Professional presentation outside the local school to a professional organization (i.e., at a conference or workshop)	6 CEUs	1 clock hour = 0.1 CEU	Copy of presentation or outline, with agenda	Applies to first presentation to a professional organization for each licensure cycle
District leadership team, LPDC, curriculum team, school improvement team	6 CEUs	1 clock hour = 0.1 CEU	Copy of the final product (documents, etc.) and documented hours (signed by committee/team leader)	Must be service on a formal committee organized by district, state, national, or international educational agency or organization. Must contribute to the field of education.
Professional learning team/community involvement and outreach projects/action research	3 CEUs	1 clock hour = 0.1 CEU	Copy of final report of the project	Must contribute to the education profession or add to the individual's specific field.
National Board Certification process	9 CEUs for candidate completing the process		Official copy of the National Certificate or documentation for candidate completing the requirements	Certificate must be completed OR participation as a candidate verified

RAS APPROVED PROFESSIONAL DEVELOPMENT OPTIONS

(*CONTINUED)*

Mentor (Formal)	6 CEUs	Full year = 3 CEUs	Must include a statement of authorization from principal and contact hours documented	Must be mentoring of teacher, administrator, or specialist in approved Entry Year program (state or local*)
Cooperating teacher	6 CEUs	1 quarter = 1 CEU	Letter from the Teacher Education department at the university in which the student teacher is enrolled	Must be supervisor of undergraduate student, graduate student, undergraduate intern, or student teacher through official arrangement between university and school
Professional video/audiotapes & books	2 CEUs	1 clock hour = 0.1 CEU	Catalogue description or accompanying materials	Must be professional in nature
Grant writing	3 CEUs	1 clock hour = 0.1 CEU	Copy of grant proposal, documentation of clock hours for planning and preparation	CEUs not dependent on awarding of grant.
Peer observation & coaching	4 CEUs	1 clock hour = 0.1 CEU	Documentation of observations and conferences required from supervisor.	MUST be formal observation or coaching that is part of a building or district program and requested of a teacher by his/her supervisor.
Publication of original work in a professional journal, book, or software	6 CEUs	Varies depending on scope of project and related hours.	Copy of book, article, software package, or report	Must contribute to the education profession or add to the body of knowledge in the teacher's specific field. Must be a commercially published piece.
Richard Allen Schools Professional Development Training	12 CEUs	1 clock hour = 0.1 CEU	Official certificate of completion	Must be sponsored or organized by the district as part of its annual professional development opportunities.

Ohio Standards for the Teaching Profession

1 Teachers understand student learning and development and respect the diversity of the students they teach.

- Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
- Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
- Teachers expect that all students will achieve to their full potential.
- Teachers model respect for students' diverse cultures, language skills and experiences.
- Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

2 Teachers know and understand the content area for which they have instructional responsibility.

- Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
- Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- Teachers understand school and district curriculum priorities and the Ohio academic content standards.
- Teachers understand the relationship of knowledge within the discipline to other content areas.
- Teachers connect content to relevant life experiences and career opportunities.

3 Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

- Teachers are knowledgeable about assessment types, their purposes and the data they generate.
- Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
- Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
- Teachers collaborate and communicate student progress with students, parents and colleagues.
- Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

4 Teachers plan and deliver effective instruction that advances the learning of each individual student.

- Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
- Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
- Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
- Teachers apply knowledge of how students think and learn to instructional design and delivery.
- Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
- Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- Teachers use resources effectively, including technology, to enhance student learning.

5 Teachers create learning environments that promote high levels of learning and achievement for all students.

- Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
- Teachers create an environment that is physically and emotionally safe.
- Teachers motivate students to work productively and assume responsibility for their own learning.
- Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
- Teachers maintain an environment that is conducive to learning for all students.

6 Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

- Teachers communicate clearly and effectively.
- Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
- Teachers collaborate effectively with other teachers, administrators and school and district staff.
- Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

7 Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

- Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- Teachers take responsibility for engaging in continuous, purposeful professional development.
- Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

OTES/LPDC

Self-Assessment Summary Tool

Directions: Teachers should record evidence to indicate strengths and areas for growth for each standard. Then, look across all of the standards holistically and identify two priorities for the upcoming year. Note these two priorities with check marks in the far-right column.

Name _____

Date _____

	Evidence Indicators	Strengths	Areas for Growth	Priorities (Check 2)
Standard 1: Students	• Knowledge of how students learn and of student development • Understanding of what students know and are able to do • High expectations for all students • Respect for all students • Identification, instruction and intervention for special populations			
Standard 2: Content	• Knowledge of content • Use of content- specific instructional strategies to teach concepts and skills • Knowledge of school and district curriculum priorities and Ohio academic content standards • Relationship of knowledge within the discipline to other content areas • Connection of content to life experiences and career opportunities			
Standard 3: Assessment	• Knowledge of assessment types • Use of varied diagnostic, formative and summative assessments • Analysis of data to monitor student progress and to plan, differentiate, and modify instruction • Communication of results • Inclusion of student self-assessment and goal-setting			
Standard 4: Instruction	• Alignment to school and district priorities and Ohio academic content standards • Use of student information to plan and deliver instruction • Communication of clear learning goals • Application of knowledge of how students learn to instructional design and delivery • Differentiation of instruction to support learning needs of all students • Use of activities to promote independence and problem-solving • Use of varied resources to support learner needs			
Standard 5: Learning Environment	• Fair and equitable treatment of all students • Creation of a safe learning environment • Use of strategies to motivate students to work productively and assume responsibility for learning • Creation of learning situations for independent and collaborative work • Maintenance an environment that is conducive to learning for all students			
Standard 6: Collaboration & Communication	• Clear and effective communication • Shared responsibility with parents/caregivers to support student learning • Collaboration with other teachers, administrators, school and district staff • Collaboration with local community agencies			
Standard 7: Professional Responsibility and Growth	• Understanding of and adherence to professional ethics, policies and legal codes • Engagement in continuous, purposeful professional development • Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement			

Teachers are <u>not</u> required to submit this form to the LPDC. They should keep it on file for discussion with their principal or instructional coach.

Professional Growth Plan/Individual Professional Development Plan (IPDP)
OTES/LPDC

GENERAL INFORMATION		
Name:	**Building/Assignment:**	**Plan Submission Date:**
Type of Certificate/License (pK-3, Multi-Age, 7-12, etc.)**:**	**Area of Licensure** (list licensure content area(s), unless the license is pK-3)**:**	**Effective Date:** **Expiration Date:**

License Renewal Cycle
Select one:

- ☐ I am working towards the first renewal of a 5-year Ohio professional educator license.
- ☐ 2nd renewal of 5-year Ohio license
- ☐ 3rd + renewal of 5-year Ohio license

Plan Type	**Professional Growth Plan/IPDP Effective Date:**
Select one: ☐ Initial Proposal ☐ Revised Proposal	*From August 1, _____ to July 30, _____*

GOALS FOR GROWTH

Directions
Use the **self-assessment tool** to outline two goals for your professional growth this year. From the self-assessment, transfer the following: (1) the applicable teaching standard (OSTP); and (2) the applicable evidence indicator(s). Write a brief goal statement that includes rationale for & application of learning. ***(See sample goals below.)***

Sample Goals:

Standard: *1 – Students*
Evidence indicator(s): • Identification, instruction, and intervention for special populations
Goal statement: I will participate in PD to help me increase classroom engagement for my ELL students.

Standard: *4 – Instruction*
Evidence indicator(s): • Communication of clear learning goals; differentiation of instruction to support learning needs of all students
Goal statement: I will complete FIP training (modules 2+) and related professional development in order to master differentiation of clear learning targets for my students.

Professional Growth Plan/Individual Professional Development Plan (IPDP)

OTES/LPDC

Goal 1 **Standard:** **Evidence indicator(s):** **Goal statement:**
Goal 2 **Standard:** **Evidence indicator(s):** **Goal statement:**
Goal 3 *(Optional)* **Standard:** **Evidence indicator(s):** **Goal statement:**

Teacher Signature _____ **Principal/Evaluator Signature** _____

Date _____ **Date** _____

DO NOT MARK BELOW THIS LINE. FOR LPDC USE *ONLY.*

☐ **Revise/Resubmit**
Revision notes: _____

-OR-

☐ **Approved as written**

Approval Signature_____ **Date**_____

Richard Allen Schools
EVALUATION FORM

Name: _____

Complete and submit form ***after*** PD for final CEU approval; attach documentation of PD
This evaluation is required only for training completed outside RAS in-service training/PD

A. Alignment to Ohio Professional Development Standards

☐ **Standard 1:** How is this PD purposefully structured to occur over time?
☐ **Standard 2:** What data sources guided you toward this PD?
☐ **Standard 3:** How does the PD include opportunities for collaboration?
☐ **Standard 4:** How did the PD include varied learning experiences to accommodate adult learning needs?
☐ **Standard 5:** Evaluate the PD as to its short- and long-term impact. Be as specific as possible.
☐ **Standard 6:** How did the PD result in the acquisition, enhancement or refinement of skills & knowledge? Be specific.

Richard Allen Schools
EVALUATION FORM

B. Identify and attach documentation to evidence completion of the PD experience.

Submitted documentation: (Check all that apply.)

- ☐ Certificate of attendance
- ☐ Reflection journal
- ☐ Time log
- ☐ Agenda with specific dates & times
- ☐ Conference program with attended sessions identified
- ☐ Transcripts or grade reports
- ☐ Original work related to PD: portfolio, lesson plans, curriculum documents, grants, academic articles, etc.
- ☐ Other: (Specify)_____

Number of contact hours:	**Number of CEUs requested:**

DO NOT MARK BELOW THIS LINE. FOR LPDC USE ONLY.

☐ **Revise/Resubmit**

Revision Advice: _____

-OR-

☐ **Approved as written for _____ CEUs**

Approval Signature_____ **Date**_____

Documentation for Webinar/Online PD Participation			
Directions Complete this form if you are participating in a webinar/online PD related to your professional growth goals. Attach the flyer or information for the webinar and submit to your LPDC (Local Professional Development Committee). *You do not need to submit a separate evaluation.*			
Webinar Information			
Webinar title			
Date & time			
Host organization/entity			
Webinar goals & objectives			
Your role	*For example: Listening to a presenter, watching a video, participation in group activities/ collaborative learning, dialogue with others*		
What short-term impact could this PD have on your growth?			
What long-term impact could this PD have on your growth?			
How will this PD help *you* help *your students?*			
Verification			
My signature below attests to my participation in the online professional development described above.			
Name			
Signature			
Date		**Number of contact hours for approval:**	

LPDC Approval: _____ **# CEUs Approved:** _____

Scoring Rubric for UbD Unit Plan

Adapted from Tulane University's Teacher Internship Handbook

DOMAIN 1: PLANNING & PREPARATION

Name: _____ **Evaluator:** _____

Subject Area: _____ **Grade Level:** _____ **Date Evaluated:** _____

Unit Dates: _____

Component	Ineffective	Partially Effective	Effective	Highly Effective
A. Goals, Understandings, & Essential Questions (U + E + G)	• Not clearly linked to standards (curriculum map) • Not focused on core ideas of the content area(s) • Not framed to promote inquiry or transfer • No attention given to students' prior knowledge and/or present level of performance	• Implied or incomplete links to standards (curriculum map) • Some are focused on core ideas; others are too narrow • Some are framed to promote inquiry and transfer • Implied attention given to students' prior knowledge and/or present level of performance	• Clear connections to state/national standards (curriculum map) • Focused on core ideas of the content area(s) • Most are framed to promote inquiry, transfer, and higher-order thinking • Some specific attention given to students' prior knowledge and/or present level of performance	• Clear connections to state and national standards (curriculum map) • Integrates core ideas from several disciplines • Provocative framing of questions to produce interest, inquiry, transfer, and higher-order thinking • Clear and complete attention given to students' prior knowledge and present level of performance
B. Key Knowledge & Skills (K + S)	• Little or no evidence of thoughtful task analysis (taxonomies & learning domains not represented) • Little or no evidence of higher-order thinking skills • Inappropriate focus on facts, terms, etc. with little or no applications/skills	• Evidence of partial task analysis (some taxonomies & learning domains represented) • Incomplete attention given to higher-order thinking • Knowledge and skills are described, but may lack congruence or completeness	• Clear evidence of careful task analysis (taxonomies & learning domains represented) • Careful attention paid to higher-order thinking skills • Clear connections between knowledge and goals for application/process skills	• Evidence of extensive task analysis (taxonomies and learning domains clearly represented) • Extensive attention to both higher-order critical thinking and real-world problem-solving skills/applications • Clear, complete descriptions with multiple links between knowledge and applications
C. Design of Performance Task(s) (Summative Assessment) (T)	• Performance task is not authentic/not a real-world task • No evaluative criteria or rubrics are given for students • Focus is on activity, not on student understanding • Task is not clearly defined • Task does not require any transfer of learning	• Some aspects of task are real-world based • Evaluative criteria are incomplete and need further clarification • Some aspects of task need further clarification	• Task is clearly connect to the "real world" • Evaluation rubric is based on well-defined criteria • Some attention is given to increasing student success • Choices provide for student diversity	• Real-world task is creative and challenging • Evaluation rubric is based on well-defined criteria • Attention is given to pitfalls and how to help students avoid them • Choices provide for student diversity

Component	Ineffective	Partially Effective	Effective	Highly Effective
D. Use of other (formative) assessment evidence (OE)	• Insufficient or inappropriate evidence for student understanding • Little, if any, opportunity provided for students to reflect, self-assess, and revise	• Some use of appropriate additional evidence of understanding • Some assessment strategies may need clarification and/or further development • Clear but limited opportunities for students to reflect, self-assess, and revise	• Ongoing use of additional evidence of understanding • Multiple opportunities for students to reflect, self-assess, and revise • Some connections between formative assessments and summative performance tasks	• Ongoing use of additional and varied evidence of understanding • Multiple and varied opportunities for students to self-assess, reflect, and revise • Formative assessments designed to increase student transfer of learning and success on summative task
E. Learning Plan (L)	• Methods include no formative instructional practices • Instructional delivery does not include modeling, guided work, independent work • Instructional methods not clearly related to desired understandings • Little, if any, attention given to strategies/methods that equip students to meet learning targets	• Methods include limited formative instructional practices • Instructional delivery does not clearly include modeling, guided work, independent work • Some instructional strategies focused on higher-order learning, but on a limited basis • Some strategies/methods lack clarity or relevance, and as a result may not equip students to meet learning targets	• Methods clearly include formative instructional practices • Creative use of both direct and higher-order/experiential learning strategies • Multiple delivery methods provide opportunities for students to explore, investigate, research, create, and experiment • Clear links between strategies/methods and the learning targets	• Instructional strategies include all elements of formative instructional practices that promote student ownership (feedback, self- and peer-assessment, goal-setting) • Multiple activities provide student choice in varied opportunities to explore, investigate, research, create, and experiment • Clear links between strategies and the learning targets
F. Accommodations (SpEd – required)	• Accommodations for students with special needs are not indicated, or simply generic statements copied from unit to unit	• Accommodations for students with special needs are listed, but lack clarity in terms of the specific unit	• Accommodations for students with special needs are listed and specific to the content and design of the unit	• Accommodations for students with special needs are listed and thoughtfully show attention to the content and design of the unit
G. Coherence & Clarity	• UbD overview is incomplete with essential components missing • Plan has major inaccuracies and/or significant errors, indicating serious misconceptions about planning, teaching, and learning	• Most components of UbD overview are addressed, but several incomplete and need further development • Numerous minor errors or inaccuracies detract from quality • Plan shows a limited understanding of the processes of planning, teaching, and learning	• All components of UbD overview are addressed, but a few may be overly vague and need clarification • Minor errors or inaccuracies do not detract from overall quality of the plan • Plan show an adequate understanding of the processes of planning, teaching, and learning	• All components of the UbD overview are addressed effectively and completely • Few, if any, errors of any kind • Plan demonstrates a sophisticated and insightful understanding of the processes of planning, teaching, and learning

Richard Allen Schools
Evaluation Tool
DOMAIN 2: CLASSROOM ENVIRONMENT

Teacher Name:

Evaluator Name & Date:

	Not Evaluated	Ineffective (0)	Partially Effective (1)	Effective (2)	Highly Effective (3)
Routines & Procedures (General) *OSTP 5e*		• Few or no routines and procedures are in place, or routines/procedures are unclear or irrelevant • Routines and procedures are not followed consistently, if at all • Students do not demonstrate knowledge of routines and procedures • No clear expectation in place for speaking in complete sentences and addressing others by name • Recitation of or reflection upon school/classroom creed does not occur or appears to have no meaningful place in routines	• Some routines and procedures are in place, but may be lacking in clarity or relevance • Routines and procedures are not always followed by teacher and/or students • Most, but not all, students demonstrate knowledge of routines and procedures • Teacher does not consistently model and guide students to speak in complete sentences and address one another by name • Recitation of or reflection upon school/classroom creed is inconsistent	• Routines and procedures are clearly in place • Routines and procedures are relevant and conducive to student learning • Routines and procedures are followed consistently by students, and **teacher models desired behavior** • **Teacher models and guides students to speak in complete sentences and address one another by name** • **School/classroom creed is recited or reflected upon daily**	• Routines and procedures are clearly observable, followed consistently, and serve to better the classroom climate • **Teacher models desired behavior** • Any student selected from this classroom could answer questions about and/or discuss routines and procedures • **Teacher and students speak in complete sentences and address one another by name** • **School/classroom creed is recited or reflected upon daily**
Management of Instructional Groups *OSTP 5d, 5e*		• Students not working with the teacher are not productively engaged in learning	• Group work is partially organized, resulting in some off-task behavior when teacher is involved with one group	• Group work is organized, and groups are managed so most students are engaged at all times	• Groups working independently are productively engaged at all times, with students assuming responsibility for productivity
Management of Student Behavior *OSTP 5e*		• Student behavior is monitored and managed ineffectively • No system for consequences and/or positive behavior incentives • Expectations for student behavior are unclear and/or inconsistent • Students do not seem to know what is expected of them in terms of their behavior • Student behavior is managed inefficiently, taking away from instructional time • Teacher uses the "parent" or "child" voice when managing students' behavior	• Student behavior is not monitored and/or managed consistently • Systems for both consequences and positive behavior incentives are in place, but not used consistently • Expectations for student behavior are defined and/or communicated inconsistently or unclearly; not all students know what is expected of them in terms of their behavior • Student behavior not always managed efficiently, taking away from instructional time • Teacher uses the "parent" or "child" voice at times when managing students	• Student behavior is monitored and managed consistently, as needed • Systems for both consequences and positive behavior incentives are in place and used consistently • Expectations for student behavior are clearly defined and communicated • **Students assume responsibility for their own behavior** • Student behavior is managed efficiently in order to promote re-focus on learning • Teacher consistently uses the "adult voice" when managing students	• Teacher response to misbehavior is highly effective, creating an environment with few or no disruptions • Student behavior is monitored and managed so consistently and expectations are clear, and **students assume responsibility for their own behavior** • Teacher consistently uses the "adult voice" when managing students

