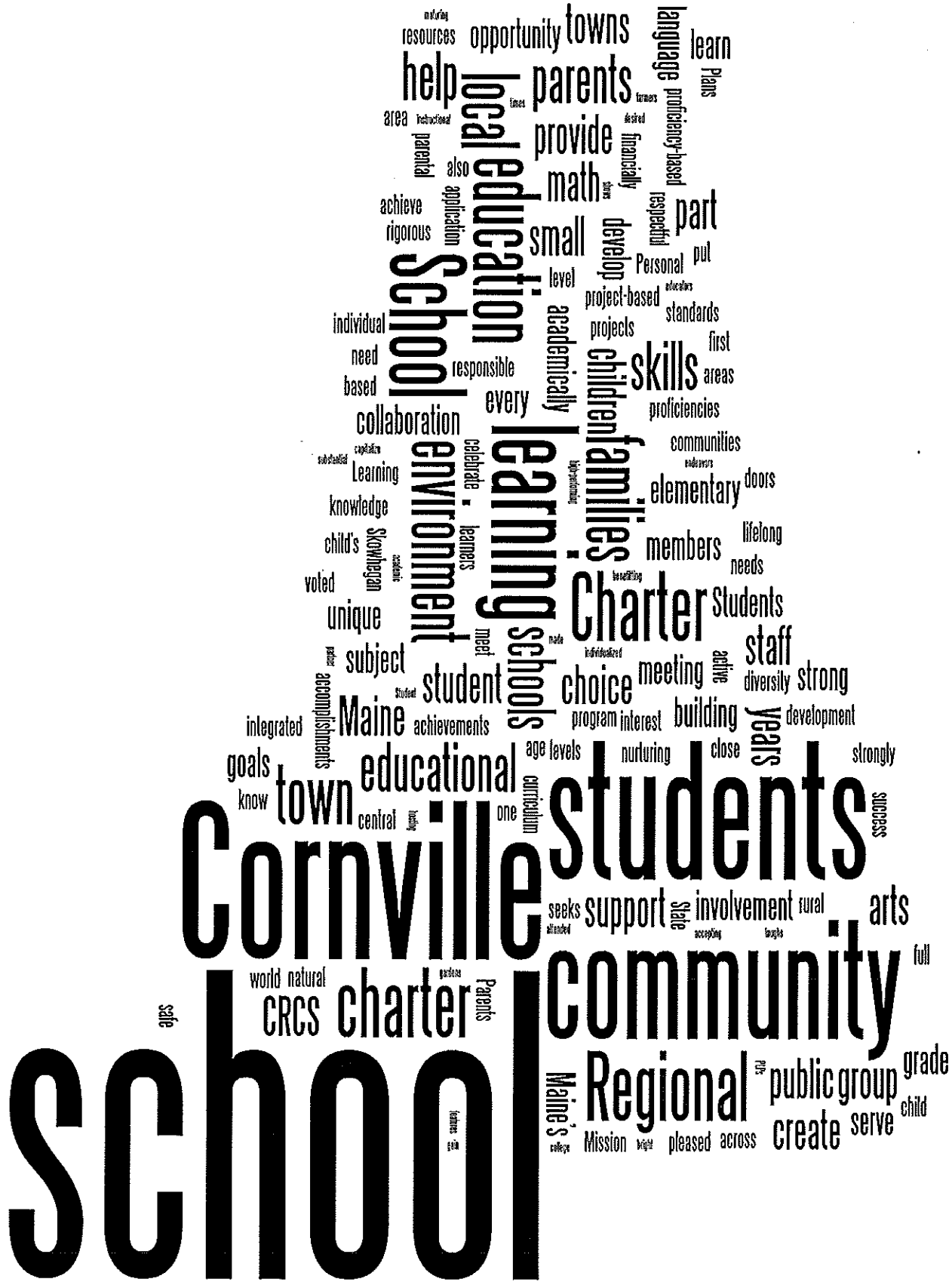

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Cornville Regional Charter School

Educational Plan

A.1 MISSION, VISION, IDENTIFICATION OF TARGETED STUDENT POPULATION AND THE COMMUNITY THE SCHOOL HOPES TO SERVE

Mission Statement

The mission of the Cornville Regional Charter School is to create a safe, respectful, nurturing and active learning community where every child is given the opportunity to thrive academically, to be accepted, to celebrate accomplishments and to develop a lifetime love of learning.

Our group is pleased to submit this charter school application to the State of Maine. Cornville Regional Charter School (CRCS) seeks to open its doors in 2012 to serve students in grades kindergarten through 6th grade with the intention of expanding to 8th grade. Maine's charter school law provides a mechanism for introducing choice, diversity, and parental involvement into public education and we are pleased to be a part of this worthwhile initiative. As one of Maine's first charter schools, we will help pave the way to bring new educational opportunities and school choice to central Maine.

The founders of Cornville Regional Charter School are a group of families who support public education and school choice. These members are a diverse group of parents, educators, and community members collaborating to develop a public charter school to serve the students and families in our area. Our community has a strong interest in providing a proficiency-based educational program that includes small learning communities, hands-on and project-based learning tasks, student collaboration across age levels and abilities, and strong parental participation.

Cornville is a small town in central Maine made up of approximately 1300 residents and is adjacent to the towns of Skowhegan, Canaan, Solon, East Madison and Athens. At present, Cornville is part of the Skowhegan School District, RSU #54. Cornville had a village elementary school for over 50 years when the school board voted to close its doors in 2010. The school was a high-performing school and a focal point of the community. Students and staff were dispersed among the other district schools. These students lost the opportunity to be part of a truly unique K-6 community school environment. Transportation of these students has caused a hardship with increased bus ride times to Skowhegan schools and put additional strain on parents who choose to drive their children to district schools in other towns.

There is strong support for a charter school in Cornville. The town of Cornville voted at its annual town meeting in 2010 to fund the heat and maintenance of the school building at a cost of $25,000 a year for two years in order to investigate the possibility of starting a charter school in the building. This shows the town is willing to put a substantial investment of funds into the school. Parents and students are also showing interest in CRCS. This is evident in the response we have had to our pamphlets and intent to enroll form with over 40 responses. An informational meeting was held at the school on March 30, 2012 and attended by over 50. We are confident that the Cornville Regional Charter School will not only fill local families' desire and need for public school choice, but also will create a distinctive school environment that will capitalize on the unique resources and features of rural Maine.

Many parents in Cornville and other local towns strongly believe in educating children close to home. Indeed, many families chose to live in Cornville because of its school. They would like to have an elementary school serving local families from Cornville and surrounding towns and want a small school learning environment for their children. The closing of the district school has provided our community with the opportunity to rebuild a community school with the educational vision that endeavors to:

- deliver proficiency-based education in language arts and math and differentiated instruction in all subject areas to meet the unique needs of every child
- offer an academically rigorous and content-rich curriculum
- support students' hierarchy of needs
- provide Personal Learning Plans for every student
- celebrate accomplishments
- prepare students to be successful problem solvers, critical thinkers and collaborators as they move on to high school and beyond
- create responsible, self-reliant, lifelong learners
- provide a placed-based education that utilizes local, natural, historical, civic and agricultural resources
- connect learning across discipline, subject area and grade level through project-based activities
- support collaboration between students and staff
- include parents as partners in their child's education
- help students build confidence
- create a safe, respectful, nurturing, accepting and active learning community

Cornville Regional Charter School's academic program is based on the Common Core State Standards. These standards provide a consistent clear understanding of Maine's educational goals and what students are expected to learn so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that are needed for success in college and careers. The instructional design of the school is based on meeting proficiency levels within language arts and math and on integrated projects for other subject areas.

Student learning will be monitored with manageable and measurable expectations. The development of individualized Personal Learning Plans (PLPs) will help students generate long and short term goals for themselves. They will envision and help plan their educational path, partner in their own progress, learn by observation and application as they develop both individual and group skills. From the very beginning, they will know precisely what proficiencies demonstrate desired attainment of knowledge and skills, and they work to achieve those proficiencies. Using the leveled scope and sequence for language arts and math, staff members will expect that 80% of their students will achieve at level 3.0 or better on their individual PLP goals.

Cornville Regional Charter School will strive to provide a challenging and rigorous education for elementary school age children in an environment that emphasizes creativity, collaboration, community, diversity, service, and leadership. Students will be academically and socially prepared to meet the demands of further education while maturing into productive and caring

adults with a lifelong passion for learning. Children will learn the basics of reading, writing and math, and experience science and social studies through projects that emphasize everyday skills such as cooking, canning, knitting, gardening, and woodworking. Music and the arts will be integrated into the curriculum. CRCS seeks to foster the development of individuals and their connection to communities of the school, the region, the world, and the natural environment.

In 5-10 years, the measure of success will be read by the achievements of the students as responsible, independent, happy, curious learners. Students will be invested supporters of their community who are connected to their environment. The school will be financially stable, enrollment will be full and promising for the upcoming years, and employment will be desirable to potential staff. Parents and families will be satisfied and appreciative of theirs and their child's involvement and growth at CRCS by eagerly re-enrolling, and suggesting the school to their closest friends and family. The town will be excited and proud to be hosting one of the State's first charter schools, and benefitting financially from its prosper. School gardens and landscaping will be flourishing as a result of student involvement with local farmers and agriculturalists. The playground will be full of laughs and supportive team building and effective communication skills. The classrooms will be bright and colorful, displaying student's achievements and artwork completed through lessons from local potters, knitters, painters or photographers. Local carpenters or contractors may be working to help make renovations and improvements to the facility. Local yoga instructors could be leading the children in stretching, strengthening, and meditative activities. A wood fired oven, made by local artisans, could be burning in the parking lot as an effective fundraising event at the 10 mile yard sale, hosted every year by the town of Cornville. Cornville Regional Charter School will restore people's dreams of a small rural school that participates strongly in the strength of humanity, where students proudly take part in the betterment of their school and gain responsibility for the proper care of their community and their planet.

A.2 ACADEMIC PROGRAM

Instructional Design

Our vision is to create a school where learning is built around each student so that they become engaged learners with relevant and challenging work. Cornville Regional Charter School's educational program and curriculum will be implemented and reviewed as a continuous process. The curriculum is based on the Common Core State Standards. These standards are educational standards that Maine and 42 other states have adopted. The standards identify the skills and knowledge that students should have when they graduate from high school, and benchmark the development of those knowledge and skill sets. Priority is given to making sure a student understands a subject or concept, rather than having a student achieve a grade by the end of the year and move on to the next level of school. The goal of the CRCS educational program will be to support all students as they gain skills and competencies through this proficiency based progression.

Cornville Regional Charter School will implement proficiency standards for the teaching of English language arts and mathematics. (Please refer to Appendices A & B for the curriculum maps, scopes and standards, and Appendix C for sample lesson plans). Proficiency based instruction and assessment allows for each student to reach his or her full potential. Objective mastery allows students to progress and tackle ever-more challenging work. It also prevents a student from advancing without the necessary skills to be successful. Individualizing and differentiating learning gives students a reason to learn and a means to reach their academic potential.

Whenever possible, students will be engaged in real-world activities that connect them to the local community. These authentic learning opportunities support the learning needs of all students including high-performing students and at-risk students. Students will engage in collaborative, curricular projects. This highly engaging project-based approach will provide students with opportunities to use skills that suit their unique learning styles and strengths. Student questioning within these projects will lead to the discovery of important concepts and principles. Furthermore, students will take responsibility for the planning and work management required to complete these projects. Social and communication skills such as respectful listening, expressing differing opinions, making compromises, and taking ownership of their own learning and effort will be emphasized. Study skills that will be required include written and oral expression, extended research, analysis and synthesis of information, planning, perseverance and organization.

Class Size and Structure

Our scheduling plan allows for common uninterrupted teaching time. The morning schedule will consist of 60 minutes of math instruction and 120 minutes of English language arts. The afternoon will be 105 minutes of content area project-based instruction in science, health, social studies and fine arts. This allows students to engage deeply in intellectual work. It also allows teachers to observe and evaluate students' engagement in learning activities and to differentiate instruction across grade levels. The final 45 minutes of the day will be student interest groups. It is during this time that students will be exposed to co-curricular/extracurricular opportunities.

The CRCS philosophy is to create classes that are not just age and grade specific. Our goal is to have classrooms that are blended to help all the students learn in a thriving environment. Students will be allowed to progress through the curriculum at their own pace regardless of their chronological age level or grade placement based on their successful progression through the standards. Students are able to develop and to be challenged within a multi-age classroom approach due to differentiated instruction. This allows the child to be introduced to many different levels of instructional material and not be confined to a single grade level set of expectations. There will be an ebb and flow to the day as students move within the classes based on their interests and their proficiency levels.

In order to maximize teacher attention to each child, class size will be limited. The recommended student to teacher ratio of Cornville Regional Charter School is 15:1, with a maximum of 20. It is the intent of the Board of Directors of the school to hire teacher aides to assist the teachers in the development of the students' academic potential as the need arises.

Curriculum Overview
The board of Cornville Regional Charter School believes that best practices include a range of pedagogies. By employing a wide variety of instructional techniques and assessments, teachers are best suited to meet the individual needs of students. Students will learn through both direct and inquiry-based instruction. Students will work within whole group, small group and individually. Students will be supported in their goals to acquire the concepts and skills necessary to think critically while gaining academic proficiency.

English Language Arts:
Students will:

- read and write from a wide variety of genres on a wide variety of topics
- chose appropriate books for their reading level and interest
- develop decoding and fluency skills as appropriate for their reading level
- read for enjoyment
- retell the main idea of a text using supporting details
- analyze literacy elements
- answer comprehension questions about what they've read
- cite specific textual evidence to support conclusions drawn from the text
- compare and contrast authors' written work
- make reading connections to real world situations
- write with purpose
- understand and use expressive and receptive vocabulary
- use correct grammar and mechanics in their writing
- share their written work with others
- write authentically throughout the curriculum

<u>Reading Instruction:</u>
The reading curriculum will employ a balanced literacy approach, including but not limited to read aloud, shared reading, independent reading, and guided reading. Guided reading will be used as the primary language arts curriculum for grades K-6. Guided reading is a researched based reading program wherein each student has the opportunity to learn reading skills in small groups. Guided reading groups work from leveled readers selected to provide the appropriate challenge for each group. Students are encouraged to use their existing strategies of decoding and context clues as they integrate newly introduced skills into their reading repertoire. Guided reading allows for the use of a variety of approaches while focusing on developing students' deep comprehension of written language. Students' interests and abilities are essential elements in the selection of leveled readers. In groups at all levels, teachers focus on supporting the development of skills which are essential in the inquiry process: searching for and using information, self-monitoring and correcting, predicting, making connections, and other high-order thinking skills.

Writing Instruction:

The best writing instruction will teach students how to plan, compose, revise and edit their own pieces of writing, all within the context of inquiry, self-assessment and self-regulation fostered by interaction with teachers and peers. Writing tasks should be meaningful and relevant to the students, including but not limited to: shared writing, guided writing, and independent writing in whole and small groups and individual instruction. Writing workshop is designed to foster sustained and thoughtful writing where students share their work with each other and where choice and ownership are emphasized. Students are expected to write daily from a wide variety of genres on a wide variety of topics. Word Work is a daily study of the relationship between sounds, letters, letter-clusters, and word meanings in order to learn to read, spell, and write words efficiently. The teacher differentiates strategy-based instruction in accordance with students' developmental needs. Word work includes phonemic awareness, phonics, spelling, high frequency words and vocabulary development.

English Language Arts Scope of Measurement Topics

- Reading Foundations
    - Print Concepts
    - Phonological Awareness
    - Phonics
    - Fluency
- Reading Literature
    - Plot Development
    - Theme
    - Character Development
- Reading Informational
    - Central Idea
    - Text Features
    - Text Structures
    - Point of View
    - Author's Reasoning
- Writing - Types and Purposes
    - Opinion/Arguments
    - Information/Explanatory
    - Narratives
- Writing Process
    - Writing Process
- Writing Research
    - Research Process
- Language Conventions
    - Nouns, Pronouns, Verbs
    - Adjectives, Adverbs, Conjunctions, Prepositions
    - Sentences
    - Capitalization
    - Punctuation
    - Spelling
    - Vocabulary

Mathematics
Students will:

- have a strong mathematical foundation
- develop confidence and excitement for mathematics
- become mathematical thinkers
- apply math concepts and utilize problem-solving strategies in science, social studies and in critical thinking opportunities
- make sense of problems and persevere in solving them
- reason abstractly and represent math with symbols
- construct viable arguments and critique the reasoning of others
- model mathematics using strategies such as diagrams, tables, graphs, and formulas
- use appropriate tools when applicable
- detect possible errors by using estimation
- work accurately
- look for and use patterns and structure

Math Instruction
The Common Core State Standards for mathematics will be the primary resource of leveled expectations. Cornville Regional Charter School will follow the recommendations and standards set by the National Council of Teachers of Mathematics. CRCS will also choose lessons and activities from research-based mathematics programs, supplementing teacher-created materials with long-standing exceptional programs such as the Marilyn Burns series of resources.

To supplement math instruction, CRCS will implement the math program IXL, a practice website that automatically tracks student progress and identifies standards that need more practice and skills, targeting intervention. IXL's math skills are aligned to the 2010 Common Core State Standards, the 2009 Maine Grade Level Expectations, and the 2007 Maine Learning Results.

Mathematics Scope of Measurement Topics

- Operations
    - Addition and Subtraction
    - Multiplication and Division
- Number Sense
    - Counting and Cardinality
    - Place Value
    - Fractions, Decimals and Percents
- Geometry
    - Attributes and Properties 2D and 3D
    - Geometric Measurement
    - Coordinate System
- Algebra
    - Foundational Algebra
- Statistics, Probability and Measurement
    - Measurement
    - Data Analysis

Science

Students will:

- engage in hands-on exploration and direct experience with the natural world
- think and act like scientists
- acquire scientific knowledge
- become scientifically literate
- ask meaningful questions
- conduct careful investigations

Science Instruction

Science instruction will be thematic and inquiry-based. The Cornville Regional Charter School will take advantage of its rural character to focus on the unique environmental and social aspects of the community. Students' natural curiosity and wonder about the world will be encouraged by utilizing the environment surrounding the school as much as possible as a laboratory for exploration and discovery. Science lessons will emphasize investigation and experimentation. Students learn science through asking meaningful questions, conducting careful investigations and discovering patterns.

Areas of exploration may include:

- Nature of Science
    - Scientific Inquiry
    - Technical Design
    - History and Research Ethics
- Life Science
    - Biodiversity and Evolution
    - Environmental Science
    - Human Body Systems
    - Cells and Organisms
    - Heredity and Reproduction
- Physical Science
    - Matter
    - Motion
    - Forces
    - Mechanical Systems
    - Waves. Light and Sound
    - Heat Energy
    - Electricity and Magnetism
- Earth and Space
    - Composition and Structure of Earth
    - Atmosphere and Weather
    - Universe

History, Geography, Cultural Studies
Students will:

- engage in units of study that require them to act and learn as historians, geographers and social scientists in their local community
- gain a working knowledge of local characteristics, events, and issues
- exhibit qualities of civic pride and responsibility
- learn about, and interact with the state, national, and global community
- demonstrate what they've learned in various ways
- learn note-taking skills and organizational strategies

History, Geography and Cultural Studies Instruction
The social studies curriculum will explore topics in a project-based approach that allows for in-depth study, beginning with local investigations and expanding to include world cultures and peoples. The students will be involved in everyday learning skills related to the local and world culture such as gardening, cooking, canning, woodworking, knitting, or sugaring. Curriculum will be developed to include topics of history, geography and culture. Social studies will also be integrated through literacy using text and theme books, as well as building note taking skills.

Areas of exploration may include:

- Geography
    - U.S. Regions
    - World Geography
    - Maps and Tools
- Government
    - Constitution and Legal System
    - Rights and Responsibilities of Citizenship
- Economics
    - Personal Economics
    - Functional Economics
    - Comparative Economics
- Culture
    - Melting Pot
- U.S. History
    - Transformation and Revolution
    - War and Diplomacy
    - Economic Transformation
    - Social and Political Reform
    - Technology, Innovation and Popular Culture
- U.S./World History
    - Leadership and the Influence of People on Society
- World History
    - Religion, Diversity and Identity
    - War and Diplomacy
    - Globalization
    - Economic Transformations
    - Technology and Innovation

Visual and Performing Arts
Students will:

- participate in dance, music, theater and visual arts projects
- utilize the arts for personal expression
- analyze works of art from structural, historical and cultural perspectives

Visual and Performing Arts Instruction
All students will participate in performing and visual art activities. Art instruction will be integrated with curriculum themes from reading, writing, math, science and social studies. Students will learn the essential principals and elements of the performing arts and participate in various performances throughout the school year. Visual arts instruction will range from drawing, painting, sculpture, and printmaking to photography, video, and folk arts. Students will apply appropriate media, techniques and processes to an array of subjects and themes. Instruction will include periods of art and culture throughout history. Students will learn about important artists and make connections to artists' styles in their own work.

Classroom teachers will work to integrate music, dance, and theater instruction into the core curriculum. The skills of local artists, performers, specialists, and art historians will be utilized. Special presentations and classes will expand student appreciation of culture, design, and artistic expression. Art will connect the school to regional, national, and international culture through exhibits, performances, and concerts taking place in local schools, museums, colleges, galleries, and theaters.

Health, Physical Education
Students will:

- develop life-long personal fitness and health
- appreciate the importance of maintaining fitness
- participate in a variety of physical activities

Health, Physical Education Instruction
Physical education is integrated into daily classroom activities, offered throughout the week during structured and unstructured recesses. The physical education program will encourage the development of flexibility, coordination, strength, gross motor skills, and cardiovascular fitness. Health and physical education themes will be integrated with science instruction and specific health instruction will be offered as appropriate to individual classes. Additionally, throughout the school year, students will participate in school-wide activities such as walking, dance or hiking programs.

Social Curriculum & Service Learning

Students will:

- take responsibility as collaborative members of the school community
- encourage the participation and development of others
- practice critical skills such as organization, management, critical thinking, problem-solving, and decision-making
- gain leadership skills
- build confidence and enthusiasm
- develop independence and initiative skills
- foster perseverance and commitment
- build cooperation and teamwork strategies
- gain respect for others

Curriculum:

The school will maintain a climate of respectful, productivity by actively developing a social curriculum. Teachers will design classroom lessons that encourage students' appreciation and understanding of the need for classroom rules and for working together to solve problems. The students' ability to demonstrate productive behavior and critical skills will be an intentional part of the daily curriculum in all subject areas. Daily meetings will provide students with an opportunity to build a positive classroom culture and actively reflect on their academic and social progress. School-wide assemblies will reinforce the social curriculum across grade levels.

Cornville Regional Charter School students will be active participants in the community, doing service learning as an integral part of their school experience. Service learning helps to foster a sense of civic responsibility. Students learn and develop through active participation in thoughtfully organized service that is conducted in the community and meets the needs of the community. Community members will also be encouraged to share specific skills with interested students, and may take on a mentoring role. Structured time will be provided for students to reflect on the service experience.

Technology
Students will:

- acquire computer word processing skills
- understand electronic information (databases, Internet) retrieval and use
- recognize the ethical use of technology
- utilize electronic media for presentation of projects

Curriculum:
Students will develop basic technology skills, respect for and knowledge of hardware, and understand technology as a tool to assist learning by using a thematic, interdisciplinary approach. Students will be introduced to technology in developmentally appropriate ways, using computers and other technology for research, assignments, and presentations, recognizing that young children learn best through direct experience with the world around them. Multimedia software, internet use, and technological equipment will be integrated into projects throughout the curriculum.

Professional Development
CRCS will include professional development training in the days prior to the school's opening and throughout the school year during scheduled in-service days. The governing board and administration of the school will look for professional development opportunities to support the teaching staff. Initially, these opportunities will focus on the best ways to implement a proficiency-based educational system and plan lessons to differentiate learning activities within classrooms. All staff will be encouraged to participate in CPR and first aid training as well as workshops on the roots of bullying and harassment. This will inform the staff about effective interventions, prevention strategies, and strategies for dealing with bullying incidents. Professional development will also offer explicit instruction on Child Find provisions including guidelines and instructions for early identification of children who might be suspected of having a disability. Each staff member will be encouraged to seek out their own professional development opportunities as well. These opportunities will be individualized based on the staff member's specific interests, skills or needs. When a staff member participates in outside professional development s/he will be expected to share knowledge gained and resources with the rest of the staff.

Co-Curricular and Extracurricular Programs

Cornville Regional Charter School believes in the development of the whole child. It is not enough to just excel at academics; emphasis must also include the holistic development of a child that encompasses academics and co/extracurricular activities. These activities promote healthy learning and self-awareness, develop talents and allow the children to explore new interests. Activities include both individual pursuits and team building activities. One way to develop this is built into our scheduling, with Student Interest Groups meeting at the end of every school day. Also, CRCS will collaborate with the Cornville Recreation Department, Somerset Heart Health, and passionate people in the community who are willing to share their talents to offer team and individualized activities. Students may choose from a wide variety of activities or suggest other offerings to match their interests. Programs may include:

ACADEMICS	HEALTH AND WELLNESS	THE ARTS	JUST FOR FUN
Math Help	1-2 Mile Fitness Club	Cooking	Fantasy Football
Reading Help	Exercise Ball	Creative Expressions	Board Games
Writing Help	Alternative Sports	Dance	Card Games
Science Help	Hacky-Sack	Circus Tricks	Chess
Social Studies Help	Basketball	Clown School	Checkers
Book Club	Aerobics	Drama	Coloring
Community Service	Bike Rides	Graphic Design	Comic Books
Writing Center	Capture the Flag	Independent Film	Day Spa
Astronomy	Videos	Interior Design	Lego
Creative Writing	Dodge Ball	Inventor's Studio	Mahjong
Debate	Flag Football	Japanese Anime	Scrabble
Ecology	Frisbee/Frisbee Golf	Drumming	Strategy Gaming
Graphic Novels	Hiking	Adventure in Crafts	Tool Time
History of Sports	Hip Hop Dance	Learn How to Knit	Mancala
Journalism	Line Dancing	Music	Camp Ground Games
Life Aquatic	Hula Hooping	Music Videos	Winter Tracking
Study Skills	Jogging	Open Art Studio	Making Cider
Sign Language	Jump roping	Open Mic	Detective Club
Language Fun	Kickball	Photography	Cribbage
Study Hall	Outdoor Exploration	Remix Culture	
Poetry Slam	Ping Pong	Woodworking	
	Playground Games	Basket Making	
	Push-Up Club	Maple Syrup Time	
	Soccer	Quilting	
	Wiffle Ball Games	Weaving	
	Running	Canning	
	Bowling		
	Yoga		
	Walk and Talk		
	Health & Nutrition		
	Gardening		

A.3 SPECIAL STUDENT POPULATIONS

Cornville Regional Charter School believes that all students can learn; all students should be challenged and supported in their learning; all students have abilities and talents that are worthy of being recognized and developed; and all students benefit when they are held to clear and appropriate expectations. As a charter school, we will connect with the strengths and passion for learning of each student by providing a meaningful and engaging education. All students, especially students with special needs, can achieve high standards with effective practices that promote a responsible learning environment.

Cornville Regional Charter School's educational program and curriculum is based on the Common Core State Standards. Priority is given to making sure a student understands a subject or concept, rather than having a student achieve a grade by the end of the year and move on to the next level of school. The goal of the CRCS educational program will be to support all students as they gain skills and competencies through this proficiency-based progression. Whenever possible, students will be engaged in authentic learning opportunities that support the learning needs of all students and will be especially important to at-risk students providing opportunities to use skills that suit their unique learning styles and strengths.

Federal laws, including the Individuals with Disabilities Education Act (IDEA), apply to public charter schools in the same manner as they apply to other public schools. A public charter school must allow special education students to attend. In addition, Maine law specifically states that students may not be discriminated against in enrollment on the basis of mental or physical disability. This also applies for students with limited English proficiency and students with 504 plans. A charter school authorized by the Charter School Commission must see to it that students requiring special education services are provided those services in a manner consistent with IDEA and is responsible itself for providing and funding special education services. Cornville Regional Charter School fully understands that learning needs of all students must be meet with full adherence to the law.

Child Find

Child Find is a component of the Individuals with Disabilities Education Improvement Act (IDEA) 2004 that requires States and Local Education Agencies (school districts and charter schools) to identify, locate, and evaluate all children with disabilities residing in the State, regardless of the severity of their disabilities, and who are in need of special education and related services (34 CFR§ 300.111). Child Find is a continuous process of public awareness activities, screening and evaluation designed to locate, identify, and evaluate children with disabilities who are in need of Early Childhood Intervention Programs or Special Education and Related Services.

A child with a disability is a child having a cognitive disability, hearing impairment (including deafness), visual impairment (including blindness), a speech or language impairment, a serious emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities.

Cornville Regional Charter School recognizes its responsibility to locate, identify and evaluate all incoming and enrolled students in the school who are suspected of having, or known to have a disability so that a free appropriate public education can be provided. To ensure compliance with the Child Find provisions of IDEA, the charter school will put in place the following processes:

When a parents/guardian is informed that his/her child has a place on the school's roster, that parent/guardian will be advised that any child who has an IEP or may be suspected of having a disability is entitled to special services and that the school's principal/special services coordinator should be made aware of the child's circumstances. A letter will be sent home and include:

- Records Release Form to authorize CRCS to obtain the student's records from his/her prior school
- Request for a copy of the IEP and all special education documents

CRCS will contact the appropriate school district administration to obtain records for each enrolled student. CRCS will also send to the appropriate school district's Special Education Director a list of the enrolled students from that district to determine if there are any students with IEPs or suspected of having disabilities to ensure that no student "falls between the cracks."

CRCS will include in its professional development training in the days prior to the school's opening, explicit instruction on Child Find provisions including guidelines and instructions for early identification of children who might be suspected of having a disability.

CRCS will take steps to ensure that students are given opportunities to use all aspects of the school's curriculum to enhance their unique skills and interests. Given the engaging nature of the Student Interest Groups, it is hoped that students might find that success in these activities will boost their confidence and help them overcome or compensate for difficulties or disabilities in other subject areas.

Pre-Referral Activities

Pre-Referral procedures are general education procedures involving regular benchmark assessments of all children, using Response to Intervention (RTI) to monitor child progress and identify those children who are at risk of failing. Children who are at risk receive responsive interventions in the general education program that attempt to resolve the presenting problems of concern. General educators are responsible for the implementation of the intervention.

There are many benefits to using RTI. It helps teachers plan effective instruction as well as document and communicate with parents about student progress. Moreover, this data can help teachers improve the academic growth of at-risk students or students with learning difficulties who may need a change of instruction or additional services.

RTI follows a three-tiered approach to address student needs. Tier I provides high-quality, research based core curriculum instruction that is differentiated to meet each student's needs in the general education setting. Tier II provides targeted interventions for students who need additional support in addition to core instruction. Tier III provides intensive interventions for students with significant academic or behavioral needs.

At Cornville Regional Charter School, the RTI process is integrated within the school's philosophy of personalized learning for all students. Staff will meet regularly to work collaboratively determining new ways to help shape individual instruction. CRCS will work to identify students who are at risk for poor learning outcomes, monitor student progress, provide research-based interventions and adjust the intensity and nature of those interventions depending on the student's responsiveness.

In our RTI model, all students are screened and monitored for specific educational outcomes. Students needing additional assistance are provided intervention and their progress is carefully monitored. Movement between tiers is a collaborative decision between the parent and teacher. Students who make limited progress despite intensifying degrees of support are referred to determine eligibility for special education services.

Parents play an important part in the school as well as in the RTI process. Cornville Regional Charter School believes that the parent's influence in their child's education is a major factor of their student's academic success. Parents and staff are expected to have ongoing, open discussions about each student's progress on a regular basis. When a concern about a student's academic progress is determined, either as a result of assessments or observations, interventions will be discussed.

CRCS is in the process of partnering with a local university to become a training site in order to receive the RTI program AIMSweb. AIMSweb is a benchmark and progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers, and administrators via a web-based data management and reporting system to determine response to intervention.

Policies and Practices to Identify Students Who May be Eligible for Special Education and Related Services

In some cases, intervention is not successful and a referral for special education is deemed necessary. Even in these cases, the prior period of intervention is valuable. Prior intervention will illustrate that a referral is appropriate (as required by law) and it will help inform the IEP team about strategies that have or have not produced success when it comes time to develop the written IEP.

School employees who are making a referral shall do so by contacting the CRCS principal/ special services coordinator and by filling out the appropriate referral forms. Referrals may be made by:

A. Any professional employee of the school;
B. The student's parent(s); or
C. Professional members of the community, i.e., physicians, preschool coordination site personnel or agency representatives who have knowledge of the student.

Parents may, at any time, refer their child to the IEP Team if they have reason to believe that the student may require special education and supportive services. Regardless of the source of the referral, a referral will be considered received by the school on the date that the written referral is received by the principal/special services coordinator. It shall be signed and dated by the principal/special services coordinator, thereby indicating the date of the receipt of that referral. Within 15 schools days of the receipt of the referral a review of existing evaluation data will occur to determine the need for additional evaluations. That review may occur either at an IEP meeting or through other discussions that fully include the parent. If IEP members are unable to reach agreement on necessary evaluations outside of a IEP meeting, an IEP meeting shall be held to discuss the issue.

Within 15 school days of receiving the referral, the school department should send to the parent a consent for initial evaluation form. When the school receives that consent form back from the family with the appropriate signatures, CRCS has 45 school days to complete the evaluation and to hold an IEP meeting to determine whether the student qualifies for special education services. If the student is identified as a child with a disability in need of special education, the IEP Team should develop an Individualized Education Program (IEP) for that child within 30 days of the determination that the student is eligible.

Upon enrollment in public school, a student who was being served by Child Development Services (CDS) shall be treated by CRCS in the same manner as are transfer students under the state special education regulations, except that the student's Individual Family Service Plan from CDS will be considered as his/her current IEP until such time as the IEP team meets to alter or amend that program. Placement, however, will be at CRCS rather than at the site provided by CDS. Cornville Regional Charter School recognizes that a student may require special education and supportive services in order to benefit from regular education. To be considered for such services, a student must be referred to a Pupil Evaluation Team (after other alternatives have been tried and rejected, with documentation of such) in a timely manner and an IEP meeting shall convene within 15 schools days of the receipt of the referral to review existing evaluation data and determine the need for additional evaluations.

Plan for Addressing Needs of Students who enter the Charter School with an Existing IEP from Another

As part of the school's Child Find Plan, Cornville Regional Charter School recognizes its responsibility to locate, identify and evaluate all incoming and enrolled students in the school who are suspected of having, or known to have a disability so that a free appropriate public education can be provided to all children. Maine's Unified Special Education Regulations explicitly state what schools must do to address needs of students who transfer. Since charter schools are public school, Cornville Regional Charter School will be held to the same statutes and rules.

IEPs for Children Who Transfer SAUs in the Same State:

If a child with a disability(who had an IEP that was in effect in a previous SAU in the same State) transfers to a new SAU in the same State, and enrolls in a new school within the same school year, the new SAU (in consultation with the parents) must provide FAPE to the child (including services comparable to those described in the child's IEP from the previous SAU), until the new SAU either adopts the child's IEP from the previous SAU; or develops, adopts, and implements a new IEP that meets the applicable requirements in 300.320 through 300.324. [34 CFR 300.323(e)]

IEPs for Children Who Transfer From Another State:

If a child with a disability (who had an IEP that was in effect in a previous SAU in another State) transfers to a SAU in a new State, and enrolls in a new school within the same year, the new SAU (in consultation with the parents) must provide the child with FAPE (including services comparable to those described in the child's IEP from the previous SAU), until the new SAU

- Conducts an evaluation pursuant to 34 CFR 300.304 through 300.306 (if determined to be necessary by the new SAU); and
- Develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in 34 CFR 300.320 through 300.324. [34 CFR 300.323(f)]

Transmittal of records:

To facilitate the transition for a child described in clause:

- The new school in which the child enrolls must take reasonable steps to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child, from the previous SAU in which the child was enrolled, pursuant to section 99.31(a)(2) of Title 34, Code of Federal Regulations; and
- The previous SAU in which the child was enrolled shall take reasonable steps to promptly respond to such request from the new school. [34 CFR 300.323(g)] Education records must follow students who transfer to a school in another school administrative unit in the State.

Cornville Regional Charter School will make all attempts to ensure the timely delivery of all IEP records so that the student can be provided with a free appropriate public education, including services **comparable to** those described in the previously held IEP, in consultation with the parents, **until such time** as CRCS **adopts** the previous IEP or develops, adopts, and implements a new IEP that is consistent with Federal and State law.

Engagement of Certified Professionals to Provide Special Education and Related Services Through On-Staff or Contracted Service

At this time, the CRCS Founding Board is unsure of the exact number of students who will be attending or how many of those students will need special education services. Cornville Regional Charter School will budget money for the hiring of a special education teacher as well as an educational technician to meet the needs of special education students.

We believe an effective special education teacher must have a sincere willingness to collaborate and share his/her knowledge, skills, and energy with other staff and families to benefit the students being served. Some examples of key competencies include:

- maximizing literacy learning
- implementing positive behavior supports
- teaching students who have significant disabilities
- using technology to support curricular access, participation, and learning
- helping teachers implement effective practices for diverse learners in general education classe.

CRCS is looking at many options for contracting services of speech and language, occupational and physical therapy with the following options:

- online videoconferencing speech provider such as PresenceLearning
- neighboring school system
- Adams Speech Therapy
- Redington Fairview General Hospital Rehab and Fitness Services

Budgeting and Staff to Meet the Needs of the Special Student Population Through On-Staff or Contracted Service

CRCS Founding Board is unsure of the exact number of students who will need special education services or to what extent. Cornville Regional Charter School will budget $45,000 for the hiring of a part-time special education teacher as well as one or two special education technicians to meet the needs of special education students. We also have budgeted $12,000 for contracted services.

Assurance that Every Student will be Served in the Least Restrictive Environment and Continuum of Placements to Eligible Students

As part of the IDEA, the least restrictive environment is identified as one of the principles that govern the education of students with disabilities and other special needs. By law, schools are required to provide a free appropriate public education (FAPE) in the least restrictive environment that is appropriate to the individual student's needs.

"Least restrictive environment" (LRE) means that a student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate. They should have access to the general education curriculum, or any other program that non-disabled peers would be able to access. The student should be provided with supplementary aids and services necessary to achieve educational goals if placed in a setting with non-disabled peers. Academically, a resource room may be available within the school for specialized instruction, with typically no more than two hours per day of services for a student with learning disabilities. Should the nature or severity of his or her disability prevent the student from achieving these goals in a regular education setting, then the student would be placed in a more restrictive environment, such as a special school, classroom within the current school, or a hospital program. Generally, the less opportunity a student has to interact and learn with non-disabled peers, the more the placement is considered to be restricted.

To determine what an appropriate setting is for a student, an IEP team will review the student's strengths, weaknesses, and needs, and consider the educational benefits from placement in any particular educational setting. With the differences in needs and Individual Education Plans varying broadly, there is no single definition of what an LRE will be.

Example of a Continuum of Alternative Placements

Least Restrictive

- Regular education with weekly monitoring from a special education provider
- Regular education with daily consultation from a special education provider
- Regular education with special education services and supports included in that setting which are aligned with the general curriculum (utilizing such strategies as flexible groupings, universally-designed curriculum, overlapping curriculum, cooperative learning, peer tutoring, parallel or alternative instruction, team teaching)
- Regular education with special education services provided for part of the day in a resource room or a special education classroom
- Self-contained special education classroom
- Special day school (outside the school environment)
- Residential treatment facility
- Hospital
- Detention facility
- Homebound

Cornville Regional Charter School will program for students with disabilities in the least restrictive educational environment that can appropriately address the student's needs. CRCS will ensure that, to the maximum extent appropriate, students with disabilities are educated with children who are not disabled, and that special education, separate schooling, or other removal of

students with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes cannot be achieved satisfactorily even with the use of supplementary aids and services.

Determinations regarding programming in the least restrictive environment will be made by the student's IEP team and will draw upon a multi-disciplinary assessment of the student's needs. CRCS will make available as appropriate the full continuum of educational placements when making placement determinations.

Students with Limited English Proficiency

Cornville Regional Charter School's English Language Learners (ELL) program is designed to identify, to assess the needs of, and to insure equal educational opportunity for students of non-English or limited English language skills. Federal law mandates equal educational opportunity for non-English or limited English proficient students.

A Language Assessment Committee (LAC) will be established to oversee the educational program of ELL students at Cornville Regional Charter School. The LAC will consist of an administrator, the classroom teacher, the special education teacher, the parents and the student (where appropriate). Other paraprofessionals may be included when necessary. The LAC meetings will be scheduled and conducted by the special education teacher in conjunction with the principal.

The LAC's responsibilities will include:

- identification of potential ELL students from Home Language Surveys, referrals from parents, teachers, or other methods (i.e. Special Ed. testing)
- to administer multi-criteria evaluations to potential ELL students annually (parents will be notified in a language they understand)
- create and maintain a record keeping system for language assessments for each student identified as a potential ELL student
- to make recommendations about ELL students' programs or related services in regards to amount of services, time and delivery of services, and types of programs (pull-out, classroom, etc.)
- to meet at least annually (more if necessary) to monitor students' language and academic progress
- to make recommendations for placement and program for the next school year
- to recommend modification of ELL support services or reclassification of a student from Limited English Proficiency (LEP) to Fluent English Proficiency (FEP)
- to monitor students who have been reclassified to FEP over a 2 year period

Identification and Placement

Students will be identified as ELL through the following methods:

- Home Language Survey (developed by the State of Maine DOE)
- parent/student interviews
- teacher referrals
- school records
- other school personnel

Students will be identified as quickly as possible upon registering. Students will be placed in age appropriate mainstream classrooms. The instructional program type is Sheltered English Instruction, an approach to teaching English language learners which integrates language and content instruction. The dual goals of Sheltered English Instruction are:

1. to provide access to mainstream, grade-level content, and
2. to promote the development of English language proficiency.

Assessment

Assessments may be made: upon entry into the program, while in the program, to determine proficiency levels and areas of strength and weakness; and/ or as criteria to establish reclassification or exiting ELL services.

Each LEP student will participate in an annual WIDA administered secure test (ACCESS for ELLS) that will measure English language proficiency in mathematics, science, and Language Arts. Accommodations or alternate assessments may be required for some students.

The following assessment will be used annually:

- ACCESS for ELLS (adopted by State of Maine, April 2005)

Delivery of Services

All identified students who are limited in their English language skills (reading, writing, speaking and listening), will receive appropriate ELL services in terms of amount of service, type of program, and appropriate instructional strategies. It is basic to second language acquisition that students be proficient in all communication skill areas including reading, writing, listening, and speaking. Content-area reading can be a very difficult skill for a second language learner even if he/she appears to have achieved oral fluency. The type of instruction will be Sheltered English Instruction.

Reclassification/Exit Criteria

Exit and partial exit decisions of students from ELL services will be based on multi-criteria assessments including but not limited to ACCESS for ELLS that will review language skills in speaking, listening, reading and writing as well as performance in all content areas. Students will demonstrate fluency/proficiency on these assessments. Exit from services will occur when the student is able to competently perform in a mainstream setting.

Students who have been exited or partially exited will be monitored for two years. If at any time during those two years the student experiences difficulty with language or contents skills, the students may re-enter ELL services if deemed necessary by the LAC.

Levels of proficiency as defined by ACCESS for English Language Learners are as follows:

- Level 1 – Entering
- Level 2 – Beginning
- Level 3 – Developing
- Level 4 – Expanding
- Level 5 - Bridging

Record Keeping

A separate ELL file will be maintained by the special education teacher. It will contain assessment information, student work, records from the LAC meetings, correspondence between home and school, summary or program at the time the student exits the ELL program, and other pertinent information regarding the ELL student. A note will be placed in the student's permanent file indicating the location of this file.

Program Evaluation

The effectiveness of the program will be illustrated by the level of English language acquisition of enrolled students, parental involvement, maintenance of information about the students, degree of collaboration with the mainstream teachers, ELL attainment of Maine's Learning Results, and progress in acquiring English as measured by ACCESS for ELLs.