	Not Evaluated	Ineffective (0)	Partially Effective (1)	Effective (2)	Highly Effective (3)
Respect & Rapport *OSTP 1d, 5a*		• Teacher interaction with student(s) is negative, disrespectful, demeaning, sarcastic, or inappropriate, and/or students exhibit disrespect for teacher • Student interactions are characterized by conflict, put-downs, sarcasm, or general negativity • Students are treated inconsistently and/or unfairly • Teacher offers little or no feedback for desired results • Teacher does not encourage students when they struggle	• Teacher-student interactions are appropriate, but lack a notable level of respect/politeness • Students do not consistently treat one another with respect • Students are treated with some inconsistency (e.g., favoritism, disregard for cultural differences, etc.) • Teacher offers minimal or generic positive feedback for desired results • Teacher does not consistently encourage students who struggle	• Students consistently treat one another with respect • Students are treated fairly, according to their individual needs • **Successes are celebrated in the classroom** • Teacher offers positive, specific feedback for desired results • Teacher consistently encourages students who struggle	• Teacher and students treat others with fairness and respect • **All successes are celebrated in the classroom** • Teacher offers positive, specific feedback for desired results • Teacher encourages all students, and students help one another without being asked
Expectations for Learning and Achievement *OSTP 1c, 5c*		• Instructional goals, activities, interactions, and/or the classroom environment convey few or no expectations for student achievement • Students demonstrate little or no pride in their work • Student work is either not displayed or minimally displayed • Expectations for success are limited or absent, or only target specific students	• Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement • Students invest minimal energy in the quality of their work • Some student work may be displayed, but with little or no feedback/comments, or displays not updated regularly • Expectations for success are inconsistent, or do not seem to include all students	• Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement • **Mistakes are okay** and are used constructively for "teachable moments" • Students accept teacher insistence on high-quality work and demonstrate pride in their work • **Student work is displayed with feedback and positive comments** • **All students experience success, and the teacher guarantees it**	• Teacher modeling and insistence on quality and achievement have created an even deeper, more intrinsic motivation in this classroom • **Mistakes are okay** and are used constructively for "teachable moments" • Students take considerable pride in their work, both as individuals and as a group • **Student work is displayed with feedback and positive comments** • **All students experience success, and the teacher guarantees it**
Classroom Organization *OSTP 5e*		• The classroom environment is unclean and/or unsafe • The furniture arrangement impedes learning activities • Needed materials and reference items are inaccessible to teacher and/or students	• The classroom environment is generally safe but is cluttered/ unclean • The furniture arrangement does not optimally support the planned learning activities • Needed materials and reference items are not well organized for access by teacher and/or students	• The classroom environment is safe and generally clean • Furniture arrangement serves the learning activities in the room • Teachers easily access materials and reference items needed for instruction	• The classroom environment is safe and clean, and furniture arrangement is flexible and easily changed by students to optimize learning • Teacher and students access and use material physical resources optimally

Note: Criteria/descriptors shaded in **red** have been adapted from *Enhancing Professional Practice: a Framework for Teaching* (Danielson, 1996, 2007). Descriptors in **boldface** are specific to the ways of Great Expectations.

Richard Allen Schools
Evaluation Tool
DOMAIN 3: INSTRUCTION

Teacher Name:

Evaluator Name & Date:

	Not Evaluated	Ineffective (1)	Developing (2)	Skilled (3)	Accomplished (4)
Learning Targets *OSTP 4c*		• Learning target not visibly posted, OR • Learning target not reviewed, OR • Learning target not aligned with instruction/learning	• Learning target for the lesson visibly posted, but - • Not all students can describe what they are learning, OR • Learning target describes what students are doing (the activity), not the learning, OR • Target is partially aligned, but needs refinement	• Learning target for the lesson visibly posted • Learning targets are based on standards • Learning target is aligned with instruction/activities • When asked, students can describe what they are learning • Learning target is reviewed/ revisited during the lesson	• A purpose for learning is discussed (Why are we learning _____?) • When asked, students can describe 1) what they are learning and 2) why they are learning it (purpose for learning) • Success criteria – a model, rubric, exemplars – are used to help students know when they've "got it"
Content *OSTP 2a, 2e*		• Content is not aligned to appropriate learning standards • Representation of content is inaccurate • Teacher does not use/teach relevant content vocabulary	• Content is partially aligned to appropriate learning standards • Representation of content is accurate, but not appropriate for the learners • Teacher uses/teaches limited content vocabulary • Content is connected to prior learning or relevant life experiences	• Content is aligned to appropriate learning standards • Representation of content is accurate • Teacher uses/teaches relevant content vocabulary • Content is connected to prior learning and relevant past/present/future life experiences	• Teacher's depth of content knowledge is evident in lesson delivery • Content includes multiple disciplines • Students use prior knowledge to construct new meaning
Questioning *OSTP 1b*		• Few or no students are questioned • Teacher questions are few or lacking in quality, with most challenging only knowledge/recall skills	• Teacher wait-time is brief, or only some questions invite student response • Questions extend only to comprehension	• Many of teacher's questions are of high quality and focus on higher-order thinking skills • Adequate time allowed for students to think and respond • Questioning is scaffolded • Questions extend to application and analysis	• Teacher questions extend to evaluation and encourage the synthesis of new ideas • Students formulate questions on their own

	Not Evaluated	Ineffective (1)	Developing (2)	Skilled (3)	Accomplished (4)
Instructional Activities *OSTP 4c, 4f, 5d*		• Teacher directions are unclear	• Teacher directions and procedures are clear, but incomplete	• Teacher directions and procedures are clear to students and convey important details	• Teacher's Instructional Activities evaluation is consistently Skilled as observed by multiple evaluators over time
		• No clear modeling component, or modeling is unrelated to the learning	• Some attempt at modeling is observed, but is insufficient	• Clear, effective modeling component is observed	
		• Guiding is absent or is not aligned to the learning target	• Some attempt at guiding is evident, but is insufficient	• Guided work is aligned to the learning target • Guiding includes effective questioning • Guided work allows all students an opportunity to practice	
		• Resources are irrelevant or take away from the learning	• Resources are limited or lack strong connection to the learning	• Several resources are used to enrich the learning • Teacher uses formative assessment to drive guided learning	
		• Independent practice is absent or is not aligned to the learning target	• Independent practice is partially aligned to target and instruction	• Independent practice aligns with target and instruction • Independent practice used appropriately	
		• Pacing of the lesson is not age-appropriate		• Pacing of lesson components is age-appropriate	
		• Activities do not reflect the use of best instructional practices	• Activities reflect the use of limited instructional strategies	• Activities reflect a variety of instructional strategies • Activities include a writing component, as appropriate • Activities allow students to apply learning to some kind of task	
		• Lesson closure is absent	• Lesson closure occurs, but either only revisits target or does not reference the target	• Lesson closure revisits target • Lesson closure includes some kind of check/ assessment	

	Not Evaluated	Ineffective (1)	Developing (2)	Skilled (3)	Accomplished (4)
Assessment of Student Learning & Differentiation *OSTP 3 (all)* *OSTP 1b, 3c, 4e*		• Assessments are not aligned to the stated learning target(s) • Formative assessment not used prior to summative assessment • Criteria/standards for assessment are absent or unclear • One-size-fits-all approach is used (no evidence of groups), OR • Groups are random	• Assessments used partially evaluate stated learning target(s) • Formative assessment used ineffectively prior to summative assessment • Criteria/standards for assessment are not entirely clear to students • Activities are varied, but not based on current student data • Students are purposefully grouped, but data used is old/irrelevant	• Assessments used effectively evaluate stated learning target(s) • Formative assessment used consistently prior to summative assessment • Criteria/standards for assessment are clear to students • Progress data is shared with students • Activities are scaffolded based on students' current skill levels (assessment data) • Students' skills are assessed in more than one way, based on individual needs • Assignments are differentiated based on students' needs • Student groups are flexible	• Effective formative and summative assessment is used to assess student learning • Students are familiar with their own progress data • Learning targets are differentiated and assessed for students performing below or above the whole-class target • Data-informed remediation and enrichment are evidenced
Feedback for Learning *OSTP 5a, 5c*		• Feedback is not provided or is of poor quality	• Quality of feedback is inconsistent or vague, or feedback is given inconsistently	• Feedback is based on learning targets • Feedback is provided consistently and is specific (students know exactly what they did right/need to improve) • Feedback includes some questions to make the learner(s) think	• Teacher-to-student feedback allows opportunities for student reflection and self-assessment • Teacher solicits student feedback • Students give one another feedback
Time Management *OSTP 5e*		• Down-time excessive • Much time lost during transitions • Pacing of lesson too slow or too rushed	• Too much/too little time allowed for completion of activities • Transitions sporadically efficient; some instructional time lost • Pacing of lesson inconsistent	• Student "down-time" is minimal • Transitions occur smoothly, with little loss of instructional time • Pacing of the lesson is consistent	• Students' time-on-task is optimal • Transitions are seamless, with students assuming responsibility for efficient operation • Lesson follows definite time structure, with pacing appropriate for all students

	Not Evaluated	Ineffective (1)	Developing (2)	Skilled (3)	Accomplished (4)
Student Engagement *OSTP 5c*		• Teacher sits throughout instruction or is otherwise disengaged • No "hook" is used for the lesson • Few or no students participate in discussion/ activities • Student participation is absent or predominantly recitation-style, with "teacher-talk" dominating the lesson	• Teacher demonstrates a lack of enthusiasm during the lesson • Some attempt is made to "hook" students, but lacks alignment with the learning that follows • Some students participate in discussion/activities • "Teacher talk" somewhat excessive, with limited opportunities for students to speak	• Teacher teaches on his/her feet • A "hook" (visual, audio, question, something to build anticipation prior to modeling) is used to engage students in the lesson • Majority of students actively participate in discussion/ activities • Healthy balance of "teacher talk" and opportunities for students to speak	• Teacher is actively engaged with students throughout the lesson • A creative "hook" used to engage students in the lesson • All students actively participate in discussion/ activities • Students are expected to respond/contribute/explain, and they do so frequently
Responsiveness *OSTP 5a*		• Teacher adheres rigidly to plan, even when plan is not working • Teacher ignores or dismisses student questions/requests for assistance	• Teacher attempts to adjust a lesson, with mixed results • Teacher attempts to answer student questions, but allows for too much time-off-task or irrelevant discussion	• Teacher successfully makes minor adjustments to the lesson as needed to serve student learning • Teacher addresses student questions thoughtfully and efficiently	• Teacher makes a major adjustment to the lesson to serve student learning • Teacher seizes a major opportunity to enhance learning, building on a spontaneous event
Rigor *OSTP 1b, 4e, 5c*		• Instruction does not match the intended rigor of the target or standard, addressing only surface knowledge and skills • Learning activities are basic and do not challenge students, and/or may be difficult due to inadequate planning/instruction, lack of scaffolding, clarity, etc.	• Instruction approaches the level of rigor required by the target or standard (e.g., activities include application but no analysis, when analysis is needed to meet the target) • Learning activities are intellectually challenging (not simply difficult due to inadequate planning/ instruction, lack of scaffolding, clarity, etc.)	• Instruction matches the intended rigor of the standard, going beyond knowledge and skill when needed to ensure students can apply, analyze, evaluate, and create • Critical thinking skills are actively taught • Learning activities are generally challenging (not simply difficult due to inadequate planning/ instruction, lack of scaffolding, clarity, etc.)	• Instruction matches the intended rigor of the standard • Learning activities are challenge students of all ability levels and not simply difficult due to inadequate planning/instruction, lack of scaffolding, clarity, etc.
Student Ownership of Learning *OSTP 3e, 5c*		• No attempt to develop students' ownership of learning is evident	• Students track their own progress data • Students are involved in developing class goals for learning	• Students involved in reflection/discussion about their own progress and data • Students given regular opportunities to provide feedback to peers • Students involved in setting individual goals	• Students self-assess using rubrics, checklists, or other success criteria • Students able to provide effective feedback to others • Students articulate and reflect on their own learning goals

Evaluator's descriptive feedback:

Evaluation Summary

Strength(s): _____

Area(s) for refinement: _____

To be re-evaluated on/in _____

NOTE: Descriptors shaded in red have been adapted from *Enhancing Professional Practice: a Framework for Teaching* (Danielson, 1996, 2007).

Richard Allen Schools
Evaluation Tool
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Teacher Name:

Evaluator Name & Date:

	N/A	Ineffective (1)	Developing (2)	Skilled (3)	Accomplished (4)
Comportment & Demeanor *OSTP 7a*		• Resistant to new ideas • Displays a consistently negative attitude when dealing with students, colleagues, and families	• Shows a lack of interest in new ideas • May not always display a positive attitude when dealing with students, colleagues, and families	• Receptive to new ideas • Maintains a positive attitude when dealing with students, colleagues, and families	• Enthusiastic about and receptive to new ideas • Maintains a positive attitude when dealing with students, colleagues, and families
Professional Communication *OSTP 6a*		• Demonstrates lack of proficiency in vocabulary and/or grammar when communicating verbally or in writing		• Demonstrates proficiency in vocabulary and grammar when communicating verbally and in writing	• Demonstrates high levels of stylistic proficiency in vocabulary and grammar when communicating verbally and in writing
Professional Development *OSTP 7b*		• Does not participate in professional development opportunities • Consistently fails to meet any LPDC requirements; no submission of growth plan • Demonstrates little or no knowledge of trends in educational research	• Participates in professional development opportunities, but not actively (a "body at the event") • No action to meet PD goals beyond submission of growth plan • Demonstrates little or inconsistent knowledge of trends in educational research	• Assumes responsibility for individual professional development • Actively participates in available professional development opportunities • Sets PD goals based on data and takes action to meet the goals • Demonstrates knowledge of trends in educational research	• Actively participates in external professional development opportunities, and/or leads professional development sessions, mentoring, etc. in the building/district • Analyzes evidence of student learning to inform PD goals in the growth plan • Demonstrates knowledge of trends in educational research • Seeks and maintains professional memberships
Ethical & Legal Obligations *OSTP 7a*		• Does not understand and follow regulations, policies and agreements	• Understands and follows district policies and state and federal regulations at a minimum level	• Meets ethical and professional responsibilities with integrity • Upholds district policy and state/federal regulations	• Helps colleagues access and interpret laws and policies and their implications in the classroom
Participation in the School Community *OSTP 6c, 6d, 7c*		• Does not serve on school/district committees • Resists collaboration with colleagues • Does not attend school events	• Rarely volunteers for school/district committees • Collaborates with colleagues only when required • Attends school events only when asked/required	• Readily volunteers for school/district committees • Collaborates with colleagues on a regular basis • Contributes to problem-solving at grade, divisional and/or building levels • Regularly attends school events	• Volunteers for multiple school/district committees • Actively and frequently contributes to collaboration with colleagues • Innovative thinker and problem-solver in any situation • Always or nearly always attends school events

	N/A	Ineffective (1)	Developing (2)	Skilled (3)	Accomplished (4)
Persistence *OSTP 1c, 1e, 5a*		• Teacher gives up easily or blames student/class/family/ school etc. for students' struggles and/or lack of success	• Teacher generally accepts responsibility for the success of all students, but has limited/generic repertoire of strategies for helping students succeed	• Teacher persists in seeking approaches for students who have difficulty learning, using multiple strategies to help students succeed	• Teacher persists in seeking effective approaches for students who need help, using extensive repertoire of instructional strategies and seeking additional assistance from others
Family Rapport & Communication *OSTP 6b*		• Teacher unable to give families information about the school or instructional program • Teacher does not maintain communication via newsletters, webpage, etc. • Teacher does not respond to parents' concerns about their students, or responds inappropriately • Teacher makes no attempt to involve families in the school	• Teacher able to give families only minimal information about the school or instructional program • Teacher communication via newsletters, webpage, etc. inconsistent or not consistently documented • Teacher responds inconsistently to parents' concerns about their students • Teacher makes some effort to involve families in the school	• Teacher able to give families information about the school or instructional program • Teacher maintains & documents regular communication via newsletters, webpage, etc. • Teacher responds to parents' concerns about their students and makes some attempt to resolve issues • Teacher makes regular effort to involve families in the school	• Teacher able to give families extensive information about the school or instructional program • Teacher consistently maintains & documents inviting, up-to-date communication via newsletters, webpage, etc. • Teacher responds to parents' concerns about their students and makes every effort to resolve issues • Teacher goes above and beyond in his/her efforts to involve families in the school
Maintaining Accurate Records *OSTP 7a*		• Grading records are missing, incorrect, outdated, or in disarray • No system in place for monitoring students' progress • Needed non-instructional records (logs, etc.) missing or in disarray	• Grading records exist, but aren't complete, up-to-date, specific, and/or clear • System for monitoring student progress exists, but is minimal and does not really involve the students • Needed non-instructional records are kept inconsistently	• Grading records are complete, specific, and up-to-date • System for monitoring student progress is used consistently and involves students • Needed non-instructional records are organized and used consistently, as needed	• Grading records are detailed and up-to-date, including relevant notes/comments • System for monitoring student progress is used frequently, involves students • Needed non-instructional records are complete and organized such that anyone (principal, sub, etc.) could access them as needed
Punctuality & Attendance *OSTP 7a*		• Consistently tardy for work, and/or • Frequent absence without excused leave (more than 6 absences per year)	• Attendance inconsistent, with PTO exhausted and/or some unpaid time taken (5-6 absences per year)	• Generally punctual for work • Excellent attendance, using minimal PTO and other necessary leave (maternity, etc.; otherwise, 3-4 absences per year)	• Always early or on-time for work and other events • Perfect or near-perfect attendance; does not exhaust PTO (2 or fewer absences per year)
Timeliness *OSTP 7a*		• Consistently fails to meet given deadlines	• Inconsistently meets given deadlines	• Regularly meets all deadlines	• Exemplary in meeting all deadlines
Appearance *OSTP 7a*		• Appearance not professional/appropriate for work		• Appearance professional and appropriate for work	• Takes exceptional pride in professional appearance

Note: Criteria/descriptors shaded in **red** have been adapted from *Enhancing Professional Practice: a Framework for Teaching* (Danielson, 1996, 2007).

Scope and Sequence

The measures in ***easyCBM*** assess all the key components of reading and math concepts/skills across the K–8 grade levels. Educators have the option of assessing paper/pencil or through computer-based administration of the measures.

READING CURRICULUM-BASED MEASURES

	READING							READING
Grade	Phonemic Awareness	Letter Sounds	Letter Names	Word Fluency	Passage Fluency	Vocabulary	Reading Comprehension	Common Core (Read to Perform a Task, Informational Text, Short Literacy Text)
K	√	√	√	√				
1	√	√	√	√	√			
2				√	√	√	√	
3				√	√	√	√	√
4					√	√	√	√
5					√	√	√	√
6					√	√	√	√
7					√	√	√	√
8					√	√	√	√

MATH CURRICULUM-BASED MEASURES

	MATHEMATICS						MATHEMATICS
Grade	Numbers and Operations	Geometry	Measurement	Algebra	Data Analysis	Ratios	Common Core
K	√	√	√	*	*		√
1	√	√	*	√	*		√
2	√	*	√	√	*		√
3	√	√	*	√	*		√
4	√	*	√	√	*		√
5	√	√	√	√	*		√
6	√	*	*	√	*	√	√
7	√	√	√	√	*	*	√
8	√	√	√	√	√	*	√

* *Connections to Focal Points as identified by NCTM. Within the constructs of mathematics, elements are woven in to build the foundation and progress a student to the next level of mathematics and/or topic. For example, as a kindergarten student identifies, duplicates, and extends simple number patterns and sequential and growing patterns, they are receiving foundational preparation for creating rules that describe relationships in algebra (adapted from NCTM Focal Points).*

SPANISH CURRICULUM-BASED MEASURES

	SPANISH			
Grade	Syllable Segmenting	Syllable Sounds	Word Reading Fluency	Sentence Reading Fluency
K	√	√		
1	√	√	√	√
2			√	√

Title I Parent Survey 2017 - RA Edgemont

* 1. Did you participate in and/or attend any of the following activities this school year? (Please check all that apply.)

- [ ] Title I Annual Meeting
- [ ] Title I program planning and evaluation
- [ ] The development of the school-parent compact
- [ ] Parent advisory committee/councils
- [ ] Parent-teacher conferences
- [ ] Explanation of standards and curriculum
- [ ] Family reading/math nights
- [ ] Observing and/or volunteering in your child's classroom
- [ ] All Pro Dads

Other (please specify)

* 2. Do you know how additional help with reading and/or mathematics is given to students in the Title I program?

- ◯ Yes
- ◯ No

Comments:

* 3. Do you feel that the teachers at your child's school are helpful when you need information about your child's progress or ways to help your child?

- ◯ Yes
- ◯ No

Comments:

* 4. What is the best way from the school to share information with you about your child and school activities. Please select what you feel to be the BEST way to contact parents:

- ◯ Telephone call
- ◯ E-mail
- ◯ Written notices
- ◯ Text messages

Other (please specify)

* 5. Check any of the following that would help you to attend activities at the school:

- ☐ Evening meetings (please indicate preferred time in "other" section)
- ☐ Transportation provided
- ☐ Child care provided
- ☐ Calendar of events sent home regularly
- ☐ Reminders sent home one week before the event
- ☐ Meetings at a location other than the school (suggest possibilities in "other" section)

Other (please specify)

* 6. What types of training/programs would you like the school to provide for parents?

- [ ] Parenting skills
- [ ] GED classes
- [ ] Money management
- [ ] Health awareness/issues
- [ ] Information on accessing social services
- [ ] Nutrition

Other (please specify)

* 7. What ways can parent engagement be strengthened within the school district?

8. Do you have any other comments, questions, or concerns about the Title I program in your school?

Parent Survey, Spring 2017 - Mrs. Jane Doe, 3rd Grade

Richard Allen Academy

Your child's teacher is participating in a pilot program for a parent survey. If implemented, the results of the parent survey will be included as a component in teacher evaluation.

Please read the following statements and share your opinions. Your responses are completely anonymous. Thank you for your feedback.

* 1. Did you attend Open House/Meet the Teacher at the start of this school year?

- Yes
- No

* 2. How often do you communicate with your child's teacher, whether in person, by phone, by e-mail, or some other way?

- Frequently - at least a few times each week
- Weekly
- Once or twice a month
- Once or twice this year

* 3. Did you attend report card conferences this year?

- Yes
- No

* 4. How often do you help out/volunteer at the school?

- Weekly
- Monthly
- 3 to 5 times this year
- Once or twice this year
- Never

* 5. How many PA and other parent meetings have you attended this year?

- ◯ 3 or more
- ◯ 2
- ◯ 1
- ◯ 0

* 6. Do you use Progress Book to check your student's grades?

- ◯ Yes, I check it regularly.
- ◯ Yes, I check it from time to time.
- ◯ No, I don't use it.

* 7. Do you use Classroom Dojo to check on your student's behavior and communicate with his/her teacher as needed?

- ◯ Yes, I check it frequently.
- ◯ Yes, I check it from time to time.
- ◯ No, I don't use it.

* 8. My child's teacher challenges my child to do better.

- ◯ Yes, definitely
- ◯ Yes, I think so
- ◯ Don't know
- ◯ No, I don't think so
- ◯ No, definitely not

* 9. Discipline is enforced fairly in my child's classroom.

- ◯ Yes, definitely
- ◯ Yes, I think so
- ◯ Don't know
- ◯ No, I don't think so
- ◯ No, definitely not

* 10. My child's homework is productive and supports the learning in the classroom.

- Yes, definitely
- Yes, I think so
- Don't know
- No, I don't think so
- No, definitely not

* 11. I am aware of my child's progress or problems before progress reports are sent home.

- Yes, definitely
- Yes, I think so
- Don't know
- No, I don't think so
- No, definitely not

* 12. I am aware of the educational goals for my child.

- Yes, definitely
- Yes, I think so
- Don't know
- No, I don't think so
- No, definitely not

* 13. This teacher is helping my child make academic progress.

- Yes, definitely
- Yes, I think so
- Don't know
- No, I don't think so
- No, definitely not

* 14. I am satisfied with the response I get when I contact my child's teacher with questions or concerns.

- Yes, definitely
- Yes, I think so
- Don't know
- No, I don't think so
- No, definitely not

* 15. I feel welcome in my child's classroom.

- Yes, definitely
- Yes, I think so
- Don't know
- No, I don't think so
- No, definitely not

* 16. I would recommend this teacher to other parents.

- Yes, definitely
- Yes, I think so
- Don't know
- No, I don't think so
- No, definitely not

* 17. I feel well-informed about what is going on in my child's classroom.

- Yes, definitely
- Yes, I think so
- Don't know
- No, I don't think so
- No, definitely not

* 18. My child feels comfortable asking his/her teacher for help.

- Yes, definitely
- Yes, I think so
- Don't know
- No, I don't think so
- No, definitely not

* 19. My child is learning what she/he needs to know to succeed in later grades or after graduating.

- Yes, definitely
- Yes, I think so
- Don't know
- No, I don't think so
- No, definitely not

* 20. My child feels safe in this classroom.

- Yes, definitely
- Yes, I think so
- Don't know
- No, I don't think so
- No, definitely not

* 21. My child receives extra help when needed.

- Yes, definitely
- Yes, I think so
- Don't know
- No, I don't think so
- No, definitely not

* 22. My child's classroom is clean.

- Yes, definitely
- Yes, I think so
- Don't know
- No, I don't think so
- No, definitely not

* 23. My child's school work and homework assignments are challenging.

- Yes, definitely
- Yes, I think so
- Don't know
- No, I don't think so
- No, definitely not

* 24. My child's teacher gives helpful comments on homework, class work, and tests.

- Yes, definitely
- Yes, I think so
- Don't know
- No, I don't think so
- No, definitely not

* 25. My child's teacher manages the classroom effectively.

- Yes, definitely
- Yes, I think so
- Don't know
- No, I don't think so
- No, definitely not

* 26. My child's teacher sends home graded work/tests in a timely manner.

- Yes, definitely
- Yes, I think so
- Don't know
- No, I don't think so
- No, definitely not

* 27. Order and discipline are consistently maintained in this classroom.

- Yes, definitely
- Yes, I think so
- Don't know
- No, I don't think so
- No, definitely not

* 28. This teacher cares about my child's success.

- Yes, definitely
- Yes, I think so
- Don't know
- No, I don't think so
- No, definitely not

* 29. I feel comfortable talking to my child's teacher.

- Yes, definitely
- Yes, I think so
- Don't know
- No, I don't think so
- No, definitely not

* 30. The amount of homework my child receives is appropriate for his/her grade level.

- Yes, definitely
- Yes, I think so
- Don't know
- No, I don't think so
- No, definitely not

* 31. This teacher helps students learn to resolve conflicts.

- Yes, definitely
- Yes, I think so
- Don't know
- No, I don't think so
- No, definitely not

* 32. This teacher is preparing my child for college or a career.

- Yes, definitely
- Yes, I think so
- Don't know
- No, I don't think so
- No, definitely not

* 33. This teacher values parent feedback.

- Yes, definitely
- Yes, I think so
- Don't know
- No, I don't think so
- No, definitely not

* 34. This teacher is respectful to students.

- Yes, definitely
- Yes, I think so
- Don't know
- No, I don't think so
- No, definitely not

* 35. This teacher helps me understand how I can support my child's learning at home.

- Yes, definitely
- Yes, I think so
- Don't know
- No, I don't think so
- No, definitely not

* 36. This teacher responds to my questions/concerns in a timely manner.

- Yes, definitely
- Yes, I think so
- Don't know
- No, I don't think so
- No, definitely not

* 37. This teacher is respectful to me.

- Yes, definitely
- Yes, I think so
- Don't know
- No, I don't think so
- No, definitely not

* 38. Overall, I am satisfied with my child's education in this teacher's classroom.

- ◯ Yes, definitely
- ◯ Yes, I think so
- ◯ Don't know
- ◯ No, I don't think so
- ◯ No, definitely not

39. Please include any additional feedback for your child's teacher here. Thank you once again for helping us make RAS a great place to learn.

Teacher & Staff Perception Survey, Winter 2016 - RAAIII (Hamilton)

* 1. The vision and mission of this school are shared with the staff. (S1)

- Agree
- Disagree
- Don't know

* 2. Expectations are high at this school. (S1)

- Agree
- Disagree
- Don't know

* 3. My principal makes adjustments when things aren't working at the school. (S1)

- Agree
- Disagree
- Don't know

* 4. The principal inspires optimism for the future of this school. (S1)

- Agree
- Disagree
- Don't know

* 5. My principal has confidence in the expertise of the teachers. (S1)

- Agree
- Disagree
- Don't know

* 6. My principal is an inspiring leader. (S1)

- Agree
- Disagree
- Don't know

* 7. My principal actively monitors school goals. (S1)

- ◯ Agree
- ◯ Disagree
- ◯ Don't know

* 8. My principal communicates instructional expectations to me. (S2)

- ◯ Agree
- ◯ Disagree
- ◯ Don't know

* 9. Professional development is aligned with student needs. (S2)

- ◯ Agree
- ◯ Disagree
- ◯ Don't know

* 10. My principal takes responsibility for student achievement at this school. (S2)

- ◯ Agree
- ◯ Disagree
- ◯ Don't know

* 11. My principal gives me regular and helpful feedback about my teaching. (S2)

- ◯ Agree
- ◯ Disagree
- ◯ Don't know

* 12. Professional development is aligned to school goals and curriculum. (S2)

- ◯ Agree
- ◯ Disagree
- ◯ Don't know

* 13. My principal shares relevant research with the staff at this school. (S2)

- Agree
- Disagree
- Don't know

* 14. My principal helps staff use data to inform instruction. (S2)

- Agree
- Disagree
- Don't know

* 15. Overall, I feel adequately trained to do my job successfully. (S2)

- Agree
- Disagree
- Don't know

* 16. Teachers at this school are given opportunities for professional development. (S2)

- Agree
- Disagree
- Don't know

* 17. My principal monitors classroom instructional practices. (S2)

- Agree
- Disagree
- Don't know

* 18. My principal places the learning needs of students ahead of other interests. (S2)

- Agree
- Disagree
- Don't know

* 19. I feel my contributions to the school are important. (S3)

- Agree
- Disagree
- Don't know

* 20. My principal communicates policy and procedural expectations with staff. (S3)

- Agree
- Disagree
- Don't know

* 21. Students at this school are engaged in their classes. (S3)

- Agree
- Disagree
- Don't know

* 22. My principal is open to constructive feedback. (S3)

- Agree
- Disagree
- Don't know

* 23. The school is a caring and nurturing place. (S3)

- Agree
- Disagree
- Don't know

* 24. My principal takes into account the feedback and suggestions I give for the school. (S3)

- Agree
- Disagree
- Don't know

* 25. My principal supports new teachers to help them be successful. (S3)

- Agree
- Disagree
- Don't know

* 26. My principal deals with daily tasks and daily problems in an effective and efficient manner. (S3)

- Agree
- Disagree
- Don't know

* 27. My principal has a good rapport with the staff. (S3)

- Agree
- Disagree
- Don't know

* 28. My principal handles student discipline matters in a fair and consistent manner. (S3)

- Agree
- Disagree
- Don't know

* 29. My principal is committed to finding fair solutions to problems. (S3)

- Agree
- Disagree
- Don't know

* 30. My principal responds to my questions and/or concerns in a timely manner. (S3)

- Agree
- Disagree
- Don't know

* 31. My principal is regularly visible during the school day, interacting with teachers and students. (S3)

- ◯ Agree
- ◯ Disagree
- ◯ Don't know

* 32. Teachers have the opportunity to participate in leadership roles in my school. (S4)

- ◯ Agree
- ◯ Disagree
- ◯ Don't know

* 33. Teachers at my school have a voice in building policy. (S4)

- ◯ Agree
- ◯ Disagree
- ◯ Don't know

* 34. My principal invites teachers to play a meaningful role in setting goals for this school. (S4)

- ◯ Agree
- ◯ Disagree
- ◯ Don't know

* 35. My principal encourages collaboration among teachers to increase student learning. (S4)

- ◯ Agree
- ◯ Disagree
- ◯ Don't know

* 36. My principal gives other staff members autonomy to make decisions as needed. (S4)

- ◯ Agree
- ◯ Disagree
- ◯ Don't know

* 37. My principal involves students in leadership at the school, as appropriate. (S4)

- Agree
- Disagree
- Don't know

* 38. Procedures are in place and communicated clearly so teachers know what to do when my principal is out of the building. (S4)

- Agree
- Disagree
- Don't know

* 39. My principal involves parents in the school as often as possible. (S5)

- Agree
- Disagree
- Don't know

* 40. My principal communicates regularly with parents. (S5)

- Agree
- Disagree
- Don't know

* 41. We hold family and community events at the school. (S5)

- Agree
- Disagree
- Don't know

* 42. At my school, there are events or programs in place that promote cultural awareness and valuing diversity. (S5)

- Agree
- Disagree
- Don't know

* 43. My principal engages community members in the work of the school. (S5)

- Agree
- Disagree
- Don't know

* 44. My principal involves parents and community members in improving student learning at the school through volunteer opportunities, tutoring, etc. (S5)

- Agree
- Disagree
- Don't know

Ohio & RA Teacher Evaluation System
2017-2018 Student Surveys

Goals: Collect feedback that allows student surveys to be included in teacher evaluation (using Ohio's alternative framework: 50% performance, 35% student growth measures, and 15% other measures – in this case, district-developed student surveys); provide data that inform teachers' goals for continuous improvement of the classroom experience for stakeholders

Stakeholders: Students

Design: For student surveys, a Likert scale of agreement will be used with a list of statements. These statements are meant to elicit students' opinions of their teachers.

For students in grades 4-8, a 2-point Likert scale is used:

Agree O **Disagree O**

For students in grades K-3, a 2-point Likert scale with pictures is used:



Yes



No

Note: We have intentionally narrowed the 4-8 scale (originally a wider version, more answer choices) to eliminate student confusion about shades of meaning and to simplify the process.