Non-Participation

In the event that parents/guardians refuse ELL services for their child, a signed letter of refusal will be placed in the student's file. These ELL services will be offered yearly and a letter of refusal must be signed annually.

How Progress will be Monitored
Cornville Regional Charter School will implement proficiency standards for the teaching of English language arts and mathematics. The very nature of the general education program at CRCS will be to support all students as they gain skills and competencies through a proficiency based progression. IDEA requires a student's individualized education plan (IEP) must include a statement of present levels of academic and functional performance with measurable annual goals.

Progress monitoring processes that are focused, clearly defined, and complete will ensure meaningful educational programs for students with disabilities. It is the ongoing process of collecting and analyzing data to determine student progress that should be used to make instructional and service decisions based on student performance. Compiling data is a critical component in progress monitoring, ultimately saving time and providing the IEP team with useful reference points in time. At the student's annual review IEP meeting all data collected will be considered to answer the following:

- Did the student make the progress expected by the IEP team?
- How does the student's performance compare with the performance of general education students?
- Will work in the goal be continued or be dismissed from this goal area?

Student progress will be monitored through direct, indirect and authentic measurement.

Direct Measurement

- Behavior Observation provides first hand evidence of student performance as it occurs and can be documented as observation narratives, data charts of frequency, duration and interval recording, and time sampling

- Formative assessments such as chapter and norm referenced tests including state assessment, which teachers will use when writing achievement reports and as comparisons to local and national students at other public schools

- Subjective assessment including portfolios, personal learning plans, conferences, observations, and presentations to inform their instruction and assist with planning

- Curriculum Based Measure (CBM) that are brief, standardized samples usually fluency based on accuracy and time

Indirect Measurement

- Interviews provides a summary of student performance on a given behavior in a structured format; regular education teachers or other school personnel can informally conference with the teacher in charge of data collection; conferences are then summarized and added to the progress monitoring file

- Student Self-Monitoring documents student behaviors and performance

Authentic Measurement

- Work samples provide evidence through actual student work such as writing pieces, math papers, projects, pictures, and audio recordings of student performance

- Student Interviews assess student performance through informal conferences between the teacher and student; conversations are then summarized and included in the progress monitoring file

A.4 Assessment

Cornville Regional Charter School, in partnership with parents and students, will assess progress to ensure that all students are noticed and valued. At CRCS achievement will be reflected through a variety of assessment strategies. These include but are not limited to formative assessments such as chapter and norm referenced tests including state assessment, which teachers will use when writing achievement reports and as comparisons to local and national students at other public schools. Teachers would also use subjective assessment including portfolios, personal learning plans, conferences, observations, and presentations to inform their instruction and assist with planning.

Each student (grades 3-8) will participate in the yearly state mandated testing, and be expected to perform at the same or better proficiency rate as the other students within the catchment area (approximately 62 % in reading and 52% in mathematics, based on recent averages). By using this data, over time patterns may emerge showing strength and weaknesses. Any areas of concern will be addressed by modifying the school's educational program through staff development.

In addition, each student will develop a Personal Learning Plan (PLP) that ensures that teachers and parents have the data they need to know how students are doing and how to help students progress. By using a PLP, students are aware of their academic strengths and set goals to work toward improving their areas of need. Teachers, parents and students work together as a team to celebrate successes and establish academic targets as students gain proficiency. 80% of students will be expected to meet their PLP goals (refer to Appendix D).

The PLP contains two main sections. The first section relates to the proficiency standards developed using the scope of measurement topics for language arts and mathematics (Appendices A & B). The teacher, with the student whenever appropriate, will assess each child within the topics to be covered. Once the teacher assesses the current level, she will help the student set a goal for that topic. It is expected that 80% of student will make one year's growth within each topic.

The second part of the PLP addresses the social and study skills necessary for success. These skills will develop as students take part in projects across curriculum as well as extra-curricular activities and while working with students across grade levels. Students will become self-motivated, competent life-long learners assessed through teacher observations, conferences and performance tasks. The skills will include: respect, interpersonal relationships, cooperation, collaboration, goal setting, reflecting and evaluating their own learning. Performance assessments will be evaluated with the use of benchmarks and rubrics created by the student or teacher.

Student progress will be shared with parents through regular meetings in which achievement reports based on their PLP are discussed. Students will stay with their same aged peers from year to year, but their work within content areas will vary based on ability and subject area. Students without IEP's will show proficiency with 70% of all areas on the scope of measured topics to graduate from CRCS.

CRCS will test students using the Measures of Academic Progress (MAP) NWEA to measure academic growth and to inform instruction. These computerized tests are offered in reading, language usage and mathematics. NWEA tests are tied to the curriculum and targets the needs and current academic achievement of each learner.

All students and the school as a whole will be monitored for continual academic growth. Areas of need as determined by student test results will provide an opportunity for ongoing professional development. This professional development will enable teachers to gain skills in analyzing testing data and student work in order to make informed instructional decisions. Other professional development opportunities will help teach strategies to improve instruction and enhance student learning. In addition, Teachers will consult with counselors, nurses, and other resource specialists as needed and as determined by Individual Educational Plans.

A.5 SCHOOL CLIMATE AND DISCIPLINE

School Climate:
At Cornville Regional Charter School, students will be exposed to a daily routine that will build community, create a positive climate for learning and reinforce academic and social skills. Teachers will supervise students as they resolve conflict on their own and take responsibility for their learning. Part of our mission is to foster a safe, respectful, accepting environment for all.

All students attending CRCS have the right to learn in a safe and calm environment. We will make every effort to provide a climate that is conducive to learning. Our ultimate goals are to promote responsible student attitudes and help students develop good work habits and social skills that are essential to becoming responsible, self-controlled and productive citizens. We respect ourselves, others and the environment. We take responsibility for our actions. We work together to be a sharing community. We value the individual and the diversity that each person brings. It is important for students, parents and staff to be heard. We strive to listen and expect everyone to use positive language.

Cornville Regional Charter School founders believe that large schools are not community based and students become numbers, not individuals. Children can fall through the cracks and their needs, both academic and personal, are not addressed. Discipline problems escalate. Small schools and small classes where teachers and students know each other well over time seem to encourage learning. With fewer students in each school and class, students have the opportunity to build personal relationships not only with their teachers, but also with their classmates. Of course, small class size alone doesn't guarantee a good education. The quality of the teaching, the amount of parent involvement, and other factors are important as well.

At CRCS, younger students will have role models in the building every day providing them with an understanding of the purpose and progression of education. It will also be beneficial for the older students to be the role models and mentors. This arrangement gives the upper grade students a sense of accountability to their admirers, as they remember what it was like when they were younger.

Family Involvement and Communication
Participating in children's education and developing the strong sense of community that comes from working with others toward a common goal are central to the mission and vision of the Cornville Regional Charter School. Parents' active participation in the classroom, governance, fundraising, and other aspects of the school organization is vital to the challenging work of educating our children. Active parental involvement in government and financial planning shows the students in our community the importance of education.

Our goal is to have all families involved in the school community in a way that is meaningful both to the family and to the school. Parents are welcomed in the school and in the classroom. Parents and other family/community members will be given a list of opportunities to stay involved in the school and classrooms throughout the year and are encouraged to suggest additional activities. These opportunities may include reading with individuals or groups of students, playing a math game or leading a math activity, photocopying, preparing materials, and

helping with cooking, clerical, or cleaning tasks. Parents will also be encouraged to share their skills and interest by leading (or assisting) a student interest group.

Parents and school personnel are encouraged to maintain open communication with one another on a regular basis. Parents and teachers will meet during scheduled times throughout the year to share students' Personal Learning Plans and progress. Additional questions and concerns should be directed to the classroom teacher before or after school hours. For more complex concerns, it is requested that parents leave a note, phone message, or email the classroom teacher and set up separate meeting times.

At the end of the school year, parents and students will be given the opportunity to complete an evaluation survey of the school and possibly of their child's classroom teacher. The survey results will be available to the school staff, director, principal and Board of Directors. Satisfaction will also be gauged by repeated and growing enrollment.

Honoring this commitment is the way members of the school community will demonstrate their belief in the philosophy of the school and its education practices. The success of Cornville Regional Charter School depends upon all parties participating in the operation of the School.

Social and Emotional Services

There are many opportunities for student-centered activities and resources that our classrooms may use to support children. Morning meetings will provide opportunities to support social and emotional learning. They help build a sense of community, create a climate of trust and encourage respectful communication. Journal writing is also an effective in developing self-awareness. Further, there is great literature available that supports social and emotional learning. Responsibility will be emphasized by assigning tasks such as keeping classrooms clean and orderly and participating in food growing and preparation. Such duties encourage a sense of responsibility among students and provide everyone with the opportunity to contribute to daily management of the class and school community. Also, creativity, a skill that is most necessary in times of emotional hardship, is encouraged at CRCS. By providing students with ongoing opportunities to express their creativity, we will be helping them handle the inevitable curve balls life throws at them.

The staff at Cornville Regional Charter School will respect and support the social and emotional needs of all students. In the event that a child, family or school group would need social services beyond what can be provided at school (example: mental health counselors, or DHHS services) the classroom teacher, principal and staff of the school will become an advocate and resource for them. The staff person will supply a list of local social service providers and may help a family connect with the appropriate resource. Any assistance provided to families will be confidential and voluntary as long as a student's health or safety is not compromised.

Discipline Policy Summary
Discipline and classroom disruptions will first be handled within the classroom. The discipline philosophy involves having clear expectations for responsible academic and interpersonal student behavior, clear and fair guidelines, a support system to help students understand and change their behavior if needed, and consequences if students cannot or will not participate in school according to school policies and guidelines. Students and instructors will respect each other and their surroundings. A safe school environment including classrooms, hallways, cafeteria, common areas and playground is paramount.

Effective and cooperative communities have clearly understood expectations to which all members are held accountable. In our school, these expectations apply to all teachers, students, parents and visitors. Behavior expectations are listed in the Parent/Student Handbook (refer to pages 13-17 of Exhibit 3) with the belief that teachers and parents will discuss the behavioral expectations with children and visitors to encourage them, as members of the CRCS community, to cooperate with others to uphold these expectations.

Specific discipline procedures are written in a handbook that students and parents will receive, review, and sign as part of the admissions process (refer to Exhibit 3). Cornville Regional Charter School will comply with statutes that prohibit bullying and harassment, fighting, drugs, alcohol, smoking, and any other dangerous behavior. A student may be suspended or expelled in accordance with statute and policy. No public school shall be obligated to enroll an expelled pupil. Cornville Regional Charter School will provide fair and age appropriate due process in administering student discipline and will comply with current suspension and expulsion guidelines.

The board has worked to set up a consistent school-wide discipline plan based on the Responsive Classroom model. The plan is a thoughtful approach to helping all students be successful both academically and socially and to help all adults at the school have consistent expectations. Classroom rules are established based on behavior expectations, and adapted to fit different settings. Rules and expectations are taught and reviewed regularly in each setting.

We have set up a process for helping students who are not able to meet behavior expectations on a regular basis. The typical protocol for managing inappropriate behaviors at CRCS follows:

- remind student of appropriate behavior
- redirect student to another activity
- ask the student to take a break
- send the student to a "buddy teacher room" or the hallway
- send the student to the office
- staff will take the time to help the student process and take responsibility, including generating ideas for fixing the problem and strategies to prevent it from happening again

As much as possible, teachers and other adults at the school will try to observe carefully for behavior problems and work to prevent them before they begin. Often students lack experience working out conflicts with others or do not have the social skills to interact positively. Both conflict resolution and social skills will be taught to all students as part of their regular work at each grade level.

When adults at school help students deal with problems, it should be done privately and respectfully. We try to hear "both sides" if two students are involved, and all students involved receive some kind of consequence or means of addressing the problem. We try to be fair and consistent, but children are different and sometimes what's fair is not always equal. Teachers strive to respond to each child in a manner that is effective for that child's particular temperament and developmental level. For example, in terms of temperament, one child might respond well to a discipline strategy of being asked to move closer to the teacher during class work, while another might better benefit from having a few minutes alone to center him or herself. Similarly, in terms of developmental levels, one child may be working primarily on learning impulse control, while another is working on assertiveness skills. A "one size fits all" discipline plan is not the most effective way to meet all children's needs.

If students are still having problems after reminders or are being excessively disruptive or aggressive, they are sent out of the classroom to meet with another adult. During the meeting, the student and the adult may call or write a letter to the parents, letting them know what has occurred and strategizing about how to avoid future problems.

We feel strongly that keeping parents informed and asking them to work with us is the most effective way to help children be more successful. The more we work together on establishing common expectations and prevention strategies, while also addressing problems that do occur, the more proactive we can be and the fewer disruptions we will have to student learning. It is therefore essential that the family work closely with the school to ensure that these social skills are in place at home and transfer to the school setting. Students' rights are protected and no individual student's behavior or consequences are discussed with anyone who is not the parent or legal guardian, except for those school staff who need to understand the issue.

Cornville Regional Charter School is unique in that we are a school of choice. We are a team in which every player is choosing to be there and agrees to work toward a common goal all in an effort to keep small problems from growing into large ones. As a part of this team, parents are expected to work actively with their children and the school to help the child master the skills necessary to be a productive member of the school community.

Student Code of Conduct

Students Interpersonal Expectations: At all times students will:

- Treat each other with dignity and respect.
- Be kind to each other in words and actions.
- Use appropriate manners.
- Use language that doesn't offend others (i.e. profanity and/or vulgar language is not acceptable).

Students Interpersonal Expectations: At all times students will:

- Be prepared!
- Be on time for class
- Bring books, pencils and other supplies
- Bring a positive attitude
- Respect other students' space.
- Respect school property.

Hallways and Stairs: At all times students will:

- Walk quietly.
- Respect other students' space
- Respect school property

Cafeteria: At all times students will:

- Treat servers respectfully.
- Go directly to their seats.
- Stay in their seat while eating.
- Use appropriate lunchroom manners.

Bathrooms: At all times students will:

- No loud talking, fooling around, hanging out.
- FLUSH!
- Wash hands with soap and water.
- Place paper towels in the trash bin.
- Return immediately to class.

Playground: At all times students will:

- Resist rough play (i.e. wrestling, intentional bumping and pushing).
- Throw safe, appropriate objects in designated areas.
- Respect playground boundaries.
- Go directly outside at recess time and remain outside until requested to come back inside.
- Return playground equipment to designated area.
- Enter the building in an orderly manner.

Bullying and Harassment

CRCS is committed to providing a safe school environment. It is important for staff to address instances of bullying as soon as possible. We believe that it is important that all people at CRCS treat one another with respect. Bullying will not be tolerated. Bullies are intentionally mean to another person in an attempt to make their victim feel weak, inferior, or controlled. A pattern of bullying interferes with a safe school atmosphere.

Whenever possible, it is important to get to the root of the issue, while insuring the safety and wellbeing of all those involved. The following procedure is meant to minimize and prevent bullying by addressing acts of verbal or physical mistreatment:

1. If a student reports harassment: The staff should address the situation (without directly mentioning student names) during Morning Meeting – focusing on strategies for all students to:
    a. Treat each other respectfully.
    b. React firmly and assertively with their words.
    c. Encourage students to form positive friendships.
2. Staff should contact the parent/guardian of the bully and describe the situation (if the bully is in their classroom). If the bully is assigned to a different classroom, coordination between the two classroom teachers and the principal should occur quickly to offer quick communication with the family.
3. Staff should make a record of all bullying situations. If the situation persists or poses a danger or a safety risk (emotionally, academically, physically, or otherwise), a report should be made to the Director.
4. The Director should follow up with a written and verbal report to the parent, outlining expectations, consequences, and possible suspension/expulsion if the bullying persists.

Emergency Management Preparedness
In the event of an emergency, the Cornville Regional Charter School will take steps to be able to respond in a way that would protect students and staff in as comprehensive a way as possible. CRCS personnel will work diligently on planning, preparing and practicing emergency procedures. An emergency is any situation that would require the schools to respond in a way to protect students and staff from potential danger. Emergencies can be caused by many sources:

- natural hazards - such as weather related or environmental hazards
- technological hazards - such as power lines
- manmade hazards - such as dams, highways, school violence, terrorism

All emergencies require specific actions to be taken. These actions come down to five basic drills. CRCS will practice these drills periodically throughout the school year, in addition to fire drills. A list of emergency numbers will be posted by each phone in the building.

TWO BASIC DRILLS

1. EVACUATION - When all students and staff need to exit the building.
   CRCS will hold two fire drills during the first two weeks of school and an additional eight fire drills during the year. Results shall be recorded and deficiencies noted and corrected. Fire officials will be notified by the school principal before each drill. Staff members will receive an annual orientation to this procedure, and the fire drill procedure will be prominently displayed in each classroom. At the beginning of each school year, principals will ensure that each teacher acquaints the students under his or her care with the designated evacuation routes.

2. SECURE BUILDING / LOCK DOWN - When all students and staff need to stay in rooms.

Emergency Plan & Evacuation Procedure
Cornville Regional Charter School recognizes that staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

Staff: Evacuation Instructions

1. At the sound of the alarm, students and teachers should stop what they are doing.

2. Teachers should retrieve their class lists positioned near the emergency exit doors, give the order to leave the building, and ensure that they are the last one to leave the classroom, checking all nearby bathrooms.

3. Students should walk calmly and silently to the emergency exit door of the classroom they are in (the one that leads directly outside) and form a single file line. They should not gather coats or other belongings.

Should this door be blocked by fire, students and teachers will use the secondary exit route through the hallway to the main door.

Handicapped children should be accompanied by a pre-designated aide. Any students out of the classroom should proceed with whatever group they're with, rather than return to their classroom; if alone, they will proceed to the side lawn area next to the school and join their class there.

4. Classes should exit to the side lawn area near the basketball hoop next to the school. Teachers will meet and take attendance.

5. Classes will wait for further instructions.

6. Children should not re-enter the building until an official tells them to do so.

7. Parents will be notified to pick up their children if necessary.

The Board shall grant the use of the school building, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.

State Charter School Commission
Executive Summary
(Exhibit A)

Applicant Instructions (*All relevant information must be provided as indicated*)

Name of proposed Public Charter School Cornville Regional Charter School

Name of entity that will hold the charter Cornville Regional Charter School

Primary contact Justin Belanger

Title/Relationship to entity Chair of the Founders Board

Mailing Address 783 Beckwith Road
Cornville, Maine 04976

Telephone (Primary) 207-474-7812 Telephone (Secondary) _____

Email address justinbelanger99@yahoo.com

Education Service Provider (if applicable) _____

Partner Organization (if applicable) _____

Physical address of school 1192 West Ridge Road
Cornville, Maine 04976

School administrative unit in which the school will be located RSU #54

Intended opening date August 29, 2012

Proposed grades and initial enrollment K-6 with projected enrollment of 45 students
Future enrollment K-8 with up to 120 students

School Description (150 word maximum)

The school program design is based on meeting the needs of every student. To accomplish this every student will have a Personal Learning Plan (PLP). Furthermore, our design uses a proficiency based approach, based on the Maine Common Core State Standards. Students will advance by demonstrating proficiency in the standards instead of by age or grade level. Also, the educational program will include small learning communities, hands-on and project based learning tasks, student collaboration across age levels and abilities, and strong parental involvement. Children will learn the basics of reading, writing, and math while experiencing science and social studies through hands on projects that emphasize everyday skills such as cooking, knitting, gardening, and woodworking. Music and the arts will be integrated into the curriculum. Real life learning opportunities will be expanded by inviting farmers, foresters and other business and community members to share their experiences, as well as through field trips.

Application Certification

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocation of a charter after its award. The person named as the contact person for the application is so authorized by the Board to serve as the primary contact for this application on behalf of the organization.

Signature _____ Date _____

Printed Name _____ Title (Position) _____

Cornville Regional Charter School
Area of Catchment

Legend

- school
- edcsd
- Area of Catchment

0 2 4 8 Miles

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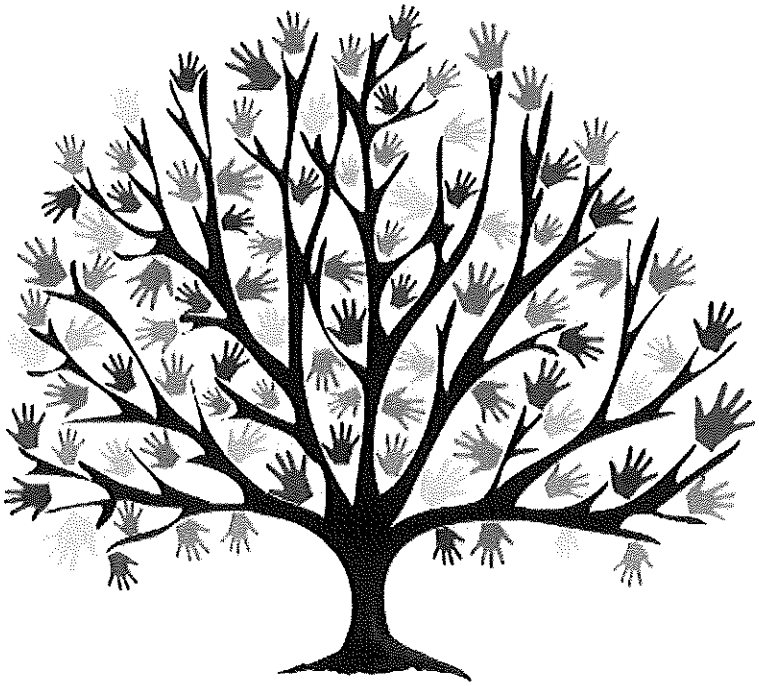
CORNVILLE REGIONAL CHARTER SCHOOL

Parent and Student Handbook

2012-2013



The Cornville Regional Charter School is a place where everyone has something to learn and something to teach.

Cornville Regional Charter School

Parent Handbook, 2011-2012

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Mission Statement

The mission of the Cornville Regional Charter School is to create a safe, respectful, nurturing and active learning community where every child is given the opportunity to thrive academically, to be accepted, to celebrate accomplishments and to develop a lifetime love of learning.

Our Philosophy
The belief of the Cornville Regional Charter School is to:

- instill creativity and critical thinking
- build character, knowledge and leadership skills
- create independent self-expressive learners
- develop clear and effective communicators
- produce cooperative and collaborative team members
- reinforce learning through project based learning
- encourage appreciation and respect for the arts and diversity
- emphasize fun and meaningful learning
- instill self-confidence and respect for others
- provide a school-wide theme based curriculum
- prepare students for integration into future learning environments
- create an excited learning environment
- provide content experts and skilled professionals to support classroom instruction

The Goal of the Cornville Regional Charter School
The goal of the Cornville Regional Charter School is to create a small school that offers a rigorous, proficiency-based curriculum. The curricular focus is on depth of learning, providing time to investigate areas of study, developing basic skills in the context of real-life projects, and connecting knowledge across subject areas. Classroom environments will be designed to facilitate whole class activities, small group work and individual learning. Community resources will be used as much as possible to ground the students' work in an understanding of their towns and local natural environment. The environment and culture of a rural Maine town will form the basis for the culture of the curriculum and the foundation for understanding and connecting to the larger national and international communities.

Guiding Values
All students attending Cornville Regional Charter School have the right to learn in a safe and calm environment. We make every effort to provide a climate that is conducive to learning. Our ultimate goals are to promote responsible student attitudes and help students develop good work habits and social skills that are essential to becoming responsible, self-controlled and productive citizens. We respect ourselves, others and the environment. We take responsibility for our actions. We work together to be a sharing community. We value the individual and the diversity that each person brings. It is important for students, parents and staff to be heard. We strive to listen and expect everyone to use positive language. We aim to be responsive and recognize the value of modeling for students, parents and visitors. The Cornville Regional Charter School values five guiding values:

Respect	Responsibility	Honesty
Compassion	Courage	

Consistent Community Expectations
Effective and cooperative communities have clearly understood expectations to which all members are held accountable. In our school, these expectations apply to teachers, students, parents and visitors. The following behavior expectations are listed here with the belief that teachers and parents will discuss the behavioral expectations with children and visitors to encourage them, as members of the CRCS community, to cooperate with others to uphold them.

School Responsibilities
We, as educators at Cornville Regional Charter School, will support student learning in the following ways:
1. Provide challenging curriculum and instruction that enables the participating children to meet the State of Maine Learning Standards:

- provide a safe, caring environment that promotes active learning
- provide quality teaching and leadership
- inform students, families and the community about the high academic standards at our school and how they can help students achieve these standards
- explain assignments clearly and provide homework that supports the curriculum
- give students the time they need in order to learn
- recognize students as individuals with different learning styles and needs

2. Develop a caring school climate that promotes academic achievement:

- educate parents, staff and students about our Code of Conduct
- help children to solve conflicts in nonviolent ways
- promote understanding and appreciation for cultural differences
- provide mentoring opportunities

3. Provide opportunities for parent involvement in their child's schooling.

- hold an open house in the fall
- schedule parent teacher conferences in the fall or as needed throughout the school year
- written reports are distributed at least 5 times per year
- develop opportunities for parents to volunteer

Parent Responsibilities
We, as parents, will support our children's learning in the following ways:

- talk and listen to my child regarding his or her school experiences
- require regular, on time school attendance
- send my child/children to school ready to learn
- attend school activities and parent teacher conferences
- show respect and support for my child, the staff and the school
- provide a quiet place for my child to study
- encourage my child to do well at all school assignments
- volunteer for school-related activities
- monitor my child's homework
- promote positive use of my child's extracurricular time
- stay informed about my child's education and communicate with the school when necessary

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement. Specifically, we will;

- come to school regularly, on time, and ready to learn
- work hard and do my best
- accept responsibility for my own actions
- show respect for myself and others
- resolve conflicts peacefully
- ask for help when I need it
- make healthy decisions that help me reach my goals
- know what is expected of me

The Cornville Regional Charter School Board of Trustees

The Cornville Regional Charter School Board of Trustees is composed of five members, of whom a minimum of two will be parents of enrolled students and two will represent community members. The School Director attends all Board meetings, but is not a voting member. Faculty, while not members of the Board, will receive copies of agenda and minutes via email, and will be encouraged to attend and participate in open sessions of the Board as their schedules permit.

The responsibilities of the Board include the following:

- upholding the mission of the school and being the responsible agent for the accountability requirements established in the Charter
- approval and oversight of annual budget and fund-raising programs
- hiring of professional personnel
- setting policy
- appointment of one or more advisory members or committees
- delineating educational priorities
- overseeing the school's growth plan
- setting professional salaries and total compensation program
- reviewing and approving significant contracts, e.g., for facilities and benefit programs
- matters for which the board serves as a hearing body for action or appeals
- any other matters that are not administrative in nature and/or that are prescribed in statute or rule

The Board will meet on the first Wednesday of each month at 6:00 p.m., with more meetings scheduled as needed. Meetings are open to the public except during closed sessions. All parents are invited to attend board meetings and to address in person or in writing any concerns, questions, or feedback concerning the operation of the School.

School Year Calendar
The calendar for the year is sent home to families prior to the first day of school in the fall. Please check the calendar for regular school closings and vacations. PLEASE NOTE: THE JUNE CALENDAR FOR THE END OF SCHOOL IS SUBJECT TO CHANGE. How long the school year lasts depends on the number of storm days.

Workshop Days: Several workshop days are set aside each year for work by teachers. Students do not attend school on these days.

Sample Daily Schedule K-6:

8:00-8:30	Morning meeting/Sharing
8:30-9:30	Math
9:30-10:00	Recess - Structured Daily Fitness Activity
10:00-12:00	Literacy
12:00-1:00	Lunch and Recess - Free Play
1:00-2:45	Core Learning
2:45-3:30	Student Interest Groups

Guidelines for a Well-Functioning School

Drop-Off and Pick-Up
Students should arrive between 7:45 and 7:55 a.m. and should be dropped off by their parents or carpool drivers where s/he will check in with the staff in the gym on duty. Students will remain in the gym until classes begin at 8:00. Breakfast will be available for purchase. At dismissal, promptly at 3:30, parents or carpool drivers should sign students out of their classrooms. If you stay with your child for outdoor play, please do not leave your child unattended on the playground as there will be no staff on duty after 3:30. If you have scheduled a meeting with a school staff member and need childcare, please make arrangements with the aftercare provider. Students not going to their usual destination when leaving school must bring a signed and dated note from a parent or guardian authorizing the change in destination. The school day ends at 3:30.

Visitors
Parents are encouraged to visit the school often and are always welcome in the classroom, but please check in with the teacher and the school office first. We ask that when you visit CRCS, you respect the instructional time of the teachers and students. If you have a matter to attend to with a teacher, please find a mutually agreeable time to discuss the matter.

Visitors in addition to parents and guardians are welcome, and are required to check in at the school office. Phone calls in advance are appreciated to set up an appropriate time to visit.

Any parent or guardian who needs to pick up a child during the school day must first report to the office before the child can be released Any other individual who may be picking up a student must be listed on that student's emergency card and have a photo ID ready to present to a school official.

All visitors must check-in at the office when they first arrive.

School Closures/Delays

Cornville Regional Charter School will be making storm day closing decisions independent of local school districts, although many of the closings will be similar. School cancellations will be announced on local radio stations 92Moose, RIVER 93.5, MIX 107.9, WVII-TV, WLBZ-TV, and WCSH-TV. Also, parents will receive email notice of cancellations or delays if we have your email address on file.

Releasing Students

For the safety of the students, children will be released only to parents, guardians, and persons listed on the emergency forms. Please provide CRCS with documents about restraining orders or custody limitations. Notify the office if there is any concern that an individual with restricted access to the child might attempt to contact or pick up the child from school. We understand that parent schedules can change. If you would like your child to leave with someone else after school, please contact the office. Please make arrangements before school, to minimize phone calls during the day.

After-Care Program

The Cornville Regional Charter School recognizes that work schedules and transportation needs can be complicated. Care beyond school hours may be offered to parents in order to meet the needs of a variety of schedules. The program may be available in the afternoon from 3:30 until 5:30 p.m. Care is available on a pre-arranged, long-term basis and on a temporary basis. In the case of a temporary need, 24 hours' notice is preferred but not essential. More information and a fee schedule will follow.

What to Wear

Clothes

Students at Cornville Regional Charter School are expected to wear comfortable clothes and shoes which are appropriate for a broad range of school activities, indoors and out, including physical education, games, and movement. Children's clothing must protect them from the elements – the cold, the rain, the mud, and the hot sun. Extra clothing, especially for younger students, may be kept at school. Please label whatever your child brings to school with his or her name.

Students are expected to wear clothing appropriate to a school setting. Shirts which expose the midriff, shorts and skirts that are extremely short, and beach wear are not permitted. Clothing suggesting alcoholic beverages, tobacco, or inappropriate messages will not be worn at school. Students who are not dressed according to the dress code will be asked to change their clothing or to call their parent or guardian for a change of clothes.

Shoes

Please make sure your child has shoes that allow them to be safely active in play. We have built extended recess time into our daily schedule and want to encourage children to run and play. Shoes need to be well-fitting to keep feet snugly in place. Students need footwear with strong, flat heels and soles. Please no platforms, backless clogs, high heels, or flip-flops for running and playing. Also, in order to cut down on the amount of mud and dirt that is brought into the classroom, students will be asked to have a change of shoes/slippers that can be left at school. Part of our curriculum is based on social responsibility and our students will help with the maintenance of keeping a clean school. Having inside shoes will make that task easier.

Items from home

We encourage students to leave money, toys, electronic games, cell phones and other personal belongings at home. The school is not responsible for lost or damaged belongings. Items that distract students from learning will be taken away until the end of the school day or until a parent/guardian can pick the item up.

Lunch and Snacks

The goal of the school is to promote healthy food choices by encouraging your child to bring wholesome food. Most classes have a morning snack period. Parents/guardians are encouraged to send a healthy snack with their children each morning. We strongly discourage students from bringing candy, soda and other non-nutritious snacks. Please do not send food or drinks in glass containers.

Students should bring their own nutritious lunches, snacks and beverages, however a nutritious lunch and breakfast option is available daily to all students for a cost. Milk can be purchased separately.

Attendance

Attendance Philosophy

At Cornville Regional Charter School, we view each day as an essential learning opportunity. A significant part of your child's education experience is derived from classroom participation, activities, discussion and relationships. Regular attendance is crucial for your child to attain the maximum benefit from the school experience. Therefore, we expect excellent attendance of our students. Missing school regularly not only is detrimental to a child's learning, but also can create poor learning habits. Of course, if your child is sick or has a communicable illness, he or she should stay at home to rest and recover.

Any absence from school will need to be explained by a telephone call on the morning of the absence and by written note once the child returns to school. The note needs to include the date(s) absent, the reason for absence and a parent's signature.

Should a child have excessive absences, CRCS may require a conference with the parents, student, and the principal to devise an action plan for ensuring the child does not fall behind in school.

Unexcused Absences

Over the past few years there has been an increase in the number of students who are taken out of school for family vacations during times when school is in session. These are considered as unexcused absences. Teachers are not required to give vacation homework or to give make-up assignments, tests, or assessments. It is important to be aware that such unexcused absences may make it difficult for students to master concepts taught and reinforced in the classroom program. Vacation or make-up assignments really cannot "replace" specific classroom instruction.

Excused Absences

Excused absences are absences where a student is too ill to report to school, or has a communicable disease, family emergency, health care appointment or justifiable personal reason. The school office should be informed promptly if your child has a communicable disease so that we can notify other parents if necessary.

On-time Arrival

From experience, we have learned that the first moments of the day are critical to the way the whole day goes. Having everyone present at this time is essential. Excessive tardiness will need to be discussed with the parents and principal.

Early Dismissal

If your child must leave school early because of a health appointment or other reason, please notify the classroom teacher in advance.

Field Trips and Celebrations

Field Trips

At the Cornville Regional Charter School, we believe that learning extends beyond the four walls of the School. The central Maine area has many resources to offer our children. Field trips, when used for teaching and learning, provide educationally sound and important enhancements to the instructional program.

The classroom teacher will provide the parents/guardians with a field trip permission form that will include information concerning the purpose and destination of the trip, transportation, eating arrangements, date and time of departure, estimated time of return, arrangements for supervision, and a detailed itinerary when the field trip will extend beyond the school day. Parental permission shall include written consent from parents/guardians, authorizing the supervisors to arrange for necessary medical treatment. Parents are encouraged to help out with field trips.

Celebrations

Celebrations throughout the year will occur with an emphasis on traditions of the family and friends of the Cornville Regional Charter School community. Respect for the diversity of our community is of the utmost importance.

Birthdays will be celebrated differently in each classroom. Please contact the teacher to make arrangements to send in a snack, arrange for a special celebration, or if you prefer that we do not celebrate your child's birthday.

If your child is having a party and wants to invite classmates, we request that you mail the invitations and do not bring party invitations to the school, unless the entire class is invited.

Parent Participation

Participating in our children's education and developing the strong sense of community that comes from working with others toward a common goal are central to the mission and vision of the Cornville Regional Charter School. Parents' active participation in the classroom, governance and other aspects of the school organization is vital to the challenging work of educating our children. The Cornville Regional Charter School is a parent participation school. By choosing to enroll your child, you are agreeing to participate in the work of the school. If this is not your intention, we strongly encourage you to choose another school that more closely meets your needs.

Honoring this commitment is the way members of the school community demonstrate their belief in the philosophy of the school and its education practices, as well as their understanding of the vital role they play in the school. The success of Cornville Regional Charter School depends upon all families participating in the operation of the school. We encourage families to volunteer. It could be in the classroom, or serving on a committee, and/or performing a school support job.

When you volunteer at school-related events, you may sometimes be exposed to sensitive issues involving students and their families, including physical, emotional, academic and social/disciplinary challenges. Just as you would like adults who interact with your child to be sensitive to issues of confidentiality, we ask that you treat information about all students and families with great care. If you have particular concerns about children that stem from your observations during school activities, please consult that student's classroom teacher. Always refrain from inappropriate interactions with students and other parents that breach these confidentiality guidelines.

Parent-Initiated Communication

Ongoing parent-teacher communication is vital to your child's well-being. Simple questions and concerns may be addressed at drop-off and pick-up times. For more complex concerns, please leave a phone message, send a note with your child, or use email. Your child's classroom teacher should generally be the first person you contact.

Please do not expect to be able to come to school and have an in-depth talk with someone immediately unless it is very urgent. Teachers have many demands on their time, both before and after school. If you would like to discuss an issue, it is best to agree on a time for an appointment. This also insures more privacy. Regular parent conferences are held in November and report cards are sent home in November, February and June, but please don't wait for those if you have questions or want information sooner. Talking together about our children is one of the most important things we can do. Without teamwork, we will be much less effective.

Parent Council

Parent Council is designed to assist the parents of the school in expressing their thoughts, ideas, support, and concerns to the greater school community, including the Board of Trustees and teachers. By facilitating clear and consistent communication between parents and the governing body of the school, the Parent Council will help to serve the mission of the Cornville Regional Charter School. Parent Council will also serve CRCS by supporting and facilitating school activities, celebrations, fundraising, and special events, in an effort to foster a strong sense of school community. There will be an opportunity for any parent to serve on a Parent Council committee. Meeting times and dates will be announced in the fall. Parents are encouraged to come to the meetings.

Health and Safety

Emergency Information Forms

It is very important that parents promptly return the Emergency Information forms so that school staff are aware of your child's medical information and know how to reach you during the school day. **Please let us know whenever you have a change in address, telephone number, and place of employment or emergency contact person.**

Immunizations

Each student shall present his/her immunization record certifying that he/she has received all required immunizations currently due, or shall present an exemption as allowable by law before he/she is admitted to the school.

Illness

Please keep your child home if s/he has:

- vomited during the night or before school, or has not tolerated solid food
- a fever of 100 degrees or higher - temperature should be normal for 24 hours without medication before returning to school
- a sore throat with white spots, or accompanied by headache or fever
- a rash that cannot be identified
- **strep throat, conjunctivitis ("pinkeye"), or impetigo:** With these illnesses, your child must be receiving antibiotic treatment for 24 hours before returning to school.
- **lice:** If your child has lice, or you suspect the occurrence of lice, please contact the school immediately. Once treatment has occurred, your child must be examined by the nurse before being readmitted to school to be certain no viable nits are in the hair.

Medication

Any pupil who is required to take, during the school day, a medication prescribed by a licensed physician, advanced registered nurse practitioner, licensed physician's assistant or dentist, shall be supervised in taking the medication by a school designee. The following regulations must be followed:

1. A written statement from the student's doctor indicating the frequency, dosage, route of administration, duration and possible side effects of the medication must be provided.
2. A written statement from the parent requesting that school personnel give the medication.
3. Medication must be brought to school by the parent. The student cannot bring in the medication.
4. All medication must be received in the original labeled container.
5. Over-the-counter medications will be administered by school personnel with written permission from a parent or guardian.

Recess

During recess, all children are expected to go outside, unless recess has been canceled due to extreme weather conditions or special arrangements have been made with a teacher. Please be sure your child is always dressed appropriately for outside play. Layers work well as weather and temperatures fluctuate greatly from early morning to lunch recess to after school. Children should wear warm outer clothing including boots, hats, mittens, and snow pants, in the winter.

Recess is a privilege. It is a break from school work to move around, to use "outside voices" and to be with friends from other classrooms. Recess is also a time to independently practice following the school rules, living up to behavior expectations and using good social skills. It is meant to be fun for everyone. Teachers and monitors on recess duty spend time teaching and reinforcing good recess behavior, and all students are expected to follow the rules. If one child's action keeps another child from enjoying recess, those behaviors will be addressed. We cannot, however, see or hear everything that happens on the playground. If your child is experiencing recess problems, please encourage him or her to let the duty teacher or classroom teacher know as soon as possible. Parental assistance in helping us address issues early on will, we hope, prevent the problem from becoming any more serious.

School Injury/Illness

Parents will be notified in the event of child's serious illness or injury. Please notify the school of any changes in your work or home phone numbers. If parents cannot be reached, the adults listed on the emergency contact form will be asked to pick up your child.

Discipline Policy

Student Code of Conduct

Students Interpersonal Expectations: At all times students will:

- Treat each other with dignity and respect.
- Be kind to each other in words and actions.
- Use appropriate manners.
- Use language that doesn't offend others (i.e. profanity and/or vulgar language is not acceptable).

Students Interpersonal Expectations: At all times students will:

- Be prepared!
- Be on time for class
- Bring books, pencils and other supplies
- Bring a positive attitude
- Respect other students' space.
- Respect school property.

Hallways and Stairs: At all times students will:

- Walk quietly.
- Respect other students' space
- Respect school property

Cafeteria: At all times students will:

- Treat servers respectfully.
- Go directly to their seats.
- Stay in their seat while eating.
- Use appropriate lunchroom manners.

Bathrooms: At all times students will:

- No loud talking, fooling around, hanging out.
- FLUSH!
- Wash hands with soap and water.
- Place paper towels in the trash bin.
- Return immediately to class.

Playground: At all times students will:

- Resist rough play (i.e. wrestling, intentional bumping and pushing).
- Throw safe, appropriate objects in designated areas.
- Respect playground boundaries.
- Go directly outside at recess time and remain outside until requested to come back inside.
- Return playground equipment to designated area.
- Enter the building in an orderly manner.

Discipline

The board has worked to set up a consistent school-wide discipline plan based on the Responsive Classroom model. The plan is a thoughtful approach to helping all students be successful both academically and socially and to help all adults at the school be consistent. Classroom rules are established based on behavior expectations, and adapted to fit different settings. Rules and expectations are taught and reviewed regularly in each setting.

We have set up a process for helping students who are not able to meet behavior expectations on a regular basis. The typical protocol for managing inappropriate behaviors at CRCS follows:

- remind student of appropriate behavior
- redirect student to another activity
- ask the student to take a break
- send the student to a "buddy teacher room" or the hallway
- send the student to the office
- staff will take the time to help the student process and take responsibility, including generating ideas for fixing the problem and strategies to prevent it from happening again

As much as possible, teachers and other adults at the school try to observe carefully for behavior problems and work to prevent them before they begin. Often students lack experience working out conflicts with others or do not have the social skills to interact positively. Both conflict resolution and social skills are taught to all students as part of their regular work at each grade level.

When adults at school help students deal with problems, it is done privately and respectfully. We always try to hear "both sides" if two students are involved, and all students involved receive some kind of consequence or means of addressing the problem. We try to be fair and consistent, but children are different and sometimes what's fair is not always equal. Teachers strive to respond to each child in a manner that is effective for that child's particular temperament and developmental level. For example, in terms of temperament, one child might respond well to a discipline strategy of being asked to move closer to the teacher during class work, while another might better benefit from having a few minutes alone to center him or herself. Similarly, in terms of developmental levels, one child may be working primarily on learning impulse control, while another is working on assertiveness skills. A "one size fits all" discipline plan is not the most effective way to meet all children's needs.

Students' rights are protected, however, and no individual student's behavior or consequences are discussed with anyone who is not the parent or legal guardian, except for those school staff who need to understand the issue.

If students are still having problems after reminders or are being excessively disruptive or aggressive, they are sent out of the classroom to meet with another adult. During the meeting, the student and the adult may call or write a letter to the parents, letting you know what has occurred and strategizing about how to avoid future problems.

We feel strongly that keeping you informed and asking you to work with us are the most effective ways to help your children be more successful. The more we work together on establishing common expectations and prevention strategies, while also addressing problems that do occur, the more proactive we can be and the fewer disruptions we will have to student learning. It is therefore essential that the family work closely with the school to ensure that these social skills are in place at home and transfer to the school setting.

Cornville Regional Charter School is unique in that we are a school of choice. As a part of this team, parents are expected to work actively with their children and the school to help the child master the skills necessary to be a productive member of the school community. We are a team in which every player is choosing to be there and agrees to work toward a common goal all in an effort to keep small problems from growing into large ones.

Bullying Statement
It is the intent of Cornville Regional Charter School Board of Directors to provide all students with an equitable opportunity to learn. To that end, CRCS has a significant interest in providing a safe, orderly and respectful school environment that is conducive to teaching and learning.

Bullying is detrimental to student learning and achievement. It interferes with the mission of the school to educate our students and disrupts the operations of the school. Bullying affects not only students who are targets but also those who participate and witness such behavior.