Statements will speak to the following areas:

- **Rapport**
- **Teaching**
- **Organization & Management**
- **Engagement**

POSSIBLE SURVEY STATEMENTS FOR EACH DOMAIN:

	Grades 6+	Grades 3-5	Grades K-2
Rapport	1. My teacher cares about me. 2. My teacher listens to me. 3. My teacher is willing to help me when I need it. 4. My teacher keeps his/her word whenever possible. 5. My teacher respects my opinions. 6. My teacher accepts responsibility for his/her own mistakes. 7. My teacher likes to have fun with our class. 8. My teacher knows things about my life outside of school.	1. My teacher cares about me. 2. My teacher listens to me. 3. My teacher helps me when I need it. 4. My teacher keeps his/her promises whenever possible. 5. My teacher tells us when he/she makes a mistake. 6. My teacher knows things about my life outside of school.	1. My teacher cares about me. 2. My teacher listens to me. 3. My teacher helps me when I ask. 4. My teacher is nice to me.
Teaching	1. My teacher shows me how to do new things. 2. My teacher allows us to be active in classroom learning. 3. My teacher gives meaningful assignments that help me problem solve and think critically. 4. My teacher seems to know a lot about his/her subject. 5. My teacher pushes us to learn, even when it is difficult. 6. My teacher grades fairly. 7. My teacher gives me descriptive feedback to help me improve my work. 8. My teacher is excited about teaching.	1. My teacher shows me how to do new things. 2. My teacher seems to know a lot about what he/she is teaching. 3. My teacher makes us work hard in this class. 4. My teacher tells me when I do a good job. 5. My teacher gives me feedback that tells me how I can improve. 6. My teacher is excited about teaching.	1. We learn a lot in this class. 2. My teacher makes learning fun. 3. When something is hard, my teacher still makes me try to learn. 4. My teacher tells me when I do a good job.
Organization & Management	1. My teacher keeps us busy in the classroom. 2. My teacher manages time well. 3. My teacher is neat and organized. 4. My teacher is consistent and fair in discipline. 5. My teacher manages the class effectively. 6. My teacher is prepared for class. 7. My teacher returns tests and assignments in a timely manner. 8. My teacher has clear classroom procedures and expectations so we don't waste time.	1. My teacher keeps us busy in the classroom. 2. My teacher is organized and neat. 3. My teacher is fair when someone gets in trouble. 4. My teacher is prepared for class. 5. My teacher returns tests and homework so we can see how we are doing. 6. My teacher has clear classroom procedures so we don't waste time.	1. Our class stays busy learning. 2. My teacher is good at explaining things. 3. Our classroom is clean. 4. In this class, we learn to fix our mistakes.

Engagement	1. My teacher asks the class for feedback. 2. My teacher encourages student leadership in the classroom. 3. My teacher displays my work in the classroom or hallway. 4. My teacher makes school an exciting place to learn. 5. My teacher lets us make some choices in this class. 6. My teacher wants to help me be the best that I can be.	1. My teacher hangs up my work in the classroom or hallway. 2. My teacher encourages me to do my best work. 3. My teacher makes school an exciting place to learn. 4. My teacher allows students to help in the classroom. 5. My teacher lets us make some choices in this class. 6. My teacher wants to help me be the best that I can be.	1. My teacher hangs up my work in the classroom or hallway. 2. I like the things we are learning in this class. 3. My teacher makes learning fun. 4. My teacher lets us help in the classroom.

SCALE*:

		Survey Ratings			
Survey	**Total Points**	**Accomplished**	**Skilled**	**Developing**	**Ineffective**
K-2	**16**	**15-16**	**12-14**	**8-11**	**0-7**
3-5	**24**	**22-24**	**18-21**	**12-17**	**0-11**
6-8	**30**	**27-30**	**22-26**	**15-21**	**0-14**

***Note that a rating of Skilled requires at least 75% of the total possible survey points, while a rating of Developing requires at least 50% of the total possible survey points.**

Richard Allen Preparatory

County: Butler

Type of School: Community

Staffing/Enrollment

	Forecasted				
	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022
Total Student Enrollment	140.00	160.00	180.00	180.00	180.00
Certified Staff	8.00	9.00	14.00	14.00	14.00
Para-Professionals	2.00	2.00	2.00	2.00	2.00
Administrative Staff	1.00	1.00	1.00	1.00	1.00
Other Staff	3.00	3.00	3.00	3.00	3.00

Richard Allen Academy

County: Montgomery

Type of School: Community

Staffing/Enrollment

	Forecasted				
	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022
Total Student Enrollment	470.00	500.00	505.00	510.00	515.00
Certified Staff	25.00	27.00	27.00	28.00	28.00
Para-Professional	4.00	4.00	6.00	6.00	6.00
Administrative Staff	4.00	4.00	4.00	4.00	4.00
Other Staff	6.00	6.00	6.00	6.00	6.00

Principal

The principal serves as instructional leader of the school and leads school staff, students and school communities in creating an environment that supports an outstanding education for all students.

Reporting Relationship

Report to the Deputy of Superintendent

Responsibilities

The essential functions include, but are not limited to, the following fundamental duties:

- Serve as the instructional leaders for the building by setting clear goals; managing the delivery of curriculum; allocating resources to instruction; ensuring that teachers get the training, support and direction they need to deliver quality instruction to every student; coaching and evaluating teachers and related activities.
- Lead the utilization of multiple forms of student-level data and student work available to increase student achievement and identify student interventions including utilizing data to identify areas for instructional improvement, to refine and adapt instructional practices, and to determine appropriate strategies across all grades and content areas.
- Focus staff on closing achievement gaps between subgroups of students; build staff capacity to effectively and consistently use student data to drive instructional decisions.
- Build and maintain a focus on ambitious school achievement for students.
- Manage school staff; assign staff to focus on specific goal areas; establish a structure and groups for encouraging professional learning; create a culture of on-going learning; effectively select and orient new staff; and clearly define expectations for staff performance regarding instructional strategies, classroom management, established policies and procedures as well as communication with the public.
- Visit classrooms regularly; observe and gather data to make adjustments as necessary and appropriate to meet district and school goals and objectives relating to curriculum, best teaching practices, cultural competency and related factors.
- Facilitate shared leadership and strategic empowerment; cultivate leaders from within and create opportunities for staff to lead; build a leadership team and teacher leaders to participate in the analysis of school operations and strategic planning.
- Facilitate strategic planning through analysis of the school's strengths and weaknesses based upon multiple data sources and staff and community feedback; develop action plans and establish goals for the school based upon the analysis; lead staff in maintaining focus on these plans.
- Develop action plans for the school and establish a professional development action plan that is aligned to school and district goals; develop interim plans taking into consideration the activities that best address the learning needs to students to meet goals.

- Establish organizational structures and practices for all stakeholders that result in the effective and efficient operation of the campus to promote student achievement.
- Formulate action plans and modify programs and procedures to improve all campus efforts. Uses organizational skills to resolve problems and make decisions necessary to improve the school's operating systems.
- Design and participate in professional development to improve professional skill and knowledge which is based on student achievement, campus, district and state needs.
- Monitor classroom performance of all teachers on a regular basis and offering pathways and professional development to improve student performance through improved teaching practices.
- Design an open, clear, and effective communication for the school; ensure that teaching staff communicate to families about student progress and specific ways to support their child's learning; utilize feedback from school staff, parents, students and community groups to improve school-wide processes; adapt modes and styles of communication that make materials meaningful and engaging to staff, parents, students, and community groups.
- Communicate and promote high expectation levels for staff and student performance in enabling, supportive way; provides proper recognition of excellence and achievement. Mediates and facilitates resolution of conflicts among faculty, staff, students, and parents.
- Develop a management system that encourages positive student behavior, self-esteem, and a supportive climate to facilitate maximum student achievement.
- Promote activities that ensure positive student conduct and fair, equitable discipline practices.
- Review discipline data to plan, revise, and monitor practices and procedures appropriately.
- Provide knowledge and support of district initiatives with communication to all stakeholders regarding the initiatives to include facilitation of change processes and communication on the progress of change processes as appropriate; provide focus and rational for district initiatives and provide periodic updates as needed.
- Lead efforts to design or provide opportunities for family and community involvement at the school; create a school-wide culture that makes school feel accessible to families and the communities.
- Participate in community events and/or meetings to become known in the community and become knowledgeable about issues facing the community.


GOOD LEADER
focus on team interests and needs
inspiration
integrity
clear goals
good example
vision
clear communication
expects the best
support
encouragement
recognition
stimulating work

Leadership Development Strategic Plan

1. The Will to Lead: Intentions and Action
   - A Fierce resolve to accomplish the mission of the district.
   - Commitment through actions.
   - Models District's Core Values.
   - Inspires and motivates through actions.
   - Places mission above self-interest.

2. Vision and Performance Expectations and Clearly Communicated
   - Performance (SMART) goals are developed with benchmark timeline.
   - Performance goals are aligned to District's Goals.
   - Articulate the vision for the Campus.
   - Performance goals are assessed and reported quarterly.

3. Mastery of Performance Fundamentals
   - Knowledge of state curriculum and accountability standards.
   - Knowledge of skills on effective rigorous teaching practices.
   - Knowledge of quality instruction.
   - Knowledge of effective lesson objectives, demonstrations of learning, purposefully instruction and multiple response strategies.
   - Knowledge of how to manage change.
   - Knowledge and skill for facilitating effective Planning Meetings.

4. Discipline to Performance Monitoring
   - Discipline in data-driven decisions.
   - Discipline in monitoring data.

5. Mastery of Coaching Skills
   - Mastery of Crucial Conversation and Crucial Confrontation Skills.
   - Mastery of documentation skills and procedures.
   - Highly regarded by staff as effective Instructional Leader and coach.
   - Ability to improve teacher performance.

Instructional Planning and Leadership

1. Quality teaching and learning in every classroom every day is your responsibility
   - **Focus** on quality teaching and learning throughout the school year.
   - Make rigor instruction in reading & writing a priority.

   - Make collaborative planning a focus.
   - Be purposefully redundant.
   - Be **clear** of your **expectations** of every staff member at your campus on performance, attendance, professionalism and professional behavior.
   - Ensure that every student is **improving in academics**.
   - Make attendance and enrollment a priority.
2. Crucial Conversations
   - Address noncompliance of non-negotiables immediately.
   - Apply crucial conversations and confrontations daily in order to address issues.
3. Administrative Team Meetings
   - Conduct weekly with agenda and sign-in sheets available for review upon request.
   - Focus of Administrative Team meetings will include a collection of data for review, identify areas not meeting goals, and develop plan of action on how to meet goal.
4. Data Review of Student(s)
   - Identify the correlation between attendance and grades.
   - Ensure the assessments align to instruction.
   - Ensure that grading practice aligns to instruction.
   - Correlate reading levels and failing grades.

5. Attendance/Tardies
   - Increase attendance: 93% - 97%
   - Monitor and respond to weekly student attendance by teacher.
   - Identify and address attendance patterns for campus, grade level, and individual students.
   - Develop a "Plan of Action" to improve attendance.
   - Conduct parent meeting to address compulsory attendance law, campus attendance, and enrollment goal.

6. Failure/ Retention Rate
   - Principals will monitor failure reports/progress reports every 3 weeks.
   - Principals will ensure individual teachers; grade levels and campus do not have a high failure rate.
   - Principals will develop a plan of action to address failure rate throughout the nine weeks with monitoring.

7. Professional Learning-District and Campus
   - Follow District Calendar for Professional Development Days.
   - Absences are not approved on PD days.
   - Ensure all Professional Development aligns with the Action Plan (LPDC Approval)
   - Submit Professional Development agendas to Director of Academics 4 weeks prior to event.

8. Professional Learning
   - Professional learning conference requires prior approval from Director of Academics and Superintendent.
   - Submit conference requests 6 weeks in advance.
   - Complete reflection sheet for conferences.
   - Be prepared to present your learning to your colleagues during principal meetings or district-wide trainings.

RAS

PD



Counseling Services

Director of Family and Social Service System:
Dr. Sharon Jefferson, LSW
Office number: (937) 951-2800 sjefferson@richardallenschools.com

Social Worker
Social Workers are responsible for placing students with reliable counseling services
Those services may include:

- Counsels with students individually and in small groups
- Assists students in crisis
- Helps to identify individual student needs
- Refers students and parents to services and agencies outside the school
- Conducts conferences with parents and staff
- Links students with school and community resources through the campus Student Support Team, Psychological and Social Services, Youth and Family Centers, and other outside referral services
- Analyzes and interprets test results to provide information about aptitude, achievement, interests, and needs
- Adheres to strict ethical and legal standards in the performance of these duties
- Dr. Jefferson is the point of contact for counseling.
- Principal point of contact in suspected abuse cases. Works in conjunction with child services when necessary.

COMPLIANCE DIVISION

The Family and Social Service Department is made up of four Departments – Social Work, Community Liaison, Parent Involvement and Nursing.

Social Work Office
The Social Work Office exists to increase awareness and to facilitate reporting of suspected child abuse. Services offered include:

- Consultation regarding suspected child abuse and referral to appropriate authorities.
- Coordination of reports of alleged child abuse by employees.
- Mandatory staff training on child abuse/domestic violence.
- Presentations to parents and students on child abuse and teen dating violence prevention.
- Tracking of all reports of suspected child abuse.

Department of Academics

Brandy Flack – Chief Academic Officer
937-586-9500

The Department of Academic's main purpose is to improve student academic achievement by strengthening and aligning curricular tools and resources to support the instruction of the Ohio Common Core, English Language Standards, College and Career Readiness Standards, 21st century skills, and using data to drive decisions within the district. This department strives to create a system of support structure that is focused on assisting School Leadership, campus administrative staff, and teacher personnel. The coaching departments fall under the supervision of the Chief Academic Officer.

Special Education

The Special Education Department provides the required administrative structure for delivery of services to students eligible under the *Individuals with Disabilities Education Act [Public Law 108- 446] (IDEA)*. The district is currently providing services to approximately 100 students, from birth through age 15, within the school district.

- Special Education Teams provide support to School Leadership regarding special education operations and compliance.
- Educational diagnosticians and licensed specialists in school psychology (LSSP) are assigned to campuses to conduct individual student evaluations and participate as a member of the IAT committee in the development of students' individualized education programs (IEPs).
- Other program staff provide content specific services on the campuses for instruction (including adapted physical education), speech and language development, occupational therapy, physical therapy, behavioral needs, assistive technology, teacher mentoring, and social work services.
- The department's *Child Find* system is an integral component of the district's comprehensive program to locate, identify, and evaluate any child within the district's geographical boundary suspected of having a disability.
- Department staff provide administrative oversight for program compliance that coordinate, maintain, and report student and district data related to the comprehensive set of laws that govern special education.
- Curriculum development and instructional support personnel identify and develop research- based instructional tools and interventions that support comprehensive and inclusive services for students with disabilities. In addition to providing a continuum of curricula, they provide training on instructional products and instructional support for program implementation at approved non-public schools, residential facilities, and in hospitals as well as on district campuses and in individual student homes for homebound instruction.

College and Career Readiness
Terra Anderson, Project Coordinator,

The College and Career Readiness Departments provide support for district programs and initiatives to support student success in postsecondary education and the workforce. College and Career Readiness programs include: higher education and workforce partnerships; college and career access/success programs and activities; data sharing agreements with higher education, and Ohio workforce.

Bilingual/ESL Coach
TBD
The Bilingual/ESL Program provides support and guidance for children starting school with a language other than English. We provide a full opportunity for students to participate in an English as a Second Language educational program by assessing, identifying, and recommending program resources that best fit their educational needs. Through collaboration with parents, district personnel and community stakeholders, the ESL Department is dedicated to providing opportunities and assistance to empower students with the language and skills necessary for academic and social success.

Primary Coach
Nicole Gulley, 937-723-7721; nwhite@richardallenschools.com
The Primary Coach provides primary teachers instructional support, including the development of curricular resources, assessments, and professional development that are aligned to the English Language Arts and Reading Curriculum, Reading RIMPS, and the district's reading and writing plan. The Department believes in a balanced approach to literacy instruction that includes reading, writing, speaking, and listening, with a focus on text-dependent reading, writing, and discussion.

Social Studies Coach
Kelly Aldaco, Coach, kaldaco@richardallenschools.com
513-795-6549

The Mission of the Social Studies Department is to promote quality social studies instruction in all social studies classrooms by developing a knowledge-rich, grade-by-grade core curriculum and providing staff development that emphasizes rigorous instruction and assessments. The Social Studies Department provides co-curricular activities for students to apprentice themselves as social scientists. Students will graduate with the skills necessary to lead in the 21st Century, which include problem solving, critical and creative thinking, decision making, flexibility and adaptability, and the ability to work collaboratively.

Math Coach

Lindsay Cash, Coach, lcash@richardallenschools.com
937-951-2800

The mission of the Math Department is to have teachers extend their understanding of mathematical knowledge of instructional strategies to assess student thinking and to develop effective lessons for all students in their classrooms. They must provide rigorous high-level strategies to promote true mastery of the content of mathematics. Students will thereby gain true understanding of mathematical concepts necessary for them to compete in the global society.

Contractors

Contractors are used to fill various positions within the building such as speech pathologists and psychologists. Comprehensive Consultants, Kaleidoscope and Supplemental Healthcare are used to supply the contractors.

Speech Pathologist – Licensed pathologists are responsible for providing speech and language service to students. Testing, evaluating, writing IEPs, contacting parents, leading meetings and following the IEP process are responsibilities included in this position.

Psychologist – Licensed psychologists are responsible for evaluating referred students, writing ETRs and meeting and discussing findings with the IEP team.

Teachers

1. **Knowledge of the Subject**

- To have expert knowledge of the subject area
- To pursue relevant opportunities to grow professionally and keep up-to-date about the current knowledge and research in the subject area

2. **Teaching**

- To plan and prepare appropriately the assigned courses and lectures
- To conduct assigned classes at the scheduled times
- To demonstrate competence in classroom instruction
- To implement the designated curriculum completely and in due time
- To plan and implement effective classroom management practices
- To design and implement effective strategies to develop self-responsible/independent learners
- To promote students' intrinsic motivation by providing meaningful and progressively challenging learning experiences which include, but are not limited to: self-exploration, questioning, making choices, setting goals, planning and organizing, implementing, self-evaluating and demonstrating initiative in tasks and projects

- To engage students in active, hands-on, creative problem-based learning
- To provide opportunities for students to access and use current technology, resources and information to solve problems
- To provides opportunities for students to apply and practice what is learned
- To engage students in creative thinking and integrated or interdisciplinary learning experiences
- To build students' ability to work collaboratively with others
- To adapt instruction/support to students' differences in development, learning styles, strengths and needs
- To vary instructional roles (e.g. instructor, coach, facilitator, co-learner, audience) in relation to content and purpose of instruction and students' needs
- To maintain a safe, orderly environment conducive to learning
- To comply with requirements for the safety and supervision of students inside and outside the classroom

3. Assessment

- To define and communicate learning expectations to students
- To apply appropriate multiple assessment tools and strategies to evaluate and promote the continuous intellectual development of the students
- To assign reasonable assignments and homework to students as per university rules
- To evaluate students' performances in an objective, fair and timely manner
- To record and report timely the results of quizzes, assignments, mid- and final semester exams
- To use student assessment data to guide changes in instruction and practice, and to improve student learning

4. Professionalism

- To be punctual and be available during official working hours
- To comply with policies, standards, rules, regulations and procedures
- To prepare and maintain student files
- To take precautions to protect student records, equipment, materials, and facilities
- To participate responsibly in university improvement initiatives
- To attend and participate in faculty meetings and other assigned meetings and activities according to university policy
- To demonstrate timeliness and attendance for assigned responsibilities
- To work collaboratively with other professionals and staff
- To participate in partnerships with other members of the university's community to support student learning activities
- To demonstrate the ability to perform teaching or other responsibilities, including good work habits, reliability, punctuality and follow-through on commitments
- To provide and accept evaluative feedback in a professional manner
- To create and maintain a positive and safe learning environment
- To carry out any other related duties assigned by the principal

5. Good Behavior

- To model honesty, fairness and ethical conduct
- To model a caring attitude and promote positive inter-personal relationships
- To model correct use of language, oral and written
- To foster student self-control, self-discipline and responsibility to others
- To model and promote empathy, compassion and respect for the gender, ethnic, religious, cultural and learning diversity of students
- To demonstrate skill when managing student behavior, intervening and resolving discipline problems
- To model good social skills, leadership and civic responsibility

Richard Allen Schools

District Administration

Dr. Michelle Thomas – Superintendent
937-221-9405

The Superintendent must complete various tasks.

Make Decisions About Programs

Review and decide about the adoption of curricula within each school and the district as a whole. Ensure that curricula meet educational standards established by the state. Make decisions about which educational and extracurricular programs can be continued or should be discontinued within the district's schools.

Oversee School Budgets

Works with the school board to create and implement a budget for the district. Factors considered when developing budgets include staff salaries and training, curriculum development, library and computer resources, instructional materials, extracurricular activities and food and transportation services.

Assess Student Performance and Achievement

To ensure that all schools are meeting goals established by the state and school board, and regularly evaluate student achievement. This would include reviewing test scores, grades and attendance to determine if students are satisfying standards and that teachers are successfully implementing curricula and policies.

Manage Personnel

Manage all school staff directly or indirectly. Essentially involved in selecting new hires, interviewing potential employees and terminating staff if needed.

Aleta Benson – Deputy Superintendent
937-221-9405

Established for the purpose/s of directing the delivery of programs and services through site administration; providing information and serving as a resource to others; achieving defined objectives by planning, evaluating, developing, implementing and maintaining services in compliance with established guidelines; and serving as a member of the leadership team.

This job reports to Superintendent

Responsibilities:
• Compiles data from a variety of sources for the purpose of developing and /or evaluating programs.

• Coordinates operations among schools.

• Facilitates meetings, workshops, seminars, etc. for the purpose of identifying issues, developing recommendations, supporting other staff, and serving as a District representative.

• Manages a wide variety of programs and processes (e.g. staff development, personnel assignments, Title I, etc.) for the purpose of ensuring district compliance with established guidelines. Performs personnel functions (e.g. interviewing, evaluating, supervising, counseling, assignments, etc.) for the purpose of maintaining adequate staffing, enhancing productivity of personnel and achieving objectives within budget.

• Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.
Formulates school objectives, policies, plans and programs; presents facts and explanations necessary to assist the Board in its duty of legislation for the District.

Human Services Director – Regina Hill
rhill@richardallenschools.com
937-586-9500

Responsible for the smooth operation of the district's human resources department. Provide consultation to management on strategic staffing plans, compensation, benefits, training and development, budget, and labor relations. Supervise building level administrative assiistants.



Richard Allen Schools

Talent Recruitment & Retention Plan

OUR MISSION

Richard Allen Schools are committed to educating students in the spirit of the life of the courageous leader Bishop Richard Allen. Consequently, integral to their intellectual, moral, and social development, Richard Allen
Schools graduates
• Demonstrate academic proficiency;
• Demonstrate self-discipline and self-reliance;
• Respect the worth and dignity of self and others;
• Embrace responsible, active citizenry;
• Serve others, especially the disadvantaged; and
• Work to achieve their full potential.

VISION

Richard Allen Schools visualize a future of unlimited achievement and success for our students premised on a close partnership with our customer-families. This vision is grounded in the conviction that students want and need to seek truth and knowledge in a wholesome, supportive, and rigorous school setting.

PURPOSE

The 2017-18 Talent Recruitment and Retention Plan serves as the blueprint for hiring and retaining employees at Richard Allen Schools (RAS). This is a multi-year development process of attracting, developing and retaining highly qualified teachers, staff and substitutes at our schools and across the district.

A key element to student success is highly qualified and dedicated employees focused on educating the whole child. RAS is dedicated to recruiting the best employee. Human capital or the “quality of the individual” is paramount to impacting student achievement. Together with social capital (the quality of the group) and decisional capital (expertise in judgment and decision-making), these will have a large impact on performance of employees; teachers, specifically. (Hargreaves, A. and Fullan, M., 2012).

The Richard Allen Way

- **T** he Richard Allen Pledge
- **H** ome, school and community support
- **E** mpower students

- **R** ecite the Marva Collins Creed
- **I** nspire great thinkers
- **C** haracter education
- **H** ealthy discipline
- **A** cademic rigor
- **R** egular communication
- **D** ress for success

- **A** ctive participation
- **L** eadership skills
- **L** ove of learning
- **E** ngaged learning environment
- **N** o excuses

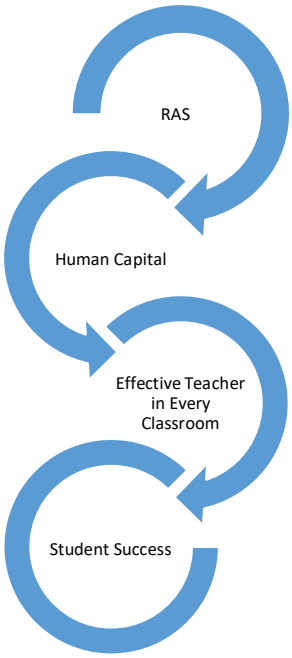
- **W** e believe in and encourage our students
- **A** spiring to greatness
- **Y** our best choice in education!

...Sowing Seeds of Knowledge... Growing Trees of Wisdom.

THE RAS EMPLOYEE

Richard Allen Schools is committed to employing the best candidates for our students. The RAS Employee has all of the following qualities:

- ✓ Life-long learner
- ✓ High Expectations for students and themselves
- ✓ Receptive to change
- ✓ Has a positive attitude and work ethic
- ✓ Sense of responsibility and focused
- ✓ Driven and focused on student achievement
- ✓ Team player and helpful to others
- ✓ Collaborative
- ✓ Values diversity



WE ARE RAS HIRING PROCESS

The goal is to recruit and retain the highest quality employee, as well as making it a collaborative and thoughtful process with stakeholder input. Our current practice maximizes stakeholder involvement, but minimizes timelines to ensure the highest quality candidates are hired.

<u>Talent Recruitment & Retention</u>
RAS has comparable staff salaries in our local area. It is very difficult to attract the most highly qualified candidates to our schools, but we are engaging in competitive compensation for our certificated teachers and management staff.

RAS provides mentoring and professional development for our struggling teachers. We also use the OTES evaluation system.

RAS reviews enrollment patterns as well as current data to determine hiring needs for each position. This process will ensure that employees are appropriately placed and compensated and we can maximize work load and work flow for school effectiveness.

Staffing

A personnel handbook guides principals, department heads and staff to ensure staff to student ratios are optimized for maximum effectiveness and engagement.

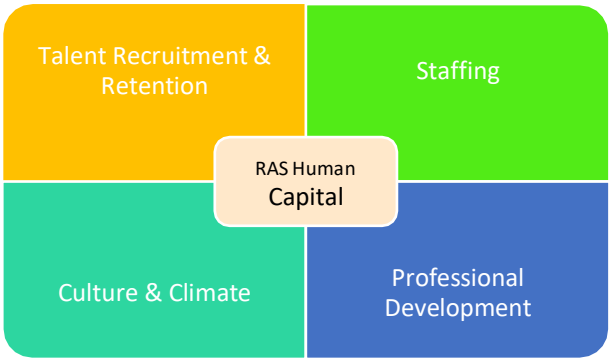
Culture & Climate

We are committed to maximizing teacher and employee collaboration for effective teaching and learning. Teachers engage in professional learning communities throughout our district.

RAS needs the most highly qualified staff leading and teaching our students. In 2018-2019 we will engage with our stakeholder groups to clearly identify benchmark indicators of the RAS teacher and principal through data collection to assist with data analysis. This calibration will further synthesize and provide the coherence for the hiring and retention process.

Professional Development

Research-based professional development opportunities are offered the first two weeks in August and throughout the school year for staff. Effective teaching and learning is cornerstone to student achievement and preparing college and career ready RAS students. Training opportunities to increase employee proficiencies are improving operations and employee effectiveness.



ADVERTISING POSITIONS

Potential applicants can apply for positions on Applitrack and through our website. We also promote RAS in the following locations:

- All local media/online outlets
- Local colleges and universities
- Social Media

TALENT RECRUITMENT

RAS continues to build additional formalized partnerships with colleges and universities. We continue to strengthen these partnerships as we develop the pipelines of well-prepared future employees.

HARD TO FILL POSITIONS

We actively pursue all avenues to recruit and retain employees for all positions. The following positions are “hard to fill” and RAS is taking measures to recruit highly qualified candidates to these positions. There are many reasons that attribute to the difficulty in filling these positions. These include: lack of quality candidates, lack of candidates with the appropriate qualifications, competition with other districts and business settings, and limited enrollment in the preparation programs for the type of candidates needed.

<u>Certificated</u>

- ELL Teachers
- Special Education Teacher
- Speech & Language Pathologist
- English
- Mathematics
- Science

DATE/MONTH	TALENT RECRUITMENT/HIRING ACTIVITY
Fall	• Prepare in-state and out-of-state talent recruitment trips with focus on diversity/hard to fill positions • Review of staffing challenges/opportunities from the previous year • Finalize talent recruitment trip details with approvals • Review of onboarding process for efficiency • Revise and publish talent recruitment brochures, fliers and videos • Revise and finalize all screening materials and data tools • Revise questions for interviews/digital interviews • Share opportunities to serve as district representatives with administrators • Register for talent recruitment trips • Provide a required, comprehensive training for those serving as talent recruitment representatives • Prepare any advertisement for upcoming year • Attendance at all local classified job fairs
December/January	• Staffing meetings with all sites to determine staffing needs • Complete preparation for talent recruitment trips • Attendance at all local classified job fairs
February/March	• Begin talent recruitment trips • Attendance at all local classified job fairs • Send out notice of intent to return
March	• Post/screen Principal and Assistant Principal pools • Continue talent recruitment events and interview as available • Offer contingent letters of intent • Gather data for each trip • Attendance at all local classified job fairs
April	• Continue talent recruitment events and interview as available • Offer contingent letters of intent • Collection of data from each trip • Conduct interviews from Principal and Assistant Principal pools • Conduct certificated staff interviews and hiring process • Attendance at all local classified job fairs

May	• Conduct interviews and onboarding process • Attendance at all local classified job fairs • List vacancies
June	• Conduct interviews and onboarding process • Attendance at all local classified job fairs
July	• Conduct interviews and onboarding process • Attendance at all local classified job fairs • Complete all site-based hiring by July 30
August	• Collect talent recruitment data and develop analysis of the overall effectiveness of the talent recruitment • District Administration makes recommendations for the next year's talent recruitment plan

EXPECTATION SETTING MEETING

New employees to RAS are inducted to the district with a welcoming and clarified hiring process. After employees have proceeded through an interview process, they then engage in an Expectation Setting Meeting with the Superintendent and Executive Team. This is an opportunity for the Superintendent to engage in a personal meeting to share the expectations of the teaching candidate in RAS. The Expectation Setting Meeting for employees engage in dialogue around the expectations of a RAS employee.

WE ARE RAS CERTIFICATED HIRING PROCESS

1. Certificated openings are created and posted in Applitrack
2. Certificated employees complete the application process with references completed
3. HR staff screen for basic credentialing requirements
4. Top candidates are invited for a face to face (if applicable)
5. Once the final candidate is selected, he/she proceeds to an Expectation Setting Meeting with Superintendent or Designee.

WE ARE RAS SUBSTITUTE HIRING PROCESS

1. Pools created and posted in Applitrack and Website
2. HR staff screen for basic credentialing requirements (Degree)
3. Principal processes onboarding for job requirements
4. He/she starts employment.

RECOMMENDATIONS FOR BEYOND

RAS strives to be one of the highest performing Charter School in the state. We have further growth to reach this goal and to ensure that we are recruiting and retaining the most highly qualified and sought after employees. Our work will continue as we develop and collaborate with our stakeholder groups and increase process effectiveness.

- Provide principal training on high quality characteristics of candidates
- Research calibration tools to support the teacher selection process
- Continue to collect multiple data points on talent recruitment/hiring efforts
- Develop deeper criteria of excellence to attract and develop our talent in the schools
- Establish a formalized teacher induction pipeline from colleges and universities directly to RAS
- Continue to review supports for teachers who are on alternative pathways for credentialing.
- Continue to analyze and refine current talent recruitment and onboarding processes
- Review creative compensation ideas for teaching substitutes

St. Aloysius

Accountability - ATTACHMENT 6.4

4th Grade – 8th Grade

(A school that offers any grades four through eight but no grade higher than eight)

Please note this is applicable to ALL grades, however this reflects the highest grade served.

- The school must receive a "C" or better all Local Report Card measures and components on the Ohio Interactive Local Report Card (iLRC) Power User Reports, or any subsequent report enacted to replace or supplement the iLRC Power User Reports, hereafter known as the "Graded Measures" listed here:

Local Report Card Measures	**1. Overall Local Report Card Grade** **2. Achievement Grade -** *Performance Index (PI) and Indicators Met* **3. Gap Closing Grade -** *Annual Measurable Objectives (AMO's)***)** including EL progress towards proficiency **4. K-3 Literacy Grade** **5. Progress – Value-Added Overall**

- Meeting all contractual measures agreed upon in the community school contract as listed here:

	6. Standardized Test Results –A standardized assessment listed in the community school contract should demonstrate at least1 years' worth of growth for 80% of students tested in reading and math using the Ohio's Where Kids Count Rules including the All Student Group and each sub group identified. **7. Faithfulness to the Community School Contract** - The school must be faithful to the community school contract as a condition for renewal (See page 2 of this document for clarifications.)
	8. Ohio Improvement Process Implementation - The School must demonstrate the implementation of the 5-step process in developing and monitoring the School Improvement Plan with evidence of fidelity in implementing identified strategies/action steps and progress toward specified goal targets outlined in the plan.

Faithfulness to the Community School Contract Outlined:

- **The School must be faithful to the community school contract as a condition for renewal. The Sponsor will review the following during its renewal analysis of the School:**

A. Performance Measures, including but not limited to, the following:

- Academic Performance including sub group performance; and
- Nationally Normed Assessment growth measures including subgroup performance; and
- The School Improvement Plan and the adherence to the 5- Step Process; and
- Student Attendance; and
- Operational Performance; and
- Equity Index or any other reports on Equitable Access to Excellent Educators outlined in Ohio's ESSA plan; and
- Teacher turnover and certification; and
- Enrollment and Mobility.

B. The School's Financial Viability, including but not limited to, the following:

- Timely Submission of Financial Documentation to the Sponsor; and
- Adequate Debt to Asset Ratio; and
- Acceptable Enrollment Variance; and
- School has maintained Timely Payments on all Loans/Debts; and
- School maintains an Adequate Amount of Unrestricted Cash; and
- The School's Positive/Negative Cash Flow; and
- The School's Debt Service Coverage Ratio; and
- Performance on yearly Auditor of State audits.