The Board also believes that promoting ethical and responsible behavior is an essential part of the school unit's educational purpose. Ethics, responsible behavior and "character" are important if a student is to leave school as a "responsible and involved citizen" as described in the Guiding Principles of Maine's system of Learning Results. Bullying interferes with the accomplishment of this goal.

It is not the Board's intent to prohibit students from expressing their ideas, including ideas that may offend the sensibilities of others, or from engaging in civil debate. However, the Board does not condone and will take action in response to conduct that interferes with students' opportunity to learn, the educational mission of CRCS, and the operation of the school.

Bullying Prohibited
Bullying, as defined in this policy, is not acceptable conduct at Cornville Regional Charter School and is prohibited. Any student who engages in conduct that constitutes bullying shall be subject to disciplinary consequences up to and including suspension and expulsion. A student's bullying behavior may also be addressed through other behavioral interventions.

Bullying Defined
For the purpose of this policy, "bullying" means any physical act or gesture or any verbally, written, or electronically communicated expression that:

A. A reasonable person should expect will have the effect of:
   1. Physically harming a student or damaging a student's property;
   2. Placing a student in reasonable fear of physical harm or damage to his/her property; or
   3. Substantially disrupting the instructional program or the orderly operations of the school; or

B. Is so severe, persistent, or pervasive that it creates an intimidating, hostile educational environment for the student who is bullied.

Application of Policy
This policy applies to bullying that takes place at school or on school grounds, at any school-sponsored activity or event, or while students are being transported to or from school or school-sponsored activities or events. It also applies to bullying that occurs at any other time or place that substantially disrupts the instructional program, operations of the school, or welfare of students.

Examples of conduct that may constitute bullying include, but are not limited to:

A. Physical contact or injury to another person or his/her property;

B. Threats of harm to a student, to his/her possessions, or to other individuals, whether transmitted verbally, in writing, or through cyberspace;

C. Blackmail, extortion, demands for protection money, or involuntary loans or donations;

D. Non-verbal threats and/or intimidations such as use of aggressive or menacing gestures;

E. Stalking;

F. Blocking access to school property or facilities;

G. Stealing or hiding books, backpacks, or other possessions;

H. Repeated or pervasive taunting, name-calling, belittling, mocking, put-downs, or demeaning humor relating to a student's race, color, ethnicity, gender, sexual orientation, ancestry, religion, disability, or other personal characteristics, whether or not the student actually possesses them, that could reasonably be expected to result in disruption of the instructional program or operations of the schools, or that results in a hostile educational environment for the student.

For the purpose of this policy, bullying does not mean mere teasing, put-downs, "talking trash," trading of insults, or similar interactions among friends, nor does it include expression of ideas or beliefs so long as such expression is not lewd, profane, or does not interfere with students' opportunity to learn, the instructional program, or the operations of the schools. This does not preclude teachers or school administrators from setting and enforcing rules for civility, courtesy, and/or responsible behavior in the classroom and the school environment.

The determination whether particular conduct constitutes bullying requires reasonable consideration of the circumstances, which include the frequency of the behavior at issue, the location in which the behavior occurs, the ages and maturity of the students involved, the activity or context in which the conduct occurs, and the nature and severity of the conduct.

Delegation of Responsibility
The Principal/Special Services Coordinator will be responsible for developing and implementing procedures for:

A. Student and parent reporting of bullying to staff and school administrators;

B. Staff reporting of bullying to school administrators;

C. Review of reports and investigation of bullying incidents;

D. Intervention with and/or discipline of students who engage in bullying;

E. Support for students who are victims of bullying;

F. Training staff and students in bullying prevention; and

G. Periodic evaluation of bullying prevention, intervention, and training efforts and reporting to the Board upon request.

Reporting
Students who have been bullied or who observe incidents of bullying are encouraged to report this behavior to a staff member or school administrator. Staff should report bullying to the principal. Acts of reprisal or retaliation against any person who reports an incident of bullying are prohibited. Any student who is determined to have falsely accused another of bulling shall be subject to disciplinary consequences.

Responding to Bullying

In determining the appropriate response to students who engage in bullying behavior, school administrators should consider the ages and maturity of the students involved, the type of behaviors, the frequency and/or pattern of behaviors, the context in which the incident occurred, and other relevant circumstances. Consequences may range from positive behavioral interventions up to and including suspension, expulsion, and/or reports to law enforcement officials.

Bomb Threats
The Board recognizes that bomb threats are a significant concern. Whether real and carried out or intended as a prank or for some other purpose, a bomb threat represents a potential danger to the safety and welfare of students and staff and to the integrity of school property. Bomb threats disrupt the instructional program and learning environment and also place significant demands on school financial resources and public safety services. These effects occur even when such threats prove to be false.

Making a bomb threat is a crime under Maine law. Any student suspected of making a bomb threat shall be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action by the school. The administration may suspend and/or recommend for expulsion any student who makes a bomb threat.

Emergency Management Preparedness

In the event of an emergency the Cornville Regional Charter School is taking steps to be able to respond in a way that would protect students and staff in as comprehensive a way as possible. CRCS personnel are working diligently on planning, preparing and practicing emergency procedures. An emergency is any situation that would require the schools to respond in a way to protect students and staff from potential danger. Emergencies can be caused by many sources:

- Natural hazards - such as weather related or environmental hazards
- Technological hazards - such as power lines
- Manmade hazards - such as dams, highways, school violence, terrorism

All emergencies require specific actions to be taken. These actions come down to five basic drills. Schools practice these drills periodically throughout the school year, in addition to fire drills. A list of emergency numbers should be posted by each phone in the building.

TWO BASIC DRILLS

1. EVACUATION - When all students and staff need to exit the building. CRCS will hold two fire drills during the first two weeks of school and an additional eight fire drills during the year. Results shall be recorded and deficiencies noted and corrected. Fire officials will be notified by the school principal before each drill. Staff members will receive an annual orientation to this procedure, and the fire drill procedure will be prominently displayed in each classroom. At the beginning of each school year, the principal will ensure that each teacher acquaints the students under his or her care with the designated evacuation routes.

2. SECURE BUILDING / LOCK DOWN - When all students and staff need to stay in rooms.

Emergency Plan & Evacuation Procedure
Cornville Regional Charter School recognizes that staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

Staff: Evacuation Instructions

1. At the sound of the alarm, students and teachers should stop what they are doing.

2. Teachers should retrieve their class lists positioned near the emergency exit doors, give the order to leave the building, and ensure that they are the last one to leave the classroom, checking all nearby bathrooms.

3. Students should walk calmly and silently to the emergency exit door of the classroom they are in (the one that leads directly outside) and form a single file line. They should not gather coats or other belongings.

> Should this door be blocked by fire, students and teachers will use the secondary exit route through the hallway to the main door.
>
> Handicapped children should be accompanied by a pre-designated aide. Any students out of the classroom should proceed with whatever group they're with, rather than return to their classroom; if alone, they will proceed to the side lawn area next to the school and join their class there.

4. Classes should exit to the side lawn area near the basketball hoop next to the school. Teachers will meet and take attendance.

5. Classes will wait for further instructions.

6. Children should not re-enter the building until an official tells them to do so.

7. Parents will be notified to pick up their children if necessary.

The Board shall grant the use of the school building, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.

Exhibit 4 Emergency Response Guide

SCHOOL EMERGENCY

And

CRISIS RESPONSE PLAN

Cornville Regional Charter School

Promulgation Statement

Cornville Regional Charter School is committed to the safety and security of students, faculty, staff, and visitors on its campus. In order to support that commitment, the School Board has asked for a thorough review of CRCS's emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human caused disasters.

The School Emergency and Crisis Response Plan that follows is the official policy of Cornville Regional Charter School It is a result of a comprehensive review and update of school policies in the context of its location in Cornville, Maine and in the current world situation. We support its recommendations and commit the school's resources to ongoing training, exercises, and maintenance required to keep it current. This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the school community. Furthermore, clear communication with emergency management officials and ongoing monitoring of emergency management practices and advisories is essential.

_____ _____

CRCS SCHOOL BOARD CHAIR DATE

Approval and Implementation

Emergency and Crisis Response Plan

This Emergency and Crisis Response Plan is hereby approved. This plan is effective immediately and supersedes all previous editions.

_____ _____

PRINCIPAL DATE

_____ _____

CORNVILLE FIRE CHIEF DATE

_____ _____

SCHOOL BOARD CHAIR DATE

_____ _____

MAINE STATE POLICE DATE

_____ _____

DATE

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   - Medical Emergency
   - Public Health Emergency

A. INTRODUCTION

1. Authority

A. Federal: 10 CFR 350; (Nuclear Regulation) NUREG-0654; FEMA–REP-1, Revision 1 Regarding Mandated Emergency Response Plans and Emergency Planning Zones

B. State: MRS Title 20-A**16. Comprehensive emergency management plan.** The Board of Directors shall annually approve a comprehensive emergency management plan developed by the school unit administration working with school teachers and staff and local, county and state public safety officials, fire-fighting personnel, emergency management officials, mental health officials and law enforcement officials to identify and deal with all hazards and potential hazards that could reasonably be expected to affect a facility or unit under the authority of the school administrative unit. The approval of a comprehensive emergency management plan under this subsection is public information. The following information pertaining to a comprehensive emergency management plan is public information:

A. A description of the scope and purpose of the comprehensive emergency management plan and the process used for developing and updating the plan; [2007, c. 408, §1 (NEW).]

B. General information on auditing for safety and preparedness; [2007, c. 408, §1 (NEW).]

C. Roles and responsibilities of school administrators, teachers and staff and the designated chain of command during an emergency; and [2007, c. 408, §1 (NEW).]

D. Strategies for conveying information to parents and the general public during an emergency. [2007, c. 408, §1 (NEW).]

Except as provided in paragraphs A to D, release of the contents of a comprehensive emergency management plan approved under this subsection is subject to the limitations set forth in Title 1, section 402, subsection 3, paragraph L.

[2007, c. 408, §1 (RPR) .]

17. School bomb threat response policies. Beginning with the 2002-2003 school year, the Board of Directors must have adopted a school bomb threat policy that is consistent with the prototypical policies developed by the commissioner under section 263.

[2001, c. 67, §2 (NEW) .]

18. Bomb threat information in student handbooks. Beginning with the 2002-2003 school year, each school board shall include in its student handbook a section that addresses in detail the school's bomb threat policies and protocols. The section of the handbook must contain an explanation of the portions of the policies and protocols relevant to students and their families and explain to the students the educational and legal consequences of making a bomb threat to a school.

C. Local:

D. The Board of Directors:

2. Purpose

A. This Basic Plan outlines Cornville Regional Charter Schools approach to emergency management and operations. It has been developed to assist CRCS to protect its staff and students during an emergency situation. This plan takes an all-hazard approach to emergency management and plans for mitigation/prevention, preparedness, response, and recovery.

3. Mission and Goals

A. The mission of Cornville Regional Charter School in an emergency/disaster is to:

1. Protect lives and property
2. Respond to emergencies promptly and properly
3. Coordinate with local emergency operations plans and community resources
4. Aid in recovery from disasters

B. The goals of Cornville Regional Charter School are to:

1. Provide emergency response plans, services, and supplies for all facilities and employees
2. Ensure the safety and supervision of students, faculty, staff and visitors to the school.
3. Restore normal services as quickly as possible
4. Coordinate the use of school personnel and facilities
5. Provide detailed and accurate documentation of emergencies to aid in the recovery process

4. Explanation of Terms

A. **Acronyms**

1.	AED	Automated External Defibrillator
2.	CERT	Community Emergency Response Team
3.	CFR	Code of Federal Regulations
4.	CPR	Cardio-Pulmonary Resuscitation
5.	EOC	Emergency Operations Center
6.	EOPT	Emergency Operations Planning Team
7.	EPI	Emergency Public information
8.	FEMA	Federal Emergency Management Agency
9.	Hazmat	Hazardous Material
10.	IC	Incident Commander
11.	ICP	Incident Command Post
12.	ICS	Incident Command System
13.	NIMS	National Incident Management System
14.	SC	School Commander
15.	SOPs	Standard Operating Procedures
16.	UC	Unified Command

B. Definitions

1. Emergency Public Information (EPI)

This includes any information that is disseminated to the public via the news media before, during and/or after an emergency or disaster.

2. Emergency Situation

As used in this plan, this term is intended to describe a range of situations, from a specific isolated emergency to a major disaster.

3. Emergency

Defined as any incident human-caused or natural that requires responsive action to protect lives and property. An emergency is a situation that can be both limited in scope and potential effects or impact a large area with actual or potentially severe effects. Characteristics of an emergency include:

A. Involves a limited or large area, limited or large population, or important facilities.

B. Evacuation or in-place sheltering is typically limited to the immediate area of the emergency.

C. Warning and public instructions are provided in the immediate area, not communitywide.

D. One or more local response agencies or departments acting under an IC normally handle incidents. Requests for resource support are normally handled through agency and/or departmental channels.

E. May require external assistance from other local response agencies or contractors.

F. May require community-wide warning and public instructions.

G. The EOC may be activated to provide general guidance and direction, coordinate external support, and provide resource support for the incident.

4. Disaster

A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with its organic resources. Characteristics include:

A. Involves a large area, a sizable population, and/or important facilities.

B. May require implementation of large-scale evacuation or in-place sheltering and implementation of temporary shelter and mass care operations.

C. Requires community-wide warning and public instructions.

D. Requires a response by all local response agencies operating under one or more ICs.

E. Requires significant external assistance from other local response agencies, contractors, and extensive state or federal assistance.

F. The EOC will be activated to provide general guidance and direction, provide emergency information to the public, coordinate state and federal support, and coordinate resource support for emergency operations.

5. **Hazard Analysis**
A document published separately from this plan that identifies the local hazards that have caused or possess the potential to adversely affect public health and safety, public or private property, or the environment.

6. **Hazardous Material (Hazmat)**
A substance in a quantity or form posing an unreasonable risk to health, safety, and/or property when manufactured, stored, or transported. The substance, by its nature, containment, and reactivity, has the capability for inflicting harm during an accidental occurrence. It can be toxic, corrosive, flammable, reactive, an irritant, or a strong sensitizer, and poses a threat to health and the environment when improperly managed. Hamates include toxic substances, certain infectious agents, radiological materials, and other related materials such as oil, used oil, petroleum products, and industrial solid waste substances.

7. **Inter-local agreement**
These are arrangements between governments or organizations, either public or private, for reciprocal aid and assistance during emergency situations where the resources of a single jurisdiction or organization are insufficient or inappropriate for the tasks that must be performed to control the situation. Commonly referred to as a mutual aid agreement.

8. **Standard Operating Procedures (SOP)**
SOP's are approved methods for accomplishing a task or set of tasks. SOPs are typically prepared at the department or agency level.

B. SITUATION AND ASSUMPTIONS

1. Situation

A. Cornville Regional Charter School is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. A summary of the major hazards is provided in Figure 1. More detailed information is provided in a Hazard Analysis, published separately.

B. The school's current enrollment is approximately 60 students. The school's current enrollment of students with special needs is approximately __ special needs students are located in the following building(s) / room(s):

_____

The school's staff is comprised of:

4 teachers
1 administrators
1 office/support staff
2 aides
0 cafeteria staff
0 custodial staff

C. The school employs approximately 0 people with special needs. Employees with special needs are located in the following building(s)/room(s):

_____

D. The list of students and teachers with special needs and the person assigned to assist them during drills, exercises and emergencies is located in Appendix 16.

E. The school has a master schedule of where classes and grade levels are located during the day. The master schedule is located in Appendix 12.

2. Building Information

A. Cornville Regional Charter School is made up of 1 building(s).
B. The school consists of a main campus located at
1192 West Ridge Rd. Cornville Maine, 04976

C. The school also includes the following buildings:

D. A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shut offs is included in Appendix 4.

3. Hazard Analysis

A. A summary of the major hazards is provided in Figure 1. A complete hazard analysis and security audit has been completed for CRCS. After reviewing the school's hazard analysis and security audit, it appears that the school is most likely to be affected by:

B. THIS IS A SAMPLE LIST OF POSSIBLE EVENTS. THE ACTUAL ANALYSIS OF THE INDIVIDUAL SCHOOL BUILDING WILL YEILD A SIMILAR OR COMPLETELY DIFFERENT LIST)

1. Earthquake, Wildfire, Winter Storm, Chemical / Hazardous Materials, Fire, Power Outage, Water System Failure, Accidents (Transportation), Medical Emergency, Mass Contamination, Apparent Suicide, Bomb Threat, Civil Disorder, Death on Campus, Explosion, Hostage Situation, Intruder, Kidnapping / Abduction, Report of Weapon on Campus, and Sexual Assault.

Figure 1: HAZARD SUMMARY

	FREQUENCY	MAGNITUDE	WARNING TIME	SEVERITY	RISK PRIORITY
NATURAL					
EARTHQUAKE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
FLOODING (FLASH FLOOD, RIVER OR TIDAL)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
TORNADO	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WILDFIRE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WINTER STORM	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
HUMAN MADE					

CHEMICAL/HAZARDOUS MATERIALS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
DAM FAILURE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
FIRE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
NUCLEAR FACILITY INCIDENT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
POWER OUTAGE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WATER SYSTEM FAILURE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
ACCIDENTS (TRANSPORTATION)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
MEDICAL EMERGENCY	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
MASS CONTAMINATION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
APPARENT SUICIDE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

BOMB THREAT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
CIVIL DISORDER	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
DEATH ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
EXPLOSION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
HOSTAGE SITUATION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
INTRUDER	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
KIDNAPPING/ABDUCTION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
REPORT OF WEAPON ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
SEXUAL ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
TERRORISM	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

WEAPONS ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

4. Assumptions

Assumptions reveal the limitations of the Emergency and Crisis Response Plan by identifying what was assumed to be true during development. These allow users to foresee the need to deviate from the plan if certain assumptions prove not to be true during operations.

A. Cornville Regional Charter School will continue to be exposed to and subject to the impact of those hazards described in the Hazard Summary, as well as, lesser hazards and others that may develop in the future.

B. It is possible for a major disaster to occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible. However, some emergency situations occur with little or no warning.

C. A single site emergency, i.e. fire, gas main breakage, etc, could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from your local response agencies. Action is required immediately to save lives and protect school property.

D. Following a major or catastrophic event, the school will have to rely on its own resources to be self-sustaining for up to 72 hours.

E. There may be a number of injuries of varying degrees of seriousness to faculty, staff and/or students. However, rapid and appropriate response will reduce the number and severity of injury.

F. Outside assistance will be available in most emergency situations. Since it takes time to summon external assistance, it is essential for this school to be prepared to carry out the initial emergency response on an independent basis.

G. Proper mitigation actions, such as creating a positive school environment, and fire inspections, can prevent or reduce disaster-related losses. Detailed emergency planning, training of staff, students and other personnel, and conducting periodic emergency drills and exercises can improve this school's readiness to deal with emergency situations.

H. A spirit of volunteerism among school employees, students and families will result in their providing assistance and support to emergency response efforts.

5. Limtations

A. It is the policy of Cornville Regional Charter School that no guarantee is implied by this plan of a perfect response system. As personnel and resources may be overwhelmed, CRCS can only endeavor

to make every reasonable effort to respond to the situation, with the resources and information available at the time.

C. CONCEPT OF OPERATIONS

1. Objectives

A. The objectives of school emergency operations program are to protect the lives and well-being of its students and staff through the prompt and timely response of trained school personnel should an emergency affect the school. To meet these objectives, the school shall establish and maintain a comprehensive emergency operations program that includes plans and procedures, hazard analysis, security audits, training and exercise, and plan review and maintenance.

2. General

A. It is the responsibility of Cornville Regional Charter School officials to protect students and staff from the effects of hazardous events. This involves having the primary role in identifying and mitigating hazards, preparing for and responding to, and managing the recovery from emergency situations that affect school.

B. It is the responsibility of the school to provide in-service emergency response education for all school and office personnel.

C. It is the responsibility of the School Principal, or a designated person, to conduct drills and exercises to prepare school personnel as well as students for an emergency situation.

D. To achieve the necessary objectives, an emergency program has been organized that is both integrated (employs the resources of the district, school, local emergency responders, organized volunteer groups, and businesses) and comprehensive (addresses mitigation/prevention, preparedness, response, and recovery). This plan is one element of the preparedness activities.

E. This plan is based on a multi-hazard approach to emergency planning. It addresses general functions that may need to be performed during any emergency situation and identifies immediate action functional protocols as well as guidelines for responding to specific types of incidents.

F. The Incident Command System (ICS) will be used to manage all emergencies that occur within the school. We encourage the use of ICS to perform non-emergency tasks to promote familiarity with the system. All district and site personnel should be trained in ICS.

G. The National Incident Management System (NIMS) establishes a uniform set of processes, protocols, and procedures that all emergency responders, at every level of government, will use to conduct response actions. This system ensures that those involved in emergency response

operations understand what their roles are and have the tools they need to be effective.

H. According to the U.S. Department of Homeland Security, school districts are among local agencies that must comply with NIMS. Compliance can be achieved through coordination with other components of local government and adoption of ICS to manage emergencies in schools. School district participation in local government's NIMS preparedness program is essential to ensure that emergency responder services are delivered to schools in a timely and effective manner. Cornville Regional Charter School recognizes that staff and students will be first responders during an emergency. Adopting NIMS will enable staff and students to respond more effectively to an emergency and enhance communication between first responders and emergency responders. CRCS will work with its local government to become NIMS compliant. NIMS compliance for school districts includes the following:

1. Institutionalize the use of the Incident Command System – Staff and students tasked in the plan will receive ICS-100 training. ICS-100 is a web-based course available free from the Emergency Management Institute. All persons tasked in the Basic Plan or annexes will take the ICS-100 course.
2. Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a web-based course available free from the Emergency Management Institute at: (http://training.fema.gov/EMIWEb/IS/is700). . All persons tasked in the Basic Plan or annexes will take the IS-700 course.
3. Participate in local government's NIMS preparedness program.

I. Personnel tasked in this plan are expected to develop and keep current standard operating procedures (SOP) that describe how emergency tasks will be performed. The school is charged with insuring the training and equipment necessary for an appropriate response are in place.