C. The School's Operational Performance, including but not limited to, the following:

- Timely submission of CSLT Meeting Date Form; and
- Timely submission of Academic Coach Resumes (if applicable); and
- Timely hiring of an Academic Coach after credentials are reviewed by the Sponsor (if applicable); and
- Timely submission of the Management Company Evaluation (if applicable); and
- Attendance at Sponsor provided workshops/trainings if required in the charter; and
- Timely submission of Accountability Attachment 6.4b Interventions Reporting Template (if applicable); and
- Adequate and timely communication with the Sponsor regarding any/all changes to the Community School Contract; and
- Monitoring the implementation of the Ohio Improvement 5-Step Process and the School Improvement Plan inclusive of Attachment 6.4 by the Governing Authority at regularly scheduled Board Meetings as required; and
- Performance on Compliance Visits and Annual Audits; and
- A Governing Authority member shall visit at least one higher performing community school and provide a report to the Governing Authority of best practices of the school; and
- Number and magnitude of Corrective Action Plans.

Accountability Attachment 6.4 Document Support and Criteria:

- The following chart is consistent with the Sponsor's philosophy that community schools should have at least 5 years to develop their program and demonstrate success. The "actions" noted in the following chart are rooted in research-based practices and philosophies that utilize data-supported decision making proven to increase student achievement and close achievement gaps.
- The intent of the "actions" in the following chart is to clearly delineate the commitment of both the Sponsor and the School to work in one accord to promote greater student achievement and success. The Sponsor suggests that every school strive to improve each year through continued efforts in professional development and teacher training.
- The year in which a school receives a D or F in any of the components listed above, initiates the 6.4 intervention process. A school will continue to implement the "actions" of its current intervention year if it receives a letter grade of "C" in all measures and components. When the school receives two consecutive years of a letter grade of "C" in all measures stated above, interventions will no longer be required. The Sponsor would recommend the school continue to implement all previous interventions in order to maintain achievement.
- Renewal terms for a school shall be reviewed in conjunction with the Contract Performance Measures section of the charter.
- If the school's previous Accountability Attachment 6.4 required specific interventions, the school must implement the actions listed in the successive year as stated within this document. This Attachment 6.4 supersedes all previous versions and interventions.
- Failure of the School to complete any of the requirements as listed in Accountability Attachment 6.4 may result in the Sponsor placing the School on probation or in suspension. In addition, failure of the School to timely submit any data required by the Community School Contract and/or this Attachment may result in the Sponsor placing the School on probation or in suspension.

First Year Actions	
4th Grade – 8th Grade, or a school that offers any grades four through eight	
Criteria: School receiving a letter grade of "D" or "F" on any identified Local Report Card Measures:	
The Sponsor Will:	**The School Will:**
A. Offer technical assistance for the Ohio 5- Step Improvement Process (OIP) and the development of the School Improvement Plan. This includes technical assistance with OLAC modules, development of Teacher Based Teams (TBT's) and the TBT 5	A. Require School Leader to complete Ohio Leadership Advisory Council (OLAC) online self-assessment and recommended modules.
B. Require the School to review or revise a School Improvement Plan for the following school year to address the academic needs of the School. Review and offer feedback on the School Improvement Plan.	B. Review and revise the required OIP Focused Plan inclusive of 6.4b Intervention actions listed herein, through a Community School Leadership Team (CSLT) that includes parents and Board members and submit for Sponsor feedback.
C. Require the School to monitor and evaluate the School Improvement Plan for the following school year to address the academic needs of the School.	C. The School Leader will report to the Governing Authority on the developed School Improvement Plan and 5-Step Process and its implementation at each regularly scheduled Board meeting.
D. Offer technical assistance for the development of a school professional development plan included in School Improvement Plan Action Steps.	D. For schools using OTES and OPES, obtain training and certification in the Ohio Evaluation System that includes the Ohio Teacher Evaluation System (OTES) and the Ohio Principal Evaluation System (OPES) and develop a plan for implementation that includes staff training, Governing Authority reporting, and Board approved policies for implementation, monitoring and evaluation. The School Leader/Evaluator is to report to the Governing Authority on OTES evaluation timeline activities (i.e., completion of formal and informal evaluations). Board reporting is to be a *minimum* of twice per year (i.e. completion of Formal Observation 1 and Formal Observation 2). The Governing Authority will ensure the implementation and monitoring of OPES for School Leaders.

E. Offer technical assistance to improve instructional leadership.	E. Develop and implement a school professional development plan outlined in the School Improvement Plan. Action Steps inclusive of: a. Ohio Learning Standards, including 1. Deconstruction of ELA and Math standards 2. Depth of knowledge 3. Understanding of Strands, Themes, Topics and Content Statement for Science and Social Studies 4. Instructional Shifts. b. Literacy: Foundation skill fluency, phonics and word recognition phonological awareness, vocabulary, print concepts, comprehension, and writing. c. Training, including all school leadership, instructional staff, and Governing Authority, on and using data to inform instruction and to close achievement in identified subgroups inclusive of the specific nationally normed assessment used by the school.
	F. Meet any other requirements as outlined in legislation or by ODE and submit any required reporting to ODE and the Sponsor as required by ESSA Focus and Priority Schools.
	G. Abide by all consequences as outlined in ESSA or any subsequent enacted legislation.

Second Year Actions

4th Grade – 8th Grade, or a school that offers any grades four through eight

Criteria: School receiving a letter grade of "D" or "F" on identified Local Report Card Measures for a ***second*** consecutive year:

In addition to Year 1 supports, The Sponsor Will:	**The School Will:**
A. Offer technical assistance towards improving academic instruction and student achievement.	A. The School will build upon and strengthen all First Year Actions.
B. Review and offer feedback on the School Improvement Plan and 5-Step Process if needed.	B. Implement Teacher Based Teams (TBTs) using OLAC Modules while instituting the TBT 5-Step Protocol; and
C. Establish Academic Coach minimum qualifications for review of candidates.	C. Hire an Academic Coach following Sponsor requirements and tools *(See Academic Coach credentials and job responsibilities*). The School will submit Academic Coach credentials for Sponsor review and confirm hiring of an Academic Coach. The school is responsible for evidence of the fidelity to the outlined job responsibilities by the full time Academic Coach.
D. Continue to offer technical assistance for the development and implementation of a school professional development plan included in OIP action steps.	D. Establish schedules and implement strategies that provide increased collaboration and learning time for teachers that is protected from internal or external interference or interruptions.
	E. Continue and strengthen implementation of first year professional development plan components (Standards, Literacy, and Data) outlined in the School Improvement Plan and develop additional Action Steps for implementation of: *i. Formative instructional practice training* *ii. Differentiated instruction for identified subgroups to close achievement gaps.*

Third Year Actions	
4th Grade – 8th Grade, or a school that offers any grades four through eight	
Criteria: School receiving a letter grade of "D" or "F" on identified Local Report Card Measures for a ***third*** consecutive year:	
In addition to Year 1 and Year 2 Supports, The Sponsor Will:	**The School Will:**
A. Offer technical assistance to assist in improving academic instruction and student achievement.	A. The School will build upon and strengthen First Year Action and Second Year Actions.
	B. Review and revise curriculum maps, pacing guides, lesson plan template, and curriculum guides. The school will provide evidence of such upon request.
	C. Review resources and materials for alignment to the Ohio Learning Standards rigor and emphasis on the need for differentiation to address identified learning gaps. The school will provide evidence of such upon request.
	D. Develop teacher and school leader growth plans or improvement plans for ineffective teachers or principals to improve academic instruction and student achievement. The school will provide evidence of such upon request.

Fourth Year Actions	
4th Grade – 8th Grade, or a school that offers any grades four through eight	
Criteria: School receiving a letter grade of "D" or "F" on identified Local Report Card Measures for a ***fourth*** consecutive year:	
If the School is not required to close by the Ohio Revised Code, the Sponsor will:	**The School Will:**
A. Take over the operations of the school; and/or	A. Close at the conclusion of the school year if the School meets the requirements for closure as found in the Ohio Revised Code.
B. Work with the Board to replace the operator of the school; and/or	B. If the School does not close as required by the Ohio Revised Code, it will continue all First Year, Second Year, and Third Year Actions.
C. Place the school in Academic Probation[2] status and outline specific requirements for the School; and	C. Meet all requirements as outlined by the Sponsor before the Academic Probation[2] status is lifted.
D. Continue to offer technical assistance towards improving academic instruction and student achievement.	D. Meet all requirements for closure as outlined by the Ohio Revised Code.
	E. Replace staff relevant to failure; and/or
	F. Reconfigure the organizational structure of the school or adopt a new operational structure.
2= Academic Probation status denotes that the Sponsor has considered the school's specific circumstances surrounding not meeting the minimum requirements stated in Attachment 6.4, and has prescribed steps to assist the school in meeting those requirements. The Sponsor will consider the options listed in Attachment 6.4 as possible interventions, but will consider other options if deemed appropriate considering the school's specific circumstances. The Sponsor cannot be held responsible if the academic intervention steps do not result in a "C" or better on measures, components or overall grade, as the Sponsor will act in good faith to assist in ensuring the school is academically successful while honoring and respecting the School Governing Authority's autonomy.	

Staff Dismissal Procedures: Sponsor Contract is not Renewed or Terminated under O.R.C. 3314.07:

Notification to Employees

All employees will be notified when the Sponsor has proceeded with contract termination. Upon receipt of the Sponsor notification, Richard Allen Schools' Administration will adhere to the protocol set forth in O.R.C. 3314.07 and the Community Schools Guidance Letter #2010-3. (Both attached)

Notification Timeline: In the event of a decision not to renew or to terminate a community school sponsorship contract, the Ohio Department of Education's (ODE) shall notify the school of the proposed action in writing no later than January 15 in the year in which the ODE intends to terminate or take actions not to renew the contract. The notice shall include the reasons for the proposed action in detail, the effective date of the termination or nonrenewal, and a statement that the school may, within 14 days of receiving the notice, request an informal hearing before the Board of Education. Such request must be in writing. The informal hearing shall be held within 14 days of the receipt of a request for the hearing. No later than 14 days after the informal hearing, the Board of Education shall issue a written decision either affirming or rescinding the decision to terminate or not renew the contract.

Closing Procedures: In the event of closing any community school, the District shall follow the procedures described in the Ohio Department of Education's published guidance on Community School Closing Procedures (Community Schools Guidance Letter #2010-3). The District shall oversee and work with the school's governing authority and leadership in carrying out a detailed closure protocol as set forth in the Assurance to ODE Form, which ensures timely notification to parents including assistance in finding new placements; orderly transition of students records to home school districts; disposition of school funds, property, and assets in accordance with law; and submission of Closing Assurances to ODE. The District has the capacity and commitment to carry out a closure to the extent possible if the school's governing authority fails to carry out the protocols.

Any community school whose contract is terminated or not renewed shall close permanently at the end of the current school year or on a date specified in the notification of termination or nonrenewal

Records

As more fully described in this guidance (Community Schools Guidance Letter #2010-3), sponsors are required to secure all school records that are needed by the Ohio Department of Education, U. S. Department of Education, Ohio Auditor of State and other interested entities in order to close the school as well as generate a final FTE review and final audit. Records generally describe particular information that is maintained and kept for the proper administration of the school, and include student, staff, and administrative/financial information. Please note the following categories and types of records should not be considered as the entire list of documents which might be examined during a closing procedure. Other records may be requested during an FTE review or final audit.

Staff records include but are not limited to: employment agreement or contract; salary and benefits information; attendance and leave information; employee licenses; LPDC status and record of continuing education; and other such information that may be maintained in an employee record folder.

Employment-at-Will

We are an "At-Will" employer. Employees who do not have a separate written individual employment contract with Richard Allen School District for a specific fixed term of employment are employed at the will of the Company for an indefinite period. At-Will employees may resign from the Company at any time, for any reason, with or without notice. At-Will employees may be terminated by the Company at any time, for any reason, with or without notice.

(1) This policy shall not be modified by any statements contained in this or any other employee handbooks, employment applications, recruiting materials, memorandums, or other materials provided to employees in connection with their employment. None of these aforementioned documents, whether singly or combined, shall create an express or implied contract of employment for neither a definite period nor an express or implied contract concerning any terms or conditions of employment.

(2) At the time of hiring, employees shall be required to sign a written statement acknowledging their understanding that they are employed at the will of the Company and are subject to termination at any time, for any reason, with or without notice, and with or without cause. Employees are employed at the will of the Company whether or not they sign this statement.

(3) Completion of a probationary period or conferral of regular status shall not change an employee's status as an employee-at-will or in any way restrict the Company's right to terminate such an employee or change the terms or conditions of employment.

(4) If an employee has accrued vacation or personal leave and terminates his or her employment without notice, the employee will forfeit his or her leave.

(5) If an employee is terminated by the Company, accrued vacation, accrued sick leave and any unused personal leave will **not** be paid.

(6) Proper notice shall be as follows: Supervisor of employees – 4 weeks (30 days)
Non-supervisor employees – 2 weeks

(7) Sick Leave is not considered paid leave. No more than 40 hours or 5 sick days will be accepted by RASD from a previous school district for a new employee. The school district shall provide documentation acceptable to RASD for the new employee. The credited hours shall not be applied until after the probationary period has been met by the employee.

(8) RASD incurs various fees for training and/or marketing for teachers leading up to the school year; therefore, the teacher will reimburse RASD in the sum of one thousand and 00/100 dollars ($1000.00) in the event the teacher terminates his/her contract prior to its expiration. Termination of the contract by the teacher prior to its expiration is also in violation of Ohio Revised Code section 3319.15 which may result in the terminating teacher's license being suspended for one year at the completion of ODE's investigation.

(9) Employment is contingent upon student enrollment which governs RASD State and Federal funding which directly supports the teaching and non-teaching positions at RASD.

Note: All teaching and non-teaching staff are hired on a one-year "Limited Teacher Contract" or "Letter of Understanding."

O.R.C. 3314.03

A sponsor of a community school and the officers, directors, or ***employees*** of such a sponsor are immune from civil liability for any action authorized under this chapter or the contract entered into with the school under section *3314.03* of the Revised Code that is taken to fulfill the sponsor's responsibility to oversee and monitor the school. The sponsor and its officers, directors, or ***employees*** are not liable in damages in a tort or other civil action for harm allegedly arising from any of the following:

(1) A failure of the community school or any of its officers, directors, or employees to perform any statutory or common law duty or responsibility or any other legal obligation;

(2) An action or omission of the community school or any of its officers, directors, or employees that results in harm.

(3) A failure of the community school or any of its officers, directors, or employees to meet the obligations of any contract or other obligation entered into on behalf of the community school and another party.

(F) As used in this section:

(1) "Harm" means injury, death, or loss to person or property.

(2) "Tort action" means a civil action for damages for injury, death, or loss to person or property other than a civil action for damages for a breach of contract or another agreement between persons.

Amended by 131st General Assembly File No. TBD, HB 2, §1, eff. 2/1/2016.

Amended by 129th General Assembly File No.28, HB 153, §101.01, eff. 9/29/2011.

Effective Date: 09-26-2003.

3314.07 Expiration, termination or nonrenewal of contract for community school.

(A) The expiration of the contract for a community school between a sponsor and a school shall be the date provided in the contract. A successor contract may be entered into pursuant to division (E) of section 3314.03 of the Revised Code unless the contract is terminated or not renewed pursuant to this section.

(B)

(1) A sponsor may choose not to renew a contract at its expiration or may choose to terminate a contract prior to its expiration for any of the following reasons:

(a) Failure to meet student performance requirements stated in the contract;

(b) Failure to meet generally accepted standards of fiscal management;

(c) Violation of any provision of the contract or applicable state or federal law;

(d) Other good cause.

(2) A sponsor may choose to terminate a contract prior to its expiration if the sponsor has suspended the operation of the contract under section 3314.072 of the Revised Code.

(3) Not later than the fifteenth day of January in the year in which the sponsor intends to terminate or take actions not to renew the community school's contract, the sponsor shall notify the school of the proposed action in writing. The notice shall include the reasons for the proposed action in detail, the effective date of the termination or nonrenewal, and a statement that the school may, within fourteen days of receiving the notice, request an informal hearing before the sponsor. Such request must be in writing. The informal hearing shall be held within fourteen days of the receipt of a request for the hearing. Not later than fourteen days after the informal hearing, the sponsor shall issue a written decision either affirming or rescinding the decision to terminate or not renew the contract.

(4)

The termination of a contract under this section shall be effective upon the occurrence of the later of the following events:

(a) The date the sponsor notifies the school of its decision to terminate the contract as prescribed in division (B)(3) of this section;

(b) If an informal hearing is requested under division (B)(3) of this section and as a result of that hearing the sponsor affirms its decision to terminate the contract, the effective date of the termination specified in the notice issued under division (B)(3) of this section .

(5) Any community school whose contract is terminated or not renewed under division (B) (l)(a) or (b) of this section shall close permanently at the end of the current school year or on a date specified in the notification of termination or nonrenewal under division (B)(3) of this section. Any community school whose contract is terminated or not renewed for failure to meet student performance requirements stated in the contract, or for failure to meet generally accepted standards of fiscal management under this division shall not enter into a contract with any other sponsor.

(C) A child attending a community school whose contract has been terminated, nonrenewed, or suspended or that closes for any reason shall be admitted to the schools of the district in which the child is entitled to attend under section 3313.64 or 3313.65 of the Revised Code. Any deadlines established for the purpose of admitting students under section 3313.97 or 3313.98 of the Revised Code shall be waived for students to whom this division pertains.

(D) If a community school does not intend to renew a contract with its sponsor, the community school shall notify its sponsor in writing of that fact at least one hundred eighty days prior to the expiration of the contract. Such a community school may enter into a contract with a new sponsor in accordance with section 3314.03 of the Revised Code upon the expiration of the previous contract.

(E) A sponsor of a community school and the officers, directors, or employees of such a sponsor are immune from civil liability for any action authorized under this chapter or the contract entered into with the school under section 3314.03 of the Revised Code that is taken to fulfill the sponsor's responsibility to oversee and monitor the school. The sponsor and its officers, directors, or employees are not liable in damages in a tort or other civil action for harm allegedly arising from any of the following:

(1) A failure of the community school or any of its officers, directors, or employees to perform any statutory or common law duty or responsibility or any other legal obligation;

(2) An action or omission of the community school or any of its officers, directors, or employees that results in harm.

(3) A failure of the community school or any of its officers, directors, or employees to meet the obligations of any contract or other obligation entered into on behalf of the community school and another party.

(F) As used in this section:

(1) "Harm" means injury, death, or loss to person or property.

(2) "Tort action" means a civil action for damages for injury, death, or loss to person or property other than a civil action for damages for a breach of contract or another agreement between persons.

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Effective Date: 09-26-2003 .

Ohio Department of Education

Policy and Guidance

Community Schools Guidance Letter #2010-3
Effective Date: July 1, 2010
Updated: September 12, 2013

Community School Closing Procedures

Objective

To assure that procedures are in place and are used by a community school governing authority and sponsor when the school permanently closes and ceases operation, and shall include, at a minimum, procedures for reporting data to the department, handling student records, distributing assets, and other matters related to ceasing operation of the school.

Statutory Requirement

Ohio Revised Code Section 3314.015 Oversight of sponsors.
(E) The department shall adopt procedures for use by a community school governing authority and sponsor when the school permanently closes and ceases operation, which shall include at least procedures for data reporting to the department, handling of student records, distribution of assets in accordance with section 3314.074 of the Revised Code, and other matters related to ceasing operation of the school.

Policy

Sponsors must provide and execute a plan for an orderly wrap-up of a community school's affairs upon a permanent closure of a community school, preferably prior to the school closing its doors. A school is officially closed when instruction is no longer taking place and the governing authority or sponsor issues an official notice which states the date of the school's closure. The sponsor and a representative of the governing board are required to complete and sign the *Assurance to ODE Form* attached to this guidance letter. The role of the sponsor in this process is to assure that the governing authority of the community school has taken required actions to properly address closing issues and/or to take those actions itself if the governing authority is no longer able or functioning. Inasmuch as a plan for school closure is a required part of the school's contract with the sponsor, final preparations as part of that plan should be in place prior to the last day students are in attendance.

Guidance

This guidance letter provides an easy-to-use Closing *Assurance to ODE Form*. By completing this assurance, sponsors attest that proper notifications have occurred, required data have been submitted (or a plan is in place if data must be submitted after the close of the school), records have been properly distributed, assets have been properly disposed with dates recorded in the cells indicated, and a final FTE review will be scheduled within 7 **business** days and the final state audit will be scheduled within 30 days of the closure while student original records are on site for the final FTE review and final state audit. The sponsor shall be in touch with the Auditor of State to request that the final audit is scheduled so that this timeline can be met.

There are four sections that comprise the community school sponsor Assurance to ODE Form. These sections, *Initial Notifications*, *Student Records and School Records*; *Disposition of Assets;* and *Preparation of Itemized Financials,* are to be completed as soon as practicable after the closure of the school. In the event that refunds are generated at a later date, the Sponsor shall follow the instructions in Part IV and complete the section *Final Payments and Adjustments*.

Sponsors collaborate with ODE in assuring that a final FTE review will be scheduled within 7 **business** days and the final state audit will be scheduled within 30 days of the closure while student original records are on site. Sponsors must also sign the assurance form and submit it to the Office of Community Schools. In those circumstances where certain parts of the assurances cannot be completed due to conditions that impede the submission of complete assurances, the sponsor shall notify the Office of Community Schools and arrange for a supplement of the assurances to be turned in at a later date.

Records

As more fully described in this guidance, sponsors are required to secure all school records that are needed by the Ohio Department of Education, U. S. Department of Education, Ohio Auditor of State and other interested entities in order to close the school as well as generate a final FTE review and final audit. Records generally describe particular information that is maintained and kept for the proper administration of the school, and include student, staff, and administrative/financial information. Please note the following categories and types of records should not be considered as the entire list of documents which might be examined during a closing procedure. Other records may be requested during an FTE review or final audit.

Student records include but are not limited to: documents normally found in permanent record folders that are necessary for these reviews and audits, include attendance records that detail enrollment and attendance history; grades and grade levels achieved; transcripts, particularly for students enrolled in grades 9-12 and for graduates of the school; proof of residency documents that identify a student's home district; two (2) SOES reports, one with names and SSID numbers, and one with SSID numbers only; special education folders; and other such information that may be maintained and kept in a student permanent record folder.

Staff records include but are not limited to: employment agreement or contract; salary and benefits information; attendance and leave information; employee licenses; LPDC status and record of continuing education; and other such information that may be maintained in an employee record folder.

Administrative/financial records include but are not limited to: lease or rental agreement; deed if property is owned; inventories of furniture and equipment, including purchase price, source of funds for payment, date purchased, and property tag number; bank and financial reports, including all financial statements created by the fiscal officer; bank statements and checks; schedule of unpaid debt detailing amount, vendor and date of obligation; invoices, receipts, vouchers, and purchase orders that detail expenditures, grant records, including detail of federal and state grant awards and final expenditure reports, contracts; and other such information that may be maintained to serve as the administrative/financial records for the school.

All such records are to be secured by the sponsor prior to closing and shall be maintained until such time as detailed under records retention requirements. In the case of student records, see in particular the procedures detailed in Initial Notifications, Student Records and School Records on the Assurance Form.

References

Ohio Revised Code (ORC) 3314.015 "(E): The department shall adopt procedures for use by a community school governing authority and sponsor when the school permanently closes and ceases operation, which shall include at least procedures for data reporting to the department, handling of student records, distribution of assets in accordance with section 3314.074 of the Revised Code, and other matters related to ceasing operation of the school."

Attachments

Assurance to ODE Form

Assurances Documents – Submit To

Office of Community Schools

Ohio Department of Education
25 South Front St., Mail Stop 307
Columbus, Ohio 43215-4183
(614) 466-7058 (Fax) (614) 466-8506

Ohio | Department of Education

Assurance to ODE Form

School Name: _____ Sponsor Name _____

I. Initial Notifications, Student Records and School Records	
Completion Date	**Mandatory Task**
	To the extent that the school governing authority is unable or unwilling to execute its responsibilities in effecting an orderly closure of the school, the sponsor shall assume part or all of such tasks as are hereinafter described.
	Notify ODE that the school is closing and send the board resolution or an official sponsor notice from the superintendent or CEO within 24 hours of the action which includes the date of closing of the school. A school is officially closed when instruction is no longer taking place and the governing authority or sponsor issues an official notice which states the date of the school's closure.
	Notify parents that the school is closing through a formal letter from the school GA and the sponsor superintendent or CEO within 24 hours of the action. The letter to include but not limited to: the reason for the closing of the school, options for enrolling in another community school, traditional schools or nonpublic schools and contact information.
	Notify the Ohio State Teachers Retirement System and School Employees Retirement System.
	The sponsor shall take control of and secure all school records, property and assets immediately when the school closes: Reference the following DAS site for records retention schedules: http://apps.das.ohio.gov/rims/General/General.asp
	1. Student records shall be put into order and transcript materials produced immediately;
	2. A final FTE review will be scheduled within 7 **business** days and the final state audit will be scheduled within 30 days of the closure while student original records are on site for the final FTE review and final state audit;
	3. Copies of student records shall be provided by the school's Chief Administrative Officer to all resident districts within seven business days of closure of the school as defined in section 3314.44 of the revised code; original records shall be sent by the sponsor to resident districts upon completion of the final state audit. In the interim, sponsors retain original records until completion of the audit.
	4. Special education records shall be provided directly to receiving school special education administrators for all students with disabilities, particularly for students with physical needs or low incidence disabilities.
	In concert with the governing authority, notify the school's staff of the decision to close the school:
	1. Provide a clear written timeline of the closing process;
	2. Ensure that STRS and SERS contributions are current;

Completion Date	Initial Notifications, Student Records and School Records Mandatory Task Continued
	3. Clarify COBRA benefits and when medical benefits end;
	4. Remind the faculty of their obligation to teach up to the date of closing or otherwise determine that the school is properly staffed up to the time of closing;
	5. Ensure that each faculty's LPDC information is current and available to the teachers;
	6. Provide sponsor contact person information to all staff.

II. Disposition of Assets	
Completion Date	**Mandatory Task**
	To the extent that the school governing authority is unable or unwilling to execute its responsibilities in effecting an orderly closure of the school, the sponsor shall assume part or all of such tasks as are hereinafter described.
	If the governing authority does not retain a treasurer to oversee the remaining financial activity, the sponsor, as may be provided for in the community school contract with the governing authority, shall act as or appoint a receiver to oversee the closing of the financial records in the absence of a fiscal officer.
	Keep State and Federal assets separated for purposes of disposition. Federal dollars cannot be used to pay state liabilities. Account for all school property throughout the closing process by distinguishing state from federal dollars: For Federal Title and other consolidated and competitive funds, follow EDGAR liquidation procedures in 34 CFR 80.32 including disposition for items valued at $5,000 or greater. **Note:** Technology equipment received as part of the Erate program is federal property and cannot be sold as part of the school's assets. Specific guidance on donating the equipment can be found at http://www.usac.org/sl/applicants/before-youre-done/equipment-transfer.aspx
	1. Review the financial records of the school;
	a. Establish the fair market (initial and amortized) value via fixed assets policy, for all fixed assets;
	b. Establish check off list of purchasers with proper USAS codes, state codes, the price of each item and identify the source of funds;
	c. Identify staff who will have legal authority for payment processes (e.g. checks, cash, credit cards, etc.);
	d. Establish disposition plan for any remaining items;
	e. Identify any State Facilities Commission guarantees.
	Prepare documentation for disposition of the school's fixed assets:

Completion Date	**II. Disposition of Assets, Mandatory Task *continued***
	1. Consistent with section 3314.051, offer real property acquired from a public school district to that school district's board first at fair market value. If the district board does not accept the offer within 60 days, dispose of the property in another lawful manner below.
	2. For Federal Title and other consolidated and competitive funds, follow EDGAR liquidation procedures in 34 CFR 80.32 including disposition for items valued at $5,000 or greater;
	3. Public Charter School Program. PCSP assets must first be offered to other community schools with **either a signed agreement by the president of the governing authority or** a resolution passed by their respective Governing Board consistent with the purpose of the PCSP. If there are no takers, then an auction sale must be held to dispose of the assets along with the state funded assets:
	a. Notify Office of Community Schools, then public media (print media, radio) of the date and location of any property disposition auction;
	b. Follow EDGAR liquidation procedures in 34 CFR 80.32 for items valued at $5,000 or greater;
	c. Provide board resolutions and minutes of any assets transfered at no cost to another school;
	e. Provide OCS with a written report of the property, and if available, a bill of sale;
	f. After the above steps have been taken, any remaining assets may be offered to any public school district with documented board resolutions by the community school and the accepting district.
	4. National School Lunch Program. Cafeteria equipment purchased with funds from the National School Lunch Program can only be liquidated through written guidance issued by the Office for Child Nutrition (OCN). Contact OCN prior to proceeding with any liquidation of Equipment.
	5. Technology. Return to eTech (formerly Ohio SchoolNet) hardware and software acquired with eTech grants.
	Utilize only state dollars, auction proceeds, foundation dollars and any other **non-federal** dollars to pay the following in order: *[See Note Below]*
	1. The sponsor should consult with its legal counsel prior implementing this section to determine if there are any outstanding federal or state claims that may need to be paid first including but not limited to including federal and state taxes, Medicare, Workers Compensation, and city wage taxes. If applicable, provide documentation of any Workers Compensation claims.
	2. STRS/SERS/retirement systems and other adjustments

Completion Date	II. Disposition of Assets, Mandatory Task *continued*
	3. Teachers and staff;
	4. Private creditors or those entities that have secured a judgment against the school, including audit preparation and audit costs (prepared financials); [*See Note 2 Below*].
	5. Any remaining funds shall be forwarded to ODE for redistribution to resident school districts consistent with ORC 3314.074 (A)
	6. If the assets of the school are insufficient to pay all persons or entities to which compensation is owed, the prioritization of the distribution of the assets to individual persons or entities within each class of payees may be determined by decree of a court in accordance section 3314.074 and Chapter 1702 of the Ohio Revised Code.
	NOTE 1: Federal dollars can be used to pay the teacher costs and STRS/SERS/retirement costs for any employees who were paid from federal funds when the school was open. NOTE 2: Audit preparation costs can be paid from federal funds under certain conditions. Contact the Office of Grants Management for specific guidance before applying any costs against federal funds to support audit costs.

III. Preparation of Itemized Financials	
Completion Date	**Mandatory Task**
	To the extent that the school fiscal officer is unable or unwilling to perform his/her responsibilities in effecting an orderly closure of the school, the sponsor shall assume part or all of such tasks as are hereinafter described.
	Review and prepare the following itemized financials:
	1. Year-end financial statements, notes to the financial statements and if applicable schedule of federal awards;
	2. A cash analysis (taking the previous month's recap and reconciliation of bank accounts to books) for determination of the cash balance as of the closing date);
	3. Compile bank statements for the year;
	4. List of investments in paper hard copy format
	5. List of all payables and indicate when a check to pay the liability clears the bank;
	6. List all unused checks (collect and void all unused checks);
	7. List of any petty cash;

Completion Date	III. Preparation of Itemized Financials *continued*
	8. List of bank accounts, closing the accounts once all transactions are cleared;
	9. List of all payroll reports including taxes, retirement or adjustments on employee contract.
	10 List of all accounts receivable.
	11. List of assets and their disposition.
	12. FTE review complete and submit a copy of the Certification Form signed at the FTE review.
	13. Arrange for and establish a date for the Auditor of State to perform a financial closeout audit.

IV. Final Payments and Adjustments	
Completion Date	**Mandatory Task**
	To the extent that the school fiscal officer is unable or unwilling to perform his/her responsibilities in effecting an orderly closure of the school, the sponsor shall assume part or all of such tasks as are hereinafter described.
	The sponsor shall continually monitor the condition of the closed school and be prepared to receive or transmit funds on behalf of the school as directed by an appropriate agency. Receipt of funds can happen more than a year after a school's closure, and the sponsor must be agile in serving as the recipient of such funds and adjustments.
	1. Receive any funds or adjustments credited to the account of the closed school.
	2. Determine if any portion of any funds or adjustments can be applied to satisfy any remaining debt;
	3. Send all or the remaining portion to the Ohio Department of Education, Office of Policy and Payments, for final disposition.

The sponsor and school governing authority representative identified below certify that all available IEP, enrollment and attendance records were made available for the completion for this **FTE closure** review.

School: _____GA Representative _____ Date:_____

Sponsor: _____Sponsor Representative: _____ Date:_____

Area Coordinator identified below certifies all available IEP, enrollment and attendance records were made available and utilized in the completion for this **FTE closing** review.

Area Coordinator: _____ Date:_____

The School's governing authority and the sponsor execute the Closing Assurance Form and maintain it with copies sent to the Office of Community Schools via email to the consultant for the sponsor. The consultant can be found on the Community School Directory.

DISCLOSURE OF BENEFITS

It is the policy of RASD to provide its employees with various fringe benefits. Information and summary communications intended to explain these benefit plans are furnished to all employees during orientation and on a continuing basis. Benefits go into effect the first day of the month following three months of employment for non teaching staff. Benefits for faculty members go into effect one month after employment.

The benefits available to each employee are as follows:

- Health Insurance - Benefits 40% of the premium is paid by the employee; 60% paid by the district.
- Dental Insurance - 40% of the premium is paid by the employee; 60% paid by the district
- Teachers or State Employee Retirement Contributions employer and employee contribution percents are established by Ohio Revised Code Section 3707.01 or 3319.08

Pursuant to Section 3307.01, Revised Code, membership in the State Teachers Retirement System is mandatory for:

Full-time and part-time teachers employed in the public schools of Ohio under any type of contract described in Section 3319.08, Revised Code, for which the teacher is required to have a certificate pursuant to Sections 3319.22 to 3319.31, Revised Code.

Temporary teachers employed by a board of education to teach adult or vocational education and part-time university or college teachers.

Any other teacher or faculty member employed in any school, college, university, institution or other agency wholly controlled and managed, or supported in whole or in part, by the state or any of its subdivisions, including Central State University, Cleveland State University, The University of Toledo, The Medical College of Ohio at Toledo and County Boards of Mental Retardation and Developmental Disabilities.

All full-time and part-time teachers, faculty members, substitute teachers and tutors employed by public boards of education to teach in parochial or nonpublic schools and certificated persons employed to supervise pupil activity programs, such as coaches.

The **only** exceptions to STRS Ohio membership and contributions are for student employees employed part-time by the school they are attending, certain visiting faculty, nonimmigrant aliens and eligible faculty selecting an alternative retirement plan (see information later in this section). Board of education members can contribute to either the School Employees Retirement System (SERS) or to Social Security for compensation paid for service as a school board member.

Contribution rate to STRS and SERS: 14% of gross pay as of July 1, 2016 for Faculty employees; 10% of gross for non-faculty employees; and 14% of gross pay for the employer.

INSURANCE BENEFITS SUMMARY

1) Employees are responsible for paying 40% of their health insurance premium.

2) Employees who have questions regarding their benefits or their health insurance premium should address their questions to the Human Resource Office.

3) Dental Insurance – Employees are responsible for paying 40% of their insurance premium.

4) SERS (State Employees Retirement System) non-teaching employees contribute 10% of gross pay as of July 1, 2003.

5) Section 125 premium only plan allows employee deductions for STRS, SERS, medical and dental premiums to reduce income subject to federal income tax.