J. This plan is based upon the concept that the emergency functions that must be performed by the school generally parallel some of their normal day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during emergency situations. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the emergency may be suspended for the duration of an emergency. The personnel, equipment, and supplies that would normally be required for those functions will be redirected to accomplish emergency tasks.

3. Operational Guidance

A. Initial Response

1. School personnel are usually first on the scene of an emergency situation within the school. They will normally take charge and remain in charge of the emergency until it is resolved

and will transfer command and incident management to the appropriate emergency responder agency with legal authority to assume responsibility. They will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate. **However, at no time will school officials transfer responsibility for student care.**

2. The Principal will be responsible for activating the school emergency operations plan and the initial response which may include:

a. **Evacuation** – When conditions are safer outside than inside a building. Requires all staff and students to leave the building immediately

b. **Lock down** – When a person or situation presents an immediate threat to students and staff in the building. All exterior doors and classroom doors are locked and students and staff stay in their offices, work areas and classrooms.

c. **Shelter-in-place** – When conditions are safer inside the building than outside. For severe weather sheltering, students and staff are held in the building safe areas and interior rooms or basement away from windows. For hazardous material release outdoors with toxic vapors, students and staff are to remain in their classrooms, windows and doors are sealed and all ventilation systems are shut off. Limited movement is allowed.. Taking shelter inside a sealed building is highly effective in keeping students and staff safe.

B. Notification Procedures

1. In case of an emergency at any School facility, the flow of information after calling 9-1-1, shall be from the school Principal to the School office. Information should include the nature of the incident and the impact, on the facility, students and staff.

2. In the event of a fire, any one discovering the fire shall activate the building fire alarm system. Unless there is a lock down incident or a shelter in place incident in progress, the building shall be evacuated. In the event that a lock down or shelter-in-place incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire.

3. In the event the School is in receipt of information, such as a weather warning that may affect a school within the School, the information shall be provided to the school Director. Specific guidelines are found in the individual annexes and appendices.

C. Training and Exercise

1. Cornville Regional Charter School understands the importance of training, drills, and exercises in the overall

emergency management program. To ensure that school personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill and exercise actions will occur.

2. Training and refresher training sessions shall be conducted for all school personnel. In case of academic staff, training should coincide with the first in-service day of the school year. Training for the remainder of the support staff shall be held at a time during the school year that will allow for maximum attendance. Records of the training provided including date(s), type of training and participant roster will be maintained.

3. Information addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials such as annexes and appendices. Input from all employees is encouraged.

4. Cornville Regional Charter School will plan for 8 fire/evacuation, 1 Shelter in place CRCS is encouraged to plan 1Lockdown/ Law Enforcement exercise during the school year. The types of drills and exercises will be determined by the Principal/ Emergency Management Coordinator in compliance with the provisions of MRS 20 .

5. CRCS will participate in any external drills or exercises sponsored by local emergency responders. Availability of school personnel and the nature of the drill or exercise shall govern the degree to which the district will participate as it relates to improving the school's ability to respond to and deal with emergencies.

D. Implementation of the Incident Command System (ICS)

1. The designated incident commander (IC) for the school will implement the ICS team and serve as the IC until relieved by a more senior or more qualified individual. The IC will establish an incident command post (ICP) and provide an assessment of the situation to local officials, identify response resources required, and direct the on-scene response from the ICP.

2. For disaster situations, a specific incident site may not yet exist in the initial response phase and the local Emergency Operations Center may accomplish initial response actions, such as mobilizing personnel and equipment and issuing precautionary warning to the public. As the potential threat becomes clearer and a specific impact site or sites identified, an Incident Command Post may be established at the school, and direction and control of the response transitioned to the IC. This scenario would likely occur during a community wide disaster.

E. Source and Use of Resources

1. Cornville Regional Charter School will use its own resources to respond to emergency situations until emergency response personnel arrive. If additional resources are required, the following options exist:

A. Request assistance from volunteer groups active in disasters.

B. Request assistance from industry or individuals who have resources needed to assist with the emergency situation.

4. Incident Command System

A. Cornville Regional Charter School intends to employ ICS in managing emergencies. ICS is both a strategy and a set of organizational arrangements for directing and controlling field operations. It is designed to effectively integrate resources from different agencies into a temporary emergency organization at an incident site that can expand and contract with the magnitude of the incident and resources on hand.

B. The Incident Commander is responsible for carrying out the ICS function of command—managing the incident. The IC may be the Director or the building Principal initially, but may transfer to the appropriate emergency responder agency official. In order to clarify the roles, the school official in charge will be known as School Commander. The four other major management activities that form the basis of ICS are operations, planning, logistics, and finance/administration. For small-scale incidents, the IC and one or two individuals may perform all of these functions. For larger emergencies, a number of individuals from different local emergency response agencies may be assigned to separate staff sections charged with those functions.

C. In emergency situations where other jurisdictions or the state or federal government are providing significant response resources or technical assistance, in most circumstances there will be a transition from the normal ICS structure to a Unified Command structure. Designated individuals from one or more response agencies along with the School Commander with work jointly to carry out the response. This arrangement helps to ensure that all participating agencies are involved in developing objectives and strategies to deal with the emergency.

5. Incident Command System (ICS)—Emergency Operations Center (EOC) Interface

A. For community-wide disasters, the EOC will be activated. When the EOC is activated, it is essential to establish a division of responsibilities between the ICP and the EOC. A general division of responsibilities is outlined below. It is essential that a precise division of responsibilities be determined for specific emergency operations.

B. The IC is generally responsible for field operations, including:

1. Isolating the scene.
2. Directing and controlling the on-scene response to the emergency situation and managing the emergency resources committed there.
3. Warning the district/school staff and students in the area of the incident and providing emergency instructions to them.
4. Determining and implementing protective measures (evacuation or in-place sheltering) for the district/school staff and students in the immediate area of the incident and for emergency responders at the scene.
5. Implementing traffic control arrangements in and around the incident scene.
6. Requesting additional resources from the EOC.
7. The EOC is generally responsible for:
   a. Providing resource support for the incident command operations.
   b. Issuing community-wide warning.
   c. Issuing instructions and providing information to the general public.
   d. Organizing and implementing large-scale evacuation.
8. Organizing and implementing shelter and massive arrangements for evacuees.
9. In some large-scale emergencies or disasters, emergency operations with different objectives may be conducted at geographically separated scenes. In such situations, more than one incident command operation may be established. If this situation occurs, it is particularly important that the allocation of resources to specific field operations be coordinated through the EOC.

6. Activities by Phases of Emergency Management

A. This plan addresses emergency actions that are conducted during all four phases of emergency management.

B. Mitigation/Prevention

1. Cornville Regional Charter School will conduct mitigation/prevention activities as an integral part of the emergency management program. Mitigation/prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency situation, or lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation/prevention should be a pre-disaster

activity, although mitigation/prevention may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation. Among the mitigation/prevention activities included in the emergency operations program are:

2. Hazard Analysis
3. Identifying hazards
4. Recording hazards
5. Analyzing hazards
6. Mitigating/preventing hazards
7. Monitoring hazards
8. Security Audit

C. Preparedness

1. Preparedness activities will be conducted to develop the response capabilities needed in the event an emergency. Among the preparedness activities included in the emergency operations program are:

a. Providing emergency equipment and facilities.

b. Emergency planning, including maintaining this plan, its annexes, and appendices.

c. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.

d. Conducting periodic drills and exercises to test emergency plans and training.

e. Completing an After Action Review after drills, exercises and actual emergencies.

f. Revise plan as necessary.

D. Response

1. CRCS will respond to emergency situations effectively and efficiently. The focus of most of this plan and its annexes is on planning for the response to emergencies. Response operations are intended to resolve an emergency situation quickly, while minimizing casualties and property damage. Response activities include warning, first aid, light fire suppression, law enforcement operations, evacuation, shelter and mass care, light search and rescue, as well as other associated functions.

E. Recovery

1. If a disaster occurs, CRCS will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state. The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process includes assistance to students, families and staff. Examples of

recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.

F. Emergencies Occurring During Summer or Other School Breaks

1. If a school administrator or other emergency response team member is notified of an emergency during the summer (or when affected students are off-track if they attend year-round schools), the response usually will be one of limited school involvement. In that case, the following steps should be taken:

a. Institute the phone tree to disseminate information to Emergency Response Team members and request a meeting of all available members. The phone tree is located in Appendix 6.

b. Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.

c. Notify staff or families of students identified in #2 and recommend community resources for support.

d. Notify general faculty/staff by letter or telephone with appropriate information.

e. Schedule faculty meeting for an update the week before students return to school.

f. Be alert for repercussions among students and staff. When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

D. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

1. Organization

A. General

Most schools have emergency functions in addition to their normal day-to-day duties. During emergency situations, the normal organizational arrangements are modified to facilitate emergency operations. School organization for emergencies includes an executive group, emergency operations planning team, emergency response teams, emergency services, and support services.

B. Executive Group

The Executive Group provides guidance and direction for emergency management programs and for emergency response and recovery operations. The Executive Group includes the School Board of Directors, School Director, School Emergency Management Coordinator, and School Principal.

C. Emergency Operations Planning Team

The Emergency Operations Planning Team develops emergency operations plan for the School or schools, coordinates with local emergency services to develop functional annexes as well as annexes for specific hazards, coordinates CRCS planning activities and recruits members of the school's emergency response teams. There will be an EOPT at the school. The Emergency Operations Planning Team at the school level includes the Executive Director and the Principal, The emergency operations planning team members are listed in Appendix 7.

D. Emergency Response Team

Emergency Response Teams assist the Incident Commander in managing an emergency and providing care for school employees, students and visitors before local emergency services arrive or in the event of normal local emergency services being unavailable. The Emergency Response Teams include local off duty police officers.

E. Volunteer and Other Services

This group includes organized volunteer groups and businesses who have agreed to provide certain support for emergency operations.

2. Assignment of Responsibilities

A. General

1. For most emergency functions, successful operations require a coordinated effort from a number of personnel. To facilitate a coordinated effort, school staff, and other school personnel are assigned primary responsibility for planning and coordinating specific emergency functions. Generally, primary responsibility for an emergency function will be assigned to an individual from the school that possesses the most appropriate knowledge and skills. Other school personnel may be assigned support responsibilities for specific emergency functions. A skills inventory for personnel is located in Appendix 12.

2. The individual having primary responsibility for an emergency function is normally responsible for coordinating preparation of and maintaining that portion of the emergency plan that addresses that function. Listed below are general responsibilities assigned to the, Teachers, Emergency Services, and Support Services. Additional specific responsibilities can be found in the functional annexes to this Basic Plan.

B. **Executive Group Responsibilities**

1. The Board of Directors

a. Establish objectives and priorities for the emergency management program and provide general policy guidance on the conduct of that program.

b. Review school construction and renovation projects for safety.

2. **The Executive Director will:**

a. Obtain a resolution from the Board of Directors giving needed authority and support to develop school emergency operations programs and plans.

b. Initiate, administer, and evaluate emergency operations programs to ensure the coordinated response of all schools within the system.

c. Authorize implementation of emergency preparedness curriculum.

d. Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital.

e. Assign resources (persons and materials) to various sites for specific needs. This may include the assignment of school personnel from other school or community sites such as community emergency shelters.

f. Authorize immediate purchase of outside services and materials needed for the management of emergency situations.

g. Implement the policies and decisions of the governing body relating to emergency management.

h. Coordinate use of school building(s) as public shelter(s) for major emergencies occurring in the city or county/

i. Coordinate emergency assistance and recovery.

3. **The School Emergency Management Coordinator**

a. Establish a school emergency operations plan review committee to approve and coordinate all emergency response plans.

b. Consult with the local Emergency Management Office to analyze system needs in regard to emergency preparedness, planning and education and to ensure coordination of the school plan with community emergency plans.

c. Develop and coordinate in-service emergency response education for all school personnel.

d. Gather information from all aspects of the emergency for use in making decisions about the management of the emergency.

e. Monitor the emergency response during emergency situations and provide direction where appropriate. Stay in contact with the leaders of the emergency service agencies working with the emergency.

f. Request assistance from local emergency services when necessary.

g. Serve as the staff advisor to the Director and principal on emergency management matters.

h. Keep the director and principal appraised of the preparedness status and emergency management needs.
i. Coordinate local planning and preparedness activities and the maintenance of this plan.
j. Prepare and maintain a resource inventory.
k. Arrange appropriate training for school emergency management personnel and emergency responders.
l. Coordinate periodic emergency exercises to test emergency plans and training.
m. Perform day-to-day liaison with the state emergency management staff and other local emergency management personnel.
n. Serve as the school's Emergency Management Coordinator.
o. Organize the school's emergency management program and identify personnel, equipment, and facility needs.
p. Encourage incorporation of emergency preparedness material into regular Curriculum.
q. Provide copies of the school plan to the director and local Emergency Management office.
r. Monitor developing situations such as weather conditions or incidents in the community that may impact the school.
s. Create Critical Incident Response Kits for each school with appropriate maps, floor plans, faculty and student rosters, photos, bus routes, and other pertinent information to help manage the emergency
t. Establish an Incident Command Post

4. **The School Principal**

a. Have overall decision-making authority in the event of an emergency at his/her school building until emergency services arrives.
b. With the assistance of the Public Information Officer, keep the public informed during emergency situations.
c. Keep the Board of Directors informed of emergency status.
d. Coordinate with organized volunteer groups and businesses regarding emergency operations.
e. Ensure that the plan is coordinated with the school's plans and policies.
f. Assign selected staff members to the Emergency Operations Planning Team who will develop the school's emergency operations plan.

g. Ensure that school personnel and students participate in emergency planning, training, and exercise activities.

h. Conduct drills and initiate needed plan revisions based on After Action Reports.

i. Assign school emergency responsibilities to staff as required. Such responsibilities include but are not limited to:

1. Provide instruction on any special communications equipment or night call systems used to notify first responders.
2. Appoint monitors to assist in proper evacuation.
3. Ensure that all exits are operable at all times while the building is occupied.
4. Ensure a preplanned area of rescue assistance for students and other persons with disabilities within the building readily accessible to rescuers.

j. Act as Incident Commander until relieved by a more qualified person or the appropriate emergency responder agency, and assist in a Unified Command.

5. **Emergency Operations Planning Team will:**

a. In conjunction with the district and local emergency services create and maintain the Emergency Operations Plan.

b. In conjunction with the district and local emergency management officials, conduct a hazard analysis.

c. Organize Emergency Response Teams.

d. Recommend training for the Emergency Response Teams.

e. Establish a partner system to pair teachers and classes so that teachers assigned to an Emergency Response Team, can fulfill the duties. The classroom buddy list is located in Appendix 5.

f. Provide information to staff, student and community on emergency procedures.

g. Provide assistance during an emergency in accordance with designated roles.

h. Conduct debriefings at the conclusion of each emergency to critique the effectiveness of the emergency operations plan.

6. **Emergency Response Teams will:**

a. Participate in the Community Emergency Response Team (CERT) program.

b. Create annexes for their specific emergency function.

c. Assist the director and principal during an emergency by providing support and care for school employees, students and visitors during an emergency before local emergency services arrive or in the event of normal local emergency services being unavailable.

d. Provide the following functions when necessary and when performing their assigned function will not put them in harm's way:

1. Facility evacuation - The Evacuation team will be trained to assist in the evacuation of all school facilities and to coordinate the assembly and the accountability of the employees and students once and evacuation has taken place.

2. First aid - The First Aid team will be trained to provide basic first aid to injured students and/or staff.

3. Search and rescue - The Search and Rescue team will be trained in search and rescue operations. They will perform light search and rescue to find missing or trapped students and/or staff and note and record the situation for other responders.

4. Limited fire suppression - The Limited Fire Suppression team will be trained to provide light fire suppression and provide utility shut-off if necessary.

5. Damage assessment - The Damage Assessment team will be trained to conduct a building assessment of school buildings to evaluate whether or the building(s) are safe for occupation.

6. Student/Parent Reunification - The Student/Parent Reunification team will establish sites for the orderly dismissal of students to their parents.

7. Student supervision - The Student/Staff Supervision team will be responsible for supervising the students while emergency response activities are occurring.

8. Support and security - The Support and Security team will be responsible for securing the school grounds and make preparations for caring for students until it is safe to release them.

7. Teachers will:

a. Prepare classroom emergency Go Kits.

b. Participate in trainings, drills and exercises.

c. Direct and supervise students en-route to pre-designated safe areas within the school grounds or to an off-site evacuation shelter.

d. Check visually rooms and areas along the path of exit for persons who may not have received the evacuation notice. This process should not disrupt the free flow of students out of the building.

e. Maintain order while in student assembly area.

f. Verify the location and status of every student. Report to the incident commander or designee on the condition of any student that needs additional assistance.

g. Establish a buddy system for students and teachers with disabilities.

h. Remain with assigned students throughout the duration on the emergency, unless otherwise assigned through a partner system or until every student has been released through the official "student/family reunification process."

8. **Technology/Information Services will:**

a. Coordinate use of technology.

b. Assist in establishment/maintenance of emergency communications network.

c. Assist in obtaining needed student and staff information from the computer files.

d. Prepare and maintain an emergency kit that contains floor plans, telephone line locations, computer locations, and other communications equipment.

e. Establish and maintain computer communication with the central office and with other agencies capable of such communication.

f. Establish and maintain, as needed, a stand-alone computer with student and staff data base for use at the emergency site.

g. As needed, report various sites involved in the communication system if there are problems in that system.

9. **Transportation will:**

a. Establish and maintain school division protocols for transportation-related emergencies.

b. Provide division-wide transportation for bus drivers.

c. Establish and maintain plans for the emergency transport of district personnel and students

d. Train all drivers and transportation supervisory personnel in emergency protocols involving buses and the school's emergency operations plan.

10. The School Incident Commander will:

a. Assume command and manage emergency response resources and operations at the incident command post to resolve the emergency situation until relieved by a more qualified person or the appropriate emergency response agency official.

b. Assess the situation, establish objectives and develop an emergency action plan.

c. Determine and implement required protective actions for school response personnel and the public at an incident site.

d. Appoint additional staff to assist as necessary.

e. Work with emergency services agencies in a Unified Command.

E. DIRECTION and CONTROL

1. General

A. The Principal is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response and recovery operations. In most situations, the Principal will assume the role of Incident Commander. During disasters, he/she may carry out those responsibilities from the ICP.

B. The School Emergency Management Coordinator will provide overall direction of the response activities of the school. During emergencies and disaster, he/she will normally carry out those responsibilities from the ICP.

C. The Incident Commander assisted by a staff sufficient for the tasks to be performed, will manage the emergency response from the Incident Command Post until local emergency services arrive.

D. During emergency operations, the school administration retains administrative and policy control over their employees and equipment. However, personnel and equipment to carry out mission assignments are directed by the Incident Commander. Each emergency services agency is responsible for having its own operating procedures to be followed during response operations, but interagency procedures, such a common communications protocol and Unified Command, may be adopted to facilitate a coordinated effort.

E. If the school's own resources are insufficient or inappropriate to deal with an emergency situation, assistance from local emergency services, organized volunteer groups, or the State should be requested.

2. Emergency Facilities

A. Incident Command Post

1. School Incident Command post should be established on scene away from risk of damage from the emergency. Pre-determined sites for command posts outside the school building

will be identified in cooperation with local emergency responder agencies. Initially, the ICP will most likely be located in the main office of the school, but alternate locations must be identified if the incident is occurring at that office.

2. Except when an emergency situation threatens, but has not yet occurred, and those situations for which there is no specific hazard impact site (such as a severe winter storm or area-wide utility outage), an Incident Command Post or command posts will be established in the vicinity of the incident site(s). As noted previously, the Incident Commander will be responsible for directing the emergency response and managing the resources at the incident scene.

3. Continuity of School Administration

A. The line of succession for the principal is:

1. Secretary
2. 6th grade teacher
3. 4-5 grade teacher

B. The lines of succession for each position shall be in accordance with the SOPs established by the school.

F. READINESS LEVELS

1. Readiness Levels

Many emergencies follow some recognizable build-up period during which actions can be taken to achieve a gradually increasing state of readiness. A five-tier system is utilized. Readiness Levels will be determined by the Principal. General actions to be taken at each readiness level are outlined in the annexes to this plan; more specific actions will be detailed in departmental or agency SOPs.

2. Readiness Action Level Descriptions

A. The following readiness action levels will be used as a means of increasing the school's alert posture. (Based on the U.S. Department of Homeland Security.) Suggested by the U.S. Department of Education)

1. Green – Low
   a. Assess and update emergency operations plans and procedures.
   b. Discuss updates to school and local emergency operations plans with emergency responders
   c. Review duties and responsibilities of emergency response team members.
   d. Provide CPR and first aid training for staff.
   e. Conduct training and drills.
   f. Conduct 100% visitor ID check
2. Blue - Increased Readiness
   a. Review and upgrade security measures

b. Review emergency communication plan
c. Inventory, test, and repair communication equipment.
d. Inventory and restock emergency supplies
e. Conduct emergency operations training and drills

3. Yellow – Elevated
   a. Inspect school buildings and grounds for suspicious activities.
   b. Assess increased risk with public safety officials.
   c. Review crisis response plans with school staff.
   d. Test alternative communications capabilities.
4. Orange – High
   a. Assign staff to monitor entrances at all times.
   b. Assess facility security measures.
   c. Update parents on preparedness efforts.
   d. Update media on preparedness efforts.
   e. Address student fears concerning possible emergency.
   f. Place school and district emergency response teams on standby alert status.
5. Red – Severe
   a. Follow local and/or federal government instructions (listen to radio/TV).
   b. Activate emergency operations plan.
   c. Restrict school access to essential personnel.
   d. Cancel outside activities and field trips.
   e. Provide mental health services to anxious students and staff

G. ADMINISTRATION and SUPPORT

1. Agreements and Contracts

A. Should school resources prove to be inadequate during an emergency; requests will be made for assistance from local emergency services, other agencies, and industry in accordance with existing mutual-aid agreements and contracts and those agreements and contracts concluded during the emergency. Such assistance may include equipment, supplies, or personnel. All agreements will be entered into by authorized officials and should be in writing whenever possible. Agreements and contracts should identify the school district officials authorized to request assistance pursuant to those documents.