Anthem

August 10th, 2017

Welcome Anthem Member:

Thank you for choosing Anthem Blue Cross and Blue Shield. We want you to understand your benefits, so you can get the most from them. That's why we are providing the following information.

This letter is important. It serves as confirmation of coverage until your official Anthem membership packet and ID card arrive. We suggest you keep this letter with you. You will need it to know how to access care and get prescriptions. After your membership packet arrives, you may use it as a quick reference along with your other membership materials. This letter includes frequently asked questions that provide more details about accessing care.

You are enrolled in Anthem's Blue Access Product. This is a preferred provider organization (PPO) benefit plan featuring some of the area's best physicians. Anthem wants to help you get the most from your benefits from the first day of coverage, so we're including some important information below.

- Your medical coverage begins August 1, 2017
- If you need services or need to call Anthem customer service, reference your group name and number until you receive your new permanent ID card. If your provider has questions regarding the filing of your claim without an ID number, please have them contact customer service.
- Your group number is 00252716
- Your Alpha Code is YRP
- RxBin #003858
- RxPCN#A4
- RxGroup#WL5A
- As a Blue Access member, you pay less out of pocket when you use network physicians. Some services may be covered at a lower level or not at all if you don't use a network provider or do not receive Anthem's prior approval (precertification).

Important phone numbers and Web sites:

Anthem Customer Service	(800)-552-9159 anthem.com
Anthem Precertification	(877) 814-4803
BlueCard® Customer Service *(to locate a provider while traveling)*	(800) 810-BLUE anthem.com
Anthem Formulary Line *(to hear recent changes to the prescription drug formulary)*	(877) 4MULARY (468-5279)
Express Scripts *(mail-service pharmacy)*	(866) 216-5449
Anthem Life Insurance Company	(866) 551-0315
Anthem behavioral services *(mental health and substance abuse administrator)*	(800) 788-4003
Anthem Dental Customer Service	(866) 589-0578
Anthem Blue Vision℠ Customer Service	(866) 723-0515

The phone numbers above are activated once your membership information is in the system. Until then, we hope this letter helps you understand how to use your benefits.

Sincerely,

Anthem Account Executive

Answers to Frequently Asked Questions

How do I begin using my benefits?

Take this letter with you when you visit your provider. Your provider will file claims and arrange any necessary precertification. If you see a non-participating provider, you may be responsible for filing claims and arranging precertification. Your benefits may also be reduced and some services may not be covered.

Please send claims to:

Medical:
Anthem Blue Cross and Blue Shield
Claims Department
PO Box 105187
Atlanta, GA 30348-5187

What is BlueCard®?

BlueCard is a Blue Cross and Blue Shield national network of hospitals and health care professionals. Anthem members can get care while away from home from a Blue Cross and Blue Shield-contracted doctor or hospital because Anthem is a member of the Blue Cross and Blue Shield Association. If you need care while outside your network area, just call (800) 810-BLUE (2583) or log onto **anthem.com** to find a traditional doctor or hospital near you.

How do I fill a prescription?

Give this letter to the pharmacist at any network pharmacy. You may need to pay for the prescription, then file a claim for reimbursement. If so, attach your original receipt(s) to the claim form before submitting it. Ask your company's benefit administrator for a copy of the claim form. Please begin using your ID card once you receive it. By showing your ID card, there is no need to submit a paper claim or save receipts.

How do I sign up for Express Scripts (mail-service pharmacy)?

If your benefits include Express Scripts (mail-service pharmacy), you can save money on maintenance medications. Just ask your doctor to write your prescription for the maximum days' supply. In most cases, this is a 90-day supply. Complete a Express Scripts order form (included in your enrollment kit) and mail it with your prescription and the appropriate copayment amount. Call Express Scripts, (866) 216-5449, if you have questions.

What if I already see, or need to see, a mental health or substance abuse professional?

Call Anthem behavioral services immediately. They are available 24 hours every day. If your call is urgent, a professionally trained clinical care manager will arrange appropriate crisis care for you. If your call is not urgent, a customer service representative can refer you to a provider near you, answer questions about your mental health and substance abuse benefits, verify whether your current care giver or facility is in the network and advise you how to ensure continued care.

COBRA and Billing Administration
Administration Fees (Rate) Sheet

Anthem BlueCross BlueShield

The following pricing pertains to NEW BUSINESS quotes based on full administration services.
The pricing is effective October 1, 2011, and is subject to change without notice.

SECTION 1: FEES FOR COBRA ADMINISTRATION PRODUCTS

Standard COBRA administration services

Covered employees 20 - 2,500	Covered employees 2,501 - 5,000	Covered employees 5,001 and over
$ 1.25 per covered employee per month	$ 1.00 per covered employee per month	$ 0.75 per covered employee per month

Additional reporting services (Fees are in addition to the standard COBRA administration fee noted above)

Non-Anthem carriers (1-3 carriers only)	Non-Anthem carriers (4 or more carriers)	General Rights Notice to new hires	Installation Fee	Reinstatement Fee
$ 0.25 per covered employee per month	$ 0.50 per covered employee per month	$ 2.90 per General Rights Notice	$ 150.00	$ 150.00

Note:

- Minimum monthly billing of $ 50.00 inclusive of all services selected
- In the event of a layoff or strike, an additional one-time fee of $ 2.50 per laid off or striking employee will be charged
- Anthem will retain the 2 % administration fee authorized by COBRA regulations
- Covered employee includes all members who are active on the Anthem and/or Non-Anthem plan where COBRA administration is performed by Anthem (i.e., all active employees, COBRA participants, retirees, etc.)
- Groups with less than 20 eligible employees are not eligible for COBRA administration

SECTION 2: OPEN ENROLLMENT MAILINGS FOR COBRA PARTICIPANT SERVICES

Preparation and mailing open enrollment materials if received in printed format. We can provide assistance with Open Enrollment meetings for the participants, answer customer service calls.

$ 25.00 Per COBRA Participant Open Enrollment package mailed

Note:

- An additional $ 3.00 will be charged per open enrollment package mailed if Anthem prints materials
- An additional $ 5.00 will be charged per participant if multiple enrollment packets are distributed to multiple groups of participants
- Fees will be billed annually at time of service
- Minimum monthly billing of $ 50.00 inclusive of all services selected

This information is intended to be a brief overview of services. The entire provisions of services provided are contained in the Group Contract, which shall control in the event of a conflict with this overview.

Anthem Blue Cross and Blue Shield is the trade name of: In Colorado: Rocky Mountain Hospital and Medical Service, Inc. HMO products underwritten by HMO Colorado, Inc. In Connecticut: Anthem Health Plans, Inc. In Indiana: Anthem Insurance Companies, Inc. In Kentucky: Anthem Health Plans of Kentucky, Inc. In Maine: Anthem Health Plans of Maine, Inc. In Missouri (excluding 30 counties in the Kansas City area): RightCHOICE® Managed Care, Inc. (RIT), Healthy Alliance® Life Insurance Company (HALIC), and HMO Missouri, Inc. RIT and certain affiliates only provide administrative services for self-funded plans and do not underwrite benefits. In Nevada: Rocky Mountain Hospital and Medical Service, Inc. HMO products underwritten by HMO Colorado, Inc., dba HMO Nevada. In New Hampshire: Anthem Health Plans of New Hampshire, Inc. In Ohio: Community Insurance Company. In Virginia: Anthem Health Plans of Virginia, Inc. trades as Anthem Blue Cross and Blue Shield in Virginia, and its service area is all of Virginia except for the City of Fairfax, the Town of Vienna, and the area east of State Route 123. In Wisconsin: Blue Cross Blue Shield of Wisconsin (BCBSWI), which underwrites or administers the PPO and indemnity policies; Compcare Health Services Insurance Corporation (Compcare), which underwrites or administers the HMO policies; and Compcare and BCBSWI collectively, which underwrite or administer the POS policies. Independent licensees of the Blue Cross and Blue Shield Association. ® ANTHEM is a registered trademark of Anthem Insurance Companies, Inc. The Blue Cross and Blue Shield names and symbols are registered marks of the Blue Cross and Blue Shield Association.

Richard Allen School District

Employee Health/Dental Rates

2017-2018

Anthem Blue Cross and Blue Shield

(effective August 1, 2017)

Type	Employee Monthly Rate	Rate Per Pay	Cobra Gross Rate
Single Plan	$250.99	$125.45	$ 597.33
Employee & Spouse	$551.46	$275.73	$ 1,312.94
Employee & Child(ren)	$423.50	$211.75	$ 1,008.29
Family Plan	$774.50	$387.25	$ 1,844.05

Superior Dental Rates

Type	Employee Monthly Rate	Rate Per Pay	Cobra Gross Rate
Employee	$9.28	$4.64	$ 28.21
Employee & Spouse	$18.58	$9.29	$ 51.44
Employee & Child	$18.58	$9.29	$ 51.44
Employee & Child(ren)	$35.53	$17.76	$ 88.82
Employee & Family	$35.53	$17.76	$ 88.82

FIVE YEAR FORECAST

FY18- 10-17 submission
IRN No.: 133348
Type of School: Community

County: Montgomery

School Name: Richard Allen Preparatory Academy

Statement of Receipt, Disbursements, and Changes in Fund Cash Balances
For the Fiscal Years Ended 2014 through 2017, Actual and
the Fiscal Years Ending 2018 through 2022, Forecasted

	Actual				Forecasted				
	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022
Operating Receipts									
State Foundation Payments (3110, 3211)	$ 1,482,355	$ 1,500,000	$ 1,002,095	$ 847,980	$ 850,000	$ 850,000	$ 850,000	$ 850,000	$ 850,000
Charges for Services (1500)	-	-	-	-	-	-	-	-	-
Fees (1600, 1700)	-	-	-	-	-	-	-	-	-
Other (1830, 1840, 1850, 1860, 1870, 1890, 3190)	10,341	10,936	193	-	1,000	1,000	1,000	1,000	1,000
Total Operating Receipts	$ 1,492,696	$ 1,510,936	$ 1,002,288	$ 847,980	$ 851,000	$ 851,000	$ 851,000	$ 851,000	$ 851,000
Operating Disbursements									
100 Salaries and Wages	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
200 Employee Retirement and Insurance Benefits	-	-	-	-	-	-	-	-	-
400 Purchased Services	1,735,220	1,760,000	1,265,534	1,038,854	1,092,000	1,092,000	1,092,000	1,092,000	1,092,000
500 Supplies and Materials	-	-	-	-	-	-	-	-	-
600 Capital Outlay -New	-	-	-	-	-	-	-	-	-
700 Capital Outlay - Replacement	-	-	-	-	-	-	-	-	-
800 Other	103,550	100,000	5,328	4,908	10,000	10,000	10,000	10,000	10,000
819 Other Debt	-	-	-	-	-	-	-	-	-
Total Operating Disbursements	$ 1,838,770	$ 1,860,000	$ 1,270,862	$ 1,043,762	$ 1,102,000	$ 1,102,000	$ 1,102,000	$ 1,102,000	$ 1,102,000
Excess of Operating Receipts Over (Under) Operating Disbursements	$ (346,074)	$ (349,064)	$ (268,574)	$ (195,781)	$ (251,000)	$ (251,000)	$ (251,000)	$ (251,000)	$ (251,000)
Nonoperating Receipts/(Disbursements)									
Federal Grants (all 4000 except fund 532)	$ 336,531	$ 350,000	$ 263,421	$ 195,771	$ 250,000	$ 250,000	$ 250,000	$ 250,000	$ 250,000
State Grants (3200, except 3211)	2,911	3,000	1,800	-	1,000	1,000	1,000	1,000	1,000
Restricted Grants (3219, Community School Facilities Grant)	-	-	-	-	-	-	-	-	-
Donations (1820)	-	-	-	-	-	-	-	-	-
Interest Income (1400)	-	-	-	-	-	-	-	-	-
Debt Proceeds (1900)	-	-	-	-	-	-	-	-	-
Debt Principal Retirement	-	-	-	-	-	-	-	-	-
Interest and Fiscal Charges	-	-	-	-	-	-	-	-	-
Transfers - In	-	-	-	-	-	-	-	-	-
Transfers - Out	-	-	-	-	-	-	-	-	-
Total Nonoperating Revenues/(Expenses)	$ 339,442	$ 353,000	$ 265,221	$ 195,771	$ 251,000	$ 251,000	$ 251,000	$ 251,000	$ 251,000
Excess of Operating and Nonoperating Receipts Over/(Under) Operating and Nonoperating Disbursements	$ (6,632)	$ 3,936	$ (3,353)	$ (11)	$ -	$ -	$ -	$ -	$ -
Fund Cash Balance Beginning of Fiscal Year	$ 7,060	$ 428	$ 4,364	$ 1,011	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000
Fund Cash Balance End of Fiscal Year	$ 428	$ 4,364	$ 1,011	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000

FIVE YEAR FORECAST

FY18- 10-17 submission
IRN No.: 133348
Type of School: Community

County: Montgomery

School Name: Richard Allen Preparatory Academy

Statement of Receipt, Disbursements, and Changes in Fund Cash Balances
For the Fiscal Years Ended 2014 through 2017, Actual and
the Fiscal Years Ending 2018 through 2022, Forecasted

	Actual				Forecasted				
	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022
Assumptions									
Staffing/Enrollment									
Total Student Enrollment				111.00	110.00	110.00	110.00	110.00	110.00
Instructional Staff					10.00	10.00	10.00	10.00	10.00
Administrative Staff					3.00	3.00	3.00	3.00	3.00
Other Staff					5.00	5.00	5.00	5.00	5.00
Purchased Services									
Rent	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Utilities	-	-	-	-	-	-	-	-	-
Other Facility Costs	-	-	-	-	-	-	-	-	-
Insurance	-	-	-	-	-	-	-	-	-
Management Fee	-	-	-	-	1,021,500	1,021,500	1,021,500	1,021,500	1,021,500
Sponsor Fee	-	-	-	-	25,500	25,500	25,500	25,500	25,500
Audit Fees	-	-	-	-	40,000	40,000	40,000	40,000	40,000
Contingency	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-
Food Service	-	-	-	-	-	-	-	-	-
Legal	-	-	-	-	5,000	5,000	5,000	5,000	5,000
Marketing	-	-	-	-	-	-	-	-	-
Consulting	-	-	-	-	-	-	-	-	-
Total	$ -	$ -	$ -	$ -	$ 1,092,000.00	$ 1,092,000.00	$ 1,092,000.00	$ 1,092,000.00	$ 1,092,000.00
Receipts									
Opportunity Grant per FTE Student	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Targeted Assistance per FTE Student	-	-	-	-	-	-	-	-	-
K-3 Literacy Funding per FTE Student	-	-	-	-	-	-	-	-	-
Econ Disadvantaged Funding per FTE Student	-	-	-	-	-	-	-	-	-
Career Tech Funding per FTE Student	-	-	-	-	-		-	-	-
Gifted Funding per FTE Student	-	-	-	-	-	-	-	-	-
LEP Funding	-	-	-	-	-	-	-	-	-
State Special Education Funding	-	-	-	-	-	-	-	-	-
Transportation Funding	-	-	-	-	-	-	-	-	-
Facilities Funding per FTE Student	-	-	-	-	-	-	-	-	-
Food Services Receipts per FTE Student	-	-	-	-	-	-	-	-	-
Title I Allocation per Eligible FTE Student	-	-	-	-	-	-	-	-	-
Title II-A Allocation per Eligible FTE Student	-	-	-	-	-	-	-	-	-
Title VI-B (IDEA B) Funding	-	-	-	-	-	-	-	-	-
USDOE Competitive Grants	-	-	-	-	-	-	-	-	-
ODE Competitive Grants	-	-	-	-	-	-	-	-	-
E-Rate Grants	-	-	-	-	-	-	-	-	-
Board Philanthropic Grants	-	-	-	-	-	-	-	-	-
Foundation Grants	-	-	-	-	-	-	-	-	-
Other Grants	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

FIVE YEAR FORECAST

FY18- 10-17 submission
IRN No.: 133348
Type of School: Community

County: Montgomery

School Name: Richard Allen Preparatory Academy

Statement of Receipt, Disbursements, and Changes in Fund Cash Balances
For the Fiscal Years Ended 2014 through 2017, Actual and
the Fiscal Years Ending 2018 through 2022, Forecasted

	Actual				Forecasted				
	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022
Disbursements									
Instruction Percentage of Budget	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Admin/Operations Percentage of Budget	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Instruction Supplies/Tech per FTE Student	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Instruction Supplies/Tech per Teacher	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Inflation Adjustment for Instruction Staff	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Inflation Adjustment for Admin/Ops Staff	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Inflation Adjustment for Instruction Sup/Tech	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Inflation Adjustment for Admin/Ops Sup/Tech	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Inflation Adjustment for Facilities Expenses	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
One-Time Facilities/Utilities Improvements	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sponsor Fees (% of State Foundation)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Other Unrestricted Expenses / Contingency	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Financial Metrics									
Debt Service Payments	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Debt Service Coverage	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Growth in Enrollment	XXXX	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Growth in New Capital Outlay	XXXX	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Growth in Operating Receipts	XXXX	1.22%	-33.66%	-15.40%	0.00%	0.00%	0.00%	0.00%	0.00%
Growth in Non-Operating Receipts/Expenses	XXXX	3.99%	-24.87%	-26.19%	0.00%	0.00%	0.00%	0.00%	0.00%
Days of Cash	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Assumptions Narrative Summary

1) FY 18 forecast is based published revenue data by ODE as of 10-17 based on 110 students. Enrollment is projected at 110 for FY 19 and 180 for FY20-FY22

2) Benefits and Purchased Services assume 94% of operating revenues less board guarantees to be paid to EMO per its contract.

3) Grant revenues are based upon FY 18 allocations