B. The agreements and contracts pertinent to emergency management that this school is party to are summarized in Appendix 1.

2. Reports

A. Initial Emergency Report

This short report should be prepared and transmitted by the Principal from the Incident Command Post when an on-going emergency incident appears likely to worsen and assistance from local emergency services may be needed.

B. Situation Report

A daily situation report should be prepared and distributed by the Principal from the Incident Command Post during major emergencies or disasters.

C. Other Reports

Several other reports covering specific functions are described in the annexes to this plan.

3. Records

A. Record Keeping for Emergency Operations: CRCS is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support emergency operations. This shall be done in accordance with the established local fiscal policies and standard cost accounting procedures.

B. Activity Logs

1. The ICP and the school office shall maintain accurate logs recording key response activities, including:
    a. Activation or deactivation of emergency facilities.
    b. Emergency notifications to local emergency services.
    c. Significant changes in the emergency situation.
    d. Major commitments of resources or requests for additional resources from external sources.
    e. Issuance of protective action recommendations to the staff and students.
    f. Evacuations.
    g. Casualties.
    h. Containment or termination of the incident.

4. Incident Costs

A. The school shall maintain records summarizing the use of personnel, equipment, and supplies during the response to day-to-day incidents to obtain an estimate of annual emergency response costs that can be used in preparing future school budgets.

5. Emergency or Disaster Costs

A. For major emergencies or disasters, the school participating in the emergency response shall maintain detailed records of costs for emergency operations to include:

1. Personnel costs, especially overtime costs
2. Equipment operations costs
3. Costs for leased or rented equipment

4. Costs for contract services to support emergency operations
5. Costs of specialized supplies expended for emergency operations
6. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

6. Preservation of Records

A. In order to continue normal school operations following an emergency situation, vital records must be protected. These include legal documents, student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Personnel responsible for preparation of annexes to this plan will include protection of vital records in its SOPs.

B. If records are damaged during an emergency situation, this school will seek professional assistance to preserve and restore them.

7. Post-Incident and Exercise Review

A. The Executive Director, School Emergency Management Coordinator, Emergency Operations Planning Team, and Emergency Response Teams are responsible for organizing and conducting a critique following the conclusion of a significant emergency event/incident or exercise. The critique will entail both written and verbal input from all appropriate participants. Where deficiencies are identified, school personnel will be assigned responsibility for correcting the deficiency and a due date shall be established for that action.

H. PLAN DEVELOPMENT and MAINTENANCE

1. Plan Development and Distribution of Planning Documents

A. The Emergency Operations Planning Team is responsible for the overall development and completion of the Emergency Operations Plan, including annexes. The school Executive Director is responsible for approving and promulgating this plan.

B. Distribution of Planning Documents

1. The Executive Director shall determine the distribution of this plan and its annexes. In general, copies of plans and annexes should be distributed to those tasked in this document. Copies should also be set aside for the EOC and other emergency facilities.
2. The Basic Plan should include a distribution list that indicates who receives copies of the basic plan and the various annexes to it. In general, individuals who receive annexes to the basic plan should also receive a copy of this plan, because the Basic Plan describes the emergency management organization and

basic operational concepts. The distribution list for the Basic Plan is located in Appendix 14.

C. Review

1. The Basic Plan and its annexes shall be reviewed annually by the School Emergency Operations Planning Team, emergency response agencies, and others deemed appropriate by school administration. The director will establish a schedule for annual review of planning documents.

2. Update

a. This plan will be updated based upon deficiencies identified during actual emergency situations and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

b. The Basic Plan and its annexes must be revised or updated as necessary. Responsibility for revising or updating the Basic Plan is assigned to the Emergency Operations Planning Team.

c. The director is responsible for distributing all revised or updated planning documents to all departments, agencies, and individuals tasked in those documents.

I. REFERENCES

1. Office for Domestic Preparedness Emergency Response Planning for WMD/Terrorism Incidents Technical Assistance Program
2. Arizona Department of Education School Safety Plans and Resources
3. FEMA Independent Study Program: IS 362 Multi-Hazard Emergency Planning for Schools
4. Washington State Emergency Management Division in Partnership
5. Comprehensive All Hazard Planning Guide and Model School Plan for Washington State Schools
6. U.S. Department of Education Practical Information on Crisis Planning A Guide for Schools and Communities
7. Alaska Division of Homeland Security and Emergency Management: Safe Schools Training
8. Missouri State Emergency Management Agency Missouri All-Hazards Planning Guide for Schools
9. Jane's Safe Schools Planning Guide for All Hazards
10. Los Angeles Unified School District Model Safe School Plan
11. Fairfax County Public Schools Crisis Management Workbook
12. Chicago Public Schools Emergency Management Plan
13. Georgia Emergency Management Agency Family Reunification Protocol

APPENDIX 1

Summary of Agreements and Contracts

Insert applicable agreements and contracts her for ***Cornville Regional Charter School***

CRCS will coordinate with State and local police to include all off duty officers on the calling tree to ensure the quickest response possible to any emergency.

APPENDIX 2

Incident Command System Summary

Background

ICS is a management system that can be used to manage emergency incidents or non-emergency events such as celebrations. The system works equally well for small incidents and large-scale emergency situations. The system has built-in flexibility to grow or shrink based on current needs. It is a uniform system, so personnel from a variety of agencies and geographic locations can be rapidly incorporated into a common management structure.

Features of ICS

ICS has a number of features that work together to make it a real management system. Among the primary attributes of ICS are:

1. Standard Management Functions

   a. Command: Sets objectives and priorities and has overall responsibility at the incident or event.

   b. Operations: Conducts tactical operations, develops the tactical objectives, and organizes and directs all resources.

   c. Planning: Develops the action plan to accomplish the objectives, collects and evaluates information, and maintains the resource status.

   d. Logistics: Provides support to meet incident needs, provides resources and all other services needed to support.

   e. Finance/Administration: Monitors costs, provides accounting, procurement, time recording, and cost analysis.

2. The individual designated as the Incident Commander (IC) has responsibility for all functions. In a limited incident, the IC and one or two individuals may perform all functions. In a larger emergency situation, each function may be assigned to a separate individual.

3. Management By Objectives. At each incident, the management staff is expected to understand agency or jurisdiction policy and guidance, establish incident objectives, select an appropriate strategy to deal with the incident, develop an action plan and provide operational guidance—select tactics appropriate to the strategy and direct available resources.

4. Unity and Chain of Command. Unity of command means that even though an incident command operation is a temporary organization, every individual should be assigned a designated supervisor. Chain of command means that there is an orderly line of authority within the organization with only one Incident Commander and each person reporting to only one supervisor.

5. Organizational Flexibility. Within the basic ICS structure (depicted in Appendix 2), the organization should at any given time include only what is required to meet planned objectives. The size of the organization is determined through the incident action planning process. Each element of the organization should have someone in charge; in some cases, a single individual may be in charge of more than one unit. Resources are activated as needed and resources that are no longer needed are demobilized.

6. Common Terminology. In ICS, common terminology is used for organizational elements, position titles, resources, and facilities. This facilitates communication among personnel from different emergency services, agencies, and jurisdictions.

7. Limited Span of Control. Span of control is the number of individuals one supervisor can realistically manage. Maintaining an effective span of control is particularly important where safety is paramount. If a supervisor is supervising fewer than 3 subordinates or more than 7, the existing organization structure should be reviewed.

8. Personnel Accountability. Continuous personnel accountability is achieved by using a resource unit to track personnel and equipment, keeping an activity log, ensuring each person has a single supervisor, check in/out procedures, and preparing assignment lists.

9. Incident Action Plan. The incident action plan, which may be verbal or written, is intended to provide supervisory personnel a common understanding of the situation and direction for future action. The plan includes a statement of objectives, organizational description, assignments, and support material such as maps. An Incident Briefing Form may be used on smaller incidents.

Written plans are desirable when two or more jurisdictions are involved, when state and/or federal agencies are assisting local response personnel, or there has been significant turnover in the incident staff.

10. Integrated Communications. Integrated communications includes interfacing disparate communications as effectively as possible, planning for the use of all available systems and frequencies, and requiring the use of clear text in communications.

11. Resource Management. Resources may be managed as single resources or organized in task forces or strike teams. The status of resources is tracked in three categories: assigned, available, and out of service.

Unified Command

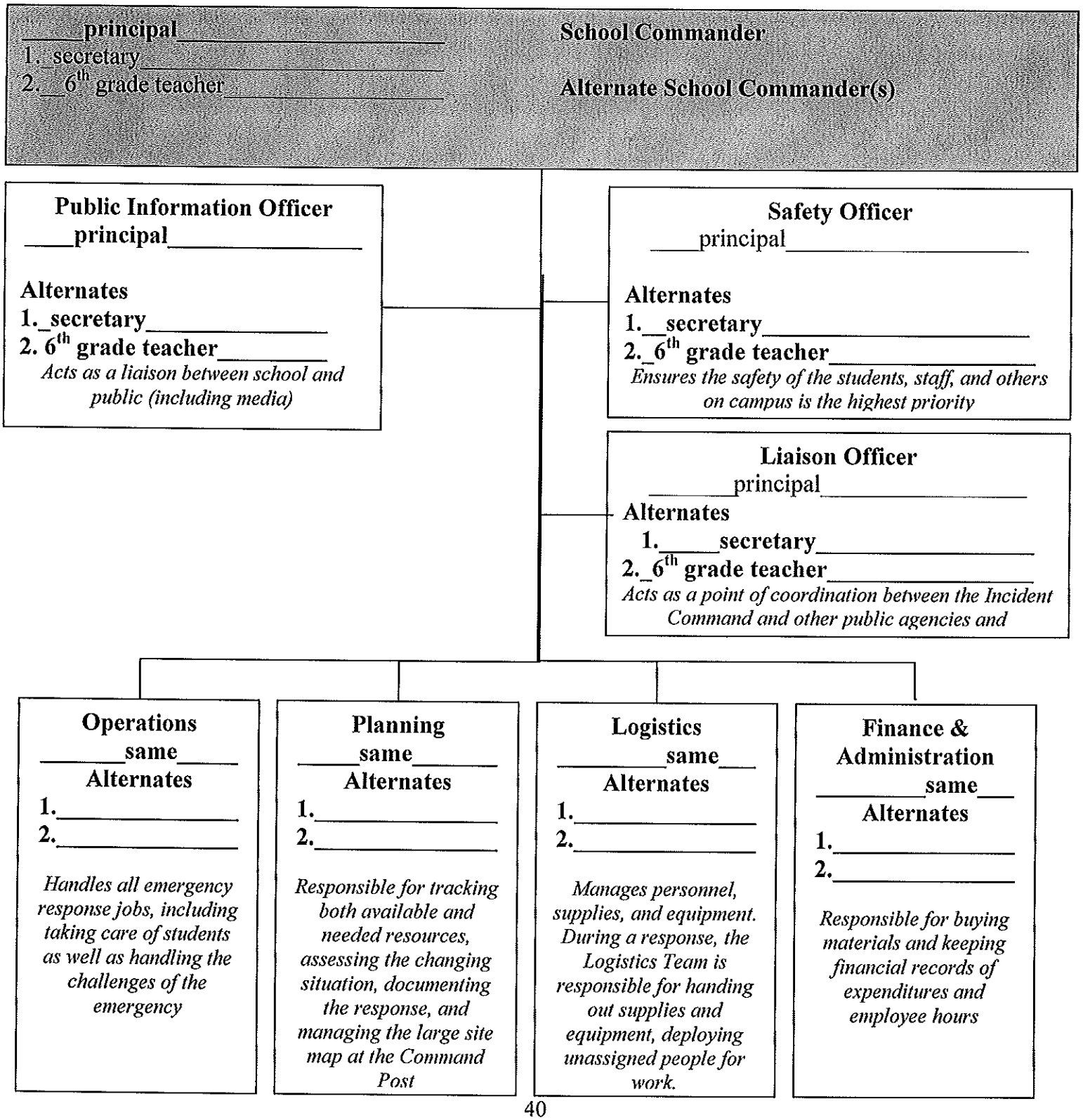
1. Unified Command is a variant of ICS used when there is more than one agency or jurisdiction with responsibility for the incident or when personnel and equipment from a number of different agencies or jurisdictions are responding to it. This might occur when the incident site crosses jurisdictional boundaries or when an emergency situation involves matters for which state and/or federal agencies have regulatory responsibility or legal requirements to respond to certain types of incidents.

2. ICS Unified Command is intended to integrate the efforts of multiple agencies and jurisdictions. The major change from a normal ICS structure is at the top. In a Unified command, senior representatives of each agency or jurisdiction responding to the incident collectively agree on objectives, priorities, and an overall strategy or strategies to accomplish objectives; approve a coordinated Incident Action Plan; and designate an Operations Section Chief. The Operations Section Chief is responsible for managing available resources to achieve objectives. Agency and jurisdictional resources remain under the administrative control of their agencies or jurisdictions, but respond to mission assignments and direction provided by the Operations Section Chief based on the requirements of the Incident Action Plan.

APPENDIX 3

Incident Command Structure

Insert ICS staff assignments and back-up personnel assignments here



APPENDIX 4

Campus Map

Insert map of campus and surrounding area. At minimum, include the following information on the map:

- *Primary evacuation routes*
- *Alternate evacuation routes*
- *Handicap evacuation areas*
- *Utility access/shut-off for*
- *Gas*
- *Water*
- *Electricity*
- *HVAC System*
- *Telephone System*
- *Site assignments and Staging Areas*
- *Hazardous Material storage areas*
- *Heat plants/boilers*
- *Room numbers*
- *Door/window locations*
- *Any other information deemed appropriate by your planning committee*

Note:

- *Primary and Alternative evacuation route maps should be posted in each room of each building on campus.*
- *It is recommended that you develop a diagram of the entire campus site and surrounding areas. In an emergency, a diagram may be easier to read than blueprints. Consult with your local emergency responder agencies on what type of maps they prefer. Blueprints of the site should also be available in addition to the map or diagram. Blueprints may be necessary in certain fire or tactical situations.*

APPENDIX 5

Classroom Teacher Buddy List

Guidelines for Preparing a Buddy Teacher List

- Assign teachers in adjacent or nearby rooms as buddies.
- Review evacuation routes and procedures with entire staff.
- During an emergency, teachers should conduct a classroom status check and buddy teachers should check with each other to determine each other's health status, the need to assist with injuries, the need to stay with injured students, etc. If possible, injured students should not be left alone.
- Remember: The teachers' responsibility is to all students, but in situations that threaten the lives of all, teachers should do the greatest good for the greatest number.
- If necessary, one buddy teacher should evacuate both classrooms. In these cases, the students should exit without the teacher leading them. The teacher should stay back to check the classroom and close the door (but not lock it). If both buddy teachers are available for evacuation, one should lead and one should bring up the rear, checking briefly to make sure that both classrooms are empty and closing doors.
- Ensure that each classroom contains a "go kit" that contains the teacher's class roster and the buddy teacher's class roster.
- Immediately following student accounting, one member of each buddy team must check in at the Command Post.
- In emergency situations that do not involve evacuation, it may be necessary to move all students from one buddy's classroom into the other. One teacher is then available for assignments.
- Ensure that substitute teachers are familiar with emergency procedures and who their buddies are.

Teacher. . .	. . .Buddies With. . .

APPENDIX 6

Phone Tree

Insert phone tree; TBA

APPENDIX 7

Emergency Operations Planning Team

	Title/Name	Phone Number	Email Address
School Emergency Management Coordinator	Executive Director	474-7812	justinbelanger99@yahoo.com
Principal:			
School Resource/ Liaison Officer			
Building & Grounds Supervisor			
Transportation Director			
Counselor(s)			
Nurse(s)			
Other Staff			

APPENDIX 8

Emergency Contact Numbers

Public Safety Agencies Number

- General Emergency
- Police/Sheriff/Fire
- Poison Control
- Local Hospital

School Contacts Number

- Executive director
- School principal
- Transportation

School Contacts Number

- Principal
- Secretary
- Law Enforcement
- Maintenance Department

NOTE: Determine the appropriate sequence required to **dial 911** from your sites phone system.

APPENDIX 9

Resource Inventory

Insert resource inventory of emergency equipment.

Include:

- Communications equipment
- First aid supplies
- Fire fighting equipment
- Lighting
- Classroom emergency kits
- Food
- Water
- Blankets
- Maintenance supplies
- Tools

Note: Identify any and all available resources that may be used or may be needed in the event of emergency. Also identify the locations of these emergency supplies.

APPENDIX 10

Same 'School/Parent' Letter

X/XX/XXX

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have made preparations to respond effectively to such situations.

Should we have a major disaster during school hours, your student(s) will be cared for at this school. Our School has a detailed emergency operations plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.

2. In the event of a serious emergency, students will be kept at their schools until they are picked up by an identified, responsible adult who has been identified as such on the school emergency card which is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:

- He/she is 18 years of age or older.
- He/she is usually home during the day.
- He/she could walk to school, if necessary.
- He/she is known to your child.
- He/she is both aware and able to assume this responsibility.

3. Turn your radio to for emergency announcements. If students are to be kept at school, radio stations will be notified. In addition, information regarding day-to-day school operations will be available by calling the School Office.

4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency

Students will be released only to parents and persons identified on the School Emergency Card. During an extreme emergency, students will be released at designated reunion gates located on school campuses. Parents should become familiar with the School Emergency Disaster Plan and be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. Because local telephone service may be disrupted, also list an out-of-State contact on the emergency card, as calls may still be made out of the area while incoming calls are affected.

The decision to keep students at school will be based upon whether or not streets in the area are open. If this occurs, radio stations will be notified. In the event that a natural disaster takes place during the time that students are being transported, students will be kept on the bus and the driver will ask for assistance through radio contact with the school and district personnel. Any child who is home waiting for the bus will not be picked up (if roads are impassable) and remains the responsibility of the parent or guardian.

In the event a natural disaster occurs in the afternoon, the driver will make every attempt to continue delivering the students to their homes. Should road conditions prevent the driver from delivering students to their home or to school in the morning, the students will be delivered to the nearest school site and that school will communicate with the home school to inform them of the students' whereabouts.

In case of a hazardous release event (chemical spill) near the school area, Shelter-in-Place procedures will be implemented to provide in place protection. All students and staff will clear the fields, report to their rooms and all efforts will be made to prevent outside air from entering classrooms during the emergency. "Shelter-in-Place" signs will be placed in classroom windows or hung outside classroom doors during a drill or emergency. Students arriving at school during a Shelter-in-Place drill or event should report to the school office or to a previously designated area at the school because classrooms will be inaccessible.

When the dangerous incident has subsided, an all-clear signal will be given.
Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,
Principal
TBA

APPENDIX 11

Staff Skills Survey & Inventory

Name & School _____/_____ _____
Name School Room #

During any disaster situation, it is important to be able to draw from all available resources. The special skills, training and capabilities of the staff will play a vital role in coping with the effects of any disaster incident, and they will be of paramount importance during and after a major or catastrophic disaster. The purpose of this survey/inventory is to pinpoint those staff members with equipment and the special skills that might be needed. Please indicate the areas that apply to you and return this survey to your administrator.

PLEASE CHECK ANY OF THE FOLLOWING IN WHICH YOU HAVE EXPERTISE & TRAINING. CIRCLE YES OR NO WHERE APPROPRIATE.

_____ First Aid (current card yes/no) _____ CPR (current yes/no) _____ Triage _____ Firefighting

_____ Construction (electrical, plumbing, carpentry, etc.) _____Running/Jogging/physical fitness

_____ Emergency Planning _____ Emergency Management _____ Search & Rescue

_____ Law Enforcement Bi/Multi-lingual (what language (s)) _____

_____ Mechanical Ability _____ Structural Engineering _____ Bus/Truck Driver (CDL yes/no)

_____ Shelter Management _____ Survival Training & Techniques _____ Food Preparation

_____ Military Experience (current (reserves/national guard yes/no) _____ CB/Ham Radio Operator _____Journalism

_____ Camping _____ Waste Disposal _____ Recreational Leader

DO YOU KEEP A PERSONAL EMERGENCY KIT? _____ In your car? _____ In your room? _____

DO YOU HAVE MATERIALS IN YOUR ROOM THAT WOULD BE OF USE DURING AN EMERGENCY? (i.e., athletic bibs, traffic cones, carpet squares, first aid kit, tarps, floor mats, etc.) _____ Yes _____ No

DO YOU HAVE EQUIPMENT OR ACCESS TO EQUIPMENT OR MATERIALS AT YOUR SCHOOL SITE THAT COULD BE USED AN IN EMERGENCY? _____ YES _____ NO
PLEASE LIST EQUIPMENT AND MATERIALS.

_____

_____

COMMENTS _____

_____

WHAT WOULD MAKE YOU FEEL MORE PREPARED SHOULD A DISASTER STRIKE WHILE YOU WERE AT SCHOOL?

_____

_____

APPENDIX 13

Master Campus Schedule

Insert Master Campus Schedule

APPENDIX 13

Emergency Response Drill Log

School: _____ **District:** _____

Date	Type of Drills	Comments
•		

APPENDIX 14

Distribution List

Insert Distribution List

APPENDIX 15

Security Audit

Insert Security Audit information

K. ANNEX - Restricted Information

1. PLANNED RESPONSES - ACTION GUIDES

A. Functional Protocols-Immediate Response Actions

- Evacuation Procedures
- Reverse Evacuation
- Lockdown
- Shelter-in-Place Procedures
- Drop, Cover and Hold Procedures
- Off-Campus Evacuation
- Mental Health/Crisis Intervention

B. Incident Specific Procedures

- Bomb Threat/Suspicious Packages
- Bus Accidents
- Fires
- Intruder/Active Shooter/Hostage Situation
- Nuclear Power Plant Accident
- Severe Weather
- Hazardous Materials Release (indoors and outdoors)
- Earthquakes
- Active Shooter/Armed Intruder
- Utilities Loss or Failure
- Media
- Structural Failure
- Medical Emergency
- Public Health Emergency

Functional Protocols

Functional protocols form the school-wide core responses to incidents in the Emergency and Crisis Response Plan. These are written action steps that are implemented when a crisis situation calls for specific response procedures which include:

- lockdown,
- evacuation,
- reverse evacuation,
- shelter-in place,
- family reunification,
- off-campus evacuation and
- crisis intervention (mental health)

The difference between a functional protocol and an incident specific procedure is that a single functional protocol may be included in one or more specific emergencies. For example, shelter-in-place may be included one of several responses to an outside hazardous material spill and may include reverse evacuation into the building and/or an off campus evacuation, depending on the circumstances. A school shooting would result initially in a lockdown, and then off campus evacuation, family reunification and crisis intervention (counseling/post trauma stress debriefing).

Evacuation

Purpose: *Whenever it is determined that it is safer outside than inside the building (I.E., fire, explosion, hazardous material spill inside, structural failure, etc.)*

School Commander:

- Designate someone to Call 9-1-1, identify the name of the school, describe the emergency, state the school is evacuating, and identify the location of the school command post.
- The School Commander or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

"YOUR ATTENTION, PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF THE BUILDING. TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA. TEACHERS TAKE YOUR CLASS ROSTER AND TAKE A HEADCOUNT AT THE ASSEMBLY AREA."

- Notify the School office of the school evacuation.
- Designate someone to contact the bus service to take students to the alternate off-campus relocation site.

Office staff:

- Take visitor log and student sign out sheet to the assembly area.

- Gather headcount information from teachers and inform the principal or incident commander of any missing student(s) or staff.

Teachers:

- Teachers will instruct students to evacuate the building, using designated routes, and report to their assigned Assembly Area. Designate a student leader to help move your class to the assembly area
- Close your door, turn off your lights
- If the exit route is blocked, follow an alternate exit route.
- Bring your class lists, phone lists, and classroom Go Kit materials
- All staff will sweep the bathrooms, hallways and common areas for visitors, staff and students while exiting.
- Take attendance, specially noting any students in other activities or services such as band, orchestra, choir, speech, chess, etc. that are missing. Display GREEN status card to indicate all students accounted for or use RED status card to indicate someone is missing or injured. Report any missing students or staff to the area coordinators
- • At the assembly area, teachers and students will stay in place until further instructions are given.

Support Staff:

- Return all of your students to their classroom designated assembly areas or a buddy teacher, avoiding area(s) of hazard
- Report to the Unassigned Staff Area. You may be needed in another capacity as the incident unfolds

Reverse Evacuation

Purpose: *When conditions are safer inside the building than outside such as: severe weather, community emergency, gang activity, hazardous material release outside, etc.)*

School Commander:

- Order a **REVERSE EVACUATION** for students and staff outside to move inside the building. Use the building PA, megaphone, 2-way radio telephones, or runners to gather school community inside.
- Notify the district office of the situation.

Teachers:

- Immediately move back to classrooms or safe areas (if it is safe to do so) using the closest entry.
- If movement into the building would present a danger to persons outside, teachers and staff outside will direct students to the designated assembly areas or off-campus assembly site.

- Teachers will take attendance and account for all students. Report any missing students to administration
- No students or staff are allowed outside the building..
- Close and lock all exterior doors and windows. Monitor the main entries until the "All Clear" is given.

Lockdown

Purpose: *Used when there is a threat of violence or serious incident that could jeopardize the safety of students/staff (I.E. Intruder, shooting, hostage incident, gang fights, civil disturbance, etc.)*

School Commander:

- The School Commander or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

"YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO LOCKDOWN THE SCHOOL IMMEDIATELY. TEACHERS LOCK YOUR DOORS AND KEEP STUDENTS INSIDE UNTIL FURTHER NOTICE: STUDENTS OR STAFF ARE TO RETURN TO THE NEAREST CLASSROOM OR OFFICE. IGNORE ALL ALARMS AND BELLS UNLESS ADVISED OTHERWISE."

- Designate someone to Call 9-1-1, identify the name and address of the school, describe the emergency, state the school is locking down, provide intruder description and weapon(s) if known, and identify the location of the school command post. Direct staff to stay on the phone to provide updates and additional information.
- Notify staff and classes outside to immediate move to the off-campus assembly area(s), account for the students and be prepared to evacuate off-campus to a relocation site.
- Direct staff to switch bells to manual mode and deactivate the fire alarm.
- Notify the transportation director or contractual bus service to stop all inbound buses and redirect them to designated relocation site(s).
- Notify district office
- Direct staff to turn off alarms and bells

Office Staff:

- Stay by the phones to wait for additional procedures from district office and incident commander.
- Remotely check status of classrooms via PA., telephone, computer or other methods
- Assist the principal or Incident Commander establishes the school command post.

Custodians:

- Close and lock all delivery doors.

- Direct any contractors, delivery drivers, or vendor repairmen located inside the building into a safe area and lock the door.

Teachers:

- Clear the hallway and bathrooms by your room moving everyone into the classroom.
- Lock your doors, turn off your lights, and shut your blinds and windows
- Move students and staff away from the doors and windows.
- Have all persons sit down against an interior wall.
- Place a GREEN or RED status card on/under your door and window. (Green signifies everything is ok, Red means emergency assistance is need)
- If a life threatening situation exists, exit immediately to a place of safety.
- Ignore all bells and alarms unless otherwise instructed
- Take attendance and be prepared to notify Incident Commander of missing students or additional students, staff or guests sheltered in your classroom.
- Allow no one outside of the classroom until the Incident Commander gives the "All Clear" signal.
- If outside, teachers will move students to the designated off-campus assembly area and wait for further instructions

Consider using a duress code to authenticate any all-clear signal
(This is a specific word or phrase that is used prior to giving the all clear signal that indicates to all staff that the person signaling the all clear is not being forced to do so by an intruder)

Shelter-in-Place

Purpose: *Provides a refuge for students, staff and the public inside the school building during an emergency such as severe weather or hazardous material release outdoors. Shelters are located in areas of the building that maximize the safety of occupants. Shelter-in-place is used when evacuation would place people at risk. Shelters may change depending on the emergency.*

School Commander:

- The School Commander or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

"YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO IMPLEMENT SHELTER-IN-PLACE PROCEDURES. STUDENTS AND STAFF ARE DIRECTED TO MOVE TO THE DESIGNATE SHELTER LOCATIONS AND SAFE AREAS. ALL STAFF AND STUDENTS OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM."

- Order a **REVERSE EVACUATION** for students and staff outside to move inside the building. Use the building PA, megaphone, 2-way radio, telephones, or runners to gather staff and students inside.

- Direct staff to close all windows and doors.
- If warranted, order the shut-off of heating, ventilation and air conditioning system to stop the inflow of outside air into the building.
- Notify district office the school is **SHELTERING-IN-PLACE.**
- Monitor the NOAA weather radio
- Be prepared to announce change in status ("DROP, COVER AND HOLD" or "All Clear")

Custodians:
- Shut off utilities (if necessary).
- Turn off ventilation systems (Heating, ventilation and air conditioning) as appropriate.
- Post Shelter in Place cards at the primary entrances to the building(s).

Teachers:
- Move students into designated safe areas such as inside rooms with no windows, bathrooms, utility closets, and hallway without large windows or doors.
- Close classroom doors and windows when leaving.
- Have everyone kneel down and be ready to cover their heads to protect from debris.
- If outside, teachers will direct students into the nearest school building interior safe area or other appropriate shelter.
    a. For severe weather, if there is no time to get into a building or shelter, attempt to squat or lie low in the nearest (ravine or open ditch) or low spot away from trees and power poles.
    b. If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- Move students from mobile classrooms to an interior safe area in a permanent structure.
- All persons must remain in shelter until notified by the Incident Commander or emergency responders.

Drop, Cover and Hold

Purpose: *Drop. Cover and Hold is used when an incident occurs with little or no warning. This action is taken to protect students and staff from flying or falling debris resulting from explosions, structural failures, severe weather or earthquake.*

- Inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.

- All students and staff who have moved to shelter or safe areas in the building in response to severe weather, should kneel down against the wall and cover their head with their arms and hands.

- Outside, teachers will instruct students to drop to the ground, place their heads between their knees and cover their head and eyes with their arms and hands.

- Instruct everyone to move away from windows.

- Teachers should account for their students and report any student missing to the administration.
- The School Commander may order an evacuation if the situation warrants and it is safe to do so.

Off-Campus Evacuation

Purpose: *This protocol is used when circumstances require the off-site evacuation and relocation of students and staff to a remote site where students will be accounted for and released to their parents or guardians. During emergencies, parent, relatives, and friends often rush to the school incident site to check on the safety of students and staff. The resulting blockage of streets and large number of people can severely hamper response actions by emergency agencies. The most effective way to prevent this chaos is to redirect those concerned individuals to a site that is remote from the school and to evacuate students and staff to that site.*

School Commander:

- The School Commander will advise the Incident Commander of the decision to implement the protocol and begin setting up the bus evacuation staging area.
- Determine the appropriate pre-designated relocation site and evacuation route. Decide if it is safe for the students/staff to walk to the relocation or if buses are required.
- Request law enforcement to provide security at the evacuation staging area, along the evacuation route and for traffic control/security at the relocation site during Family Reunification.
- The School Commander or designee will order an OFF-CAMPUS EVACUATION and FAMILY REUNIFICATION at a pre-designated relocation site with the following announcement:

  "YOUR ATTENTION PLEASE. FOR SAFETY REASONS, WE ARE EVACUATING OFF SITE TO _____ LOCATED AT _____. WE WILL BE IMPLEMENTING THE FAMILY REUNIFICATION FROM THAT LOCATION."

- Direct staff to move students to the evacuation staging area for loading onto buses.
- Notify the director of the evacuation and relocation. Request assistance in preparing the site for arrival. Provide an update on the situation, identify the primary relocation site, the evacuation route and if needed, request buses or alternate means of transportation.

- Request the School office to activate appropriate system-wide Crisis Response Teams from each school and send them to the relocation site to assist with Family Reunification.
- Provide the school media/public information representative with detailed instructions via fax or prepared information release to read to the public in order to direct concerned relatives to the Family Reunification Site.
- Designate someone as the Reunification Site Commander.

Teachers and staff

- Take your class roster, phone lists and emergency Go Kit as you exit to the designated assembly area.
- After evacuating, take roll and account for all students. Report any missing students to school administration. Hold up the RED status card to indicate you have missing or injured students. Use the GREEN status card if everything is ok.
- Maintain control of your class. After receiving the alert for OFF CAMPUS EVACUATION, guide students to the designated evacuation staging area for movement to the relocation site.
- Ensure special needs students and staff are assisted. Request help if needed.
- While en route to the relocation site, the teachers will prepare list of all evacuees on the bus, which will be delivered to the reunification site commander upon arrival.
- Follow the instructions of the Family Reunification site staff when you arrive. You may be asked to assist in staffing the site.

FAMILY REUNIFICATION

Purpose: *The Family Reunification Protocol is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed.*

School Commander:

- The School Commander after consulting with the Incident Commander will determine the appropriate pre-designated relocation site and safe evacuation route.
- The School Commander will notify the contact person at the relocation site to prepare for arrival of students.
- Designate a Reunification Site Commander.
- Request the School Office to send personnel to staff the Family Reunification Center.

Reunification Site Commander:

- Establish a command post
- Organize public safety and mental health/crisis response staff who will be reporting to the site. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- Check identification of all non-uniformed personnel who arrive to assist.

- Secure a holding area for arriving students and staff away from waiting family members
- Set up an adult report area for parents/guardians to sign-in and to check identification.
- Set up a student release area where students will be escorted to meet their parent/guardian and sign out.
- Set up a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private away from other parents.
- Set up a media staging area and notify the school media liaison of the location.
- Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Only release students to authorized persons after checking proof of identity and signing a student release form.
- Instruct parents/guardians to leave the site to make room for others once they have signed out their student.

Teachers

- Provide a list of evacuees to the reunification site staff upon arrival.
- Ensure special needs students and staff are assisted. Request help if needed.
- Follow the instructions of the Family Reunification Center staff when you arrive. You may be asked to assist in staffing the site.

Mental Health/Crisis Intervention

Purpose: *These procedures are intended to guide staff in responding to more frequently occurring crisis such deaths, injuries, emergencies or other traumatic events impacting the school community. As a result of such incidents, students and staff may exhibit a variety of psychological reactions. As soon as the safety of those involved have been insured, attention must turn to meeting the emotional and psychological needs of students and staff. Knowing what to do if such as crisis occurs will minimize the chaos, rumors and the impact of the event on other students and staff.*

School Commander:

- Notify the director of the incident or emergency.
- Ensure the designated media or public information officer is notified and briefed on the circumstances and actions taken. Request the PIO to prepare formal announcement and media release.
- Activate the school Crisis Intervention Team and assign duties. Request additional district level support from teams from other schools or community-based mental health resources if needed.
- Notify building support staff including counselors, psychologists and social workers.
- Convene an emergency staff meeting. Invite outside professionals to join the meeting to help staff members process their own reactions to the situation.

- Determine if additional district/community resources are needed—or are needed to "stand by"—to effectively manage the crisis, and notify them if appropriate.
- Assign staff to monitor the grounds for students leaving the building without permission. Redirect them to support services. If unable to intercept, make parent notification and inform them of the situation.
- Make an initial announcement over the PA system to the entire school. Include minimum details and note that additional information will be forthcoming. Prepare statements for telephone inquiries.
- Immediately following resolution of the crisis, convene the Crisis Intervention Team for a debriefing to discuss successes and problems and allow staff an opportunity to discuss feeling and reactions.

Mental Health/Crisis Intervention Team:

- Assess the range of crisis intervention services needed during and following an emergency or event.
- Advise and assist the school administrator to restore regular school functions as efficiently and as quickly as possible.
- Provide direct intervention services, critical incident stress debriefings, on going assessment of needs and follow-up services as required.
- Identify locations in the school designated for individual or group counseling and make a building wide announcement.
- Identify, gather, and inform the siblings, closest friends and teachers of the deceased/injured and provide counseling support. Notify parents of affected students regarding available community resources.
- Provide grief support for students/staff in designated building areas. Ensure parents of any students seeking support are notified of the impact of the event on their child.
- Review and distribute guidelines to help teachers with classroom discussions.
- Stand-in for any substitute teacher in the building or for any staff member unable or unwilling to deal with the situation during the announcement and subsequent discussion.
- Assign a counselor, psychologist, social worker or other designated staff to follow a deceased/injured student's class schedule for the remainder of the day if that will help teachers in those classes.
- Notify feeder schools regarding siblings or other students predicted to be strongly affected.

Teachers and staff:

- Seek crisis intervention services or counseling if you are experiencing difficulty coping with the event.
- Provide stress management during class time. Allow students to talk about what they felt or experienced in response to or during the event. Encourage
- Be prepared for some outbursts and disruptive behaviors. Refer students experiencing stress to counseling.
- Allow for changes in normal routines or test schedules.

- Anticipate a recurrence of emotions and trauma on the anniversary date of the incident.

Bomb Threat

Call Taker: Upon receiving a message that a bomb has been placed in school:

- Use bomb threat checklist. (Page ___of Emergency Response Plan)
- Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this. (See Bomb Threat Checklist)
- Listen closely to caller's voice and speech patterns and to noises in background.
- After hanging up phone, immediately dial *57 to trace call. (May be different on your phone system)
- Notify the Principal/School Commander or designee.

School Commander:

-
- School Commander or designee notifies law enforcement by calling 911 (Insert the actual sequence to dial 911 from your phone system).
- Assign staff to meet and brief emergency responder agencies outside.
- Notify staff through the Public Address system:

"YOUR ATTENTION PLEASE. A BUILDING EMERGENCY IS IN EFFECT. ALL STAFF AND STUDENTS SHOULD REMAIN IN THEIR ROOMS UNTIL ADVISED OTHERWISE. SEARCH TEAM MEMBERS PLEASE REPORT TO_____ ALL TWO-WAY RADIOS AND CELL PHONES SHOULD BE TURNED OFF."

The School Commander and law enforcement agency will make a decision to:

- Evacuate Immediately
- Search the building and Evacuate if warranted.
- Notify the director.
- Ensure staff who received the call completes the Bomb Threat Checklist and gives to law enforcement official.
- Assemble and brief the Search Team members at the interior command post. Assign search areas within the building, the emergency exit routes and the outside assembly areas.
- If a suspicious item is located, notify law enforcement official, order an EVACUATION selecting routes and assembly areas away from the suspicious item. DO NOT ACTIVATE THE FIRE ALARM.
- Direct students and staff, "DO NOT take personal belongings, coats or backpacks." "Teachers and staff will leave their windows and doors open when exiting."
- Students and staff must be evacuated to a safe distance outside of school building(s) MINIMUM 1000 Feet. is the general rule. Consult with Fire and Police officials

- Arrange for person who found a suspicious item to talk with law enforcement official.
- No one may re-enter the building(s) until fire or police personnel declare them safe.
- After consulting with the Executive Director, and the Incident Commander, the School Commander may move students to Cornville Grange_ if weather is inclement or building is damaged. (primary relocation center)
- The school commander will notify staff and student of the termination of the emergency and to resume normal operations.

Teachers and staff:

- Teachers and staff will check their classrooms, offices and work area for suspicious items and report any findings to the School Commander or Search Team members.
- If a suspicious item is found-DO NOT TOUCH IT. Secure the area where the item is located, but do not guard it.
- Teachers will account for their students and be prepared to evacuate if ordered.
- Teachers and staff will evacuate using standard procedures and exit routes to assembly area.
- Teachers will open classroom windows and leave classroom doors open when exiting.
- Teachers take roll after being evacuated. Hold up the GREEN status card to indicate everyone is accounted for. Use a RED status card to indicate student or staff is missing or you need immediate assistance. Be prepared to report the names of any missing persons to school administration.
- Keep your class together at the assembly area until given further instructions. Be prepared to for Off-Site Evacuation if ordered.
- If given the "All Clear" signal, return to the building and resume normal operations.

BOMB THREAT CHECKLIST

Description Detail Report

Questions to ask:

1) When is the bomb going to explode?

2) Where is it right now?

3) What does it look like?

4) What kind of bomb is it?

5) What will cause it to explode?

6) Did you place the bomb?

7) Why?

8) What is your address?

9) What is your name?

Exact wording of the threat: _____

_____

_____

_____

_____

_____

Sex of Caller: _____ Race: _____

Length of call: _____ Age: _____

Date: _____ Time: _____

Number at which call was received:

_____

Notes:

Callers Voice - Circle as applicable:

- Calm
- Angry
- Excited
- Slow
- Rapid
- Soft
- Loud
- Laughter
- Crying
- Normal
- Distinct
- Slurred
- Nasal
- Stutter
- Lisp
- Raspy
- Deep
- Ragged
- Clearing Throat
- Deep Breathing
- Cracked Voice
- Disguised
- Accent
- Familiar

If voice is familiar, whom did it sound like?

_____

Background Sounds:

- Street Noises
- Animal Noises
- Clear
- Static
- Music
- House Noises
- Motor
- Factory Machinery
- Voices
- PA System
- Local Call
- Long Distance
- Phone Booth
- Office Machinery

- Other _____

_____

Threat Language:

- Well Spoken (educated)
- Incoherent
- Foul
- Irrational by threat maker
- Taped
- Message read

Remarks:

_____

_____

_____

BUS ACCIDENT

Bus Driver/Monitor:

- Protect student passengers from injuries and the bus from further damage.
- Turn off the ignition, remove the key and activate the hazard lights.
- Check for conditions that could cause a fire
- If conditions are safer outside the bus than inside, evacuate the bus
- Do not leave students unattended or unsupervised.
- Notify the appropriate law enforcement agency by calling 911. Let them know a school bus was involved, exact location, number of injured and type of injuries, school district or bus company name and remain on the phone to provide updates until emergency responders arrive.
- Contact the school district/bus company office and provide the following information:
    1. Who
    2. What,
    3. When,
    4, Where(location)
    5. Why and needs
- Do not discuss details of the accident with media
- Do not release any students to anyone unless told to do so by school district administration or law enforcement
- If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school district/bus company policy and procedures for removal and transport.
- If there are no injuries, follow school district/bus company policy and instructions on moving, returning or delivering students.

School Commander:

- Dispatch the district transportation director, school administrator or designee to the accident location.
- School official(s) at the scene will access level of support needed and convey this to the School Commander and director.
- School Commander or designee at the scene will report the names of student passengers, their conditions disposition, and location(s) where injured were taken to the district office so parent notifications can be made.
- Direct school official(s) at the scene to accompany injured students to the hospital.
- The School Commander or building principal will ensure any special health information or medication for any injured student is sent to the hospital.

Director

- If multiple hospitals are used, the director will send an administrator to each hospital.

- The principal or designee will notify the parents/guardians of students involved, and if injured, the name/location of the hospital the student where the student was taken.
- School staff will assess counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- Direct the district public information officer to prepare a media release and parent letter of explanation for the same day distribution, if possible.

FIRE

In the event a fire or smoke from a fire has been detected:

- Any staff discovering fire or smoke will signal the fire alarm, and report the fire to the School Administrator.
- The School Commander or designee will immediately initiate an EVACUATION announcement, direct staff to call 9-1-1 to verify the fire alarm and notify the district office.
- Staff, students and visitors will immediately evacuate the building using prescribed routes or alternate routes to the Assembly Areas.
- No one may re-enter building(s) until entire building(s) is declared safe by the fire department

Administration:

- School Commander or designee calls 911 (Insert the actual sequence to dial 9-1-1 from your phone system) to confirm the alarm is active, identify the school name and location, provide exact location of the fire or smoke, state the building is being evacuated and identify the location of the school command post.
- School office staff will take the visitor log, student sign-out sheet and the Critical Incident Response Kit and evacuate to the designated school command post.
- Office staff will obtain student roll from teachers and inform the principal or incident commander of any missing students
- After consulting with Executive Director, fire department and law enforcement officials, the School Commander may direct an off-site evacuation to ____Cornville Grange_____ if weather is inclement or building is damaged.
  (Primary relocation center)
- School Commander notifies students and staff of termination of emergency, return to the building and resumes normal operations.

Teachers

- Take the class roster , the emergency Go Kit and lead students out of the building to the designated assembly area(s). Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Close the classroom door and turn out the lights upon exiting confirming all students and personnel are out of the classroom.

- Take attendance at the assembly area after being evacuated. . Hold up the GREEN status card to indicate all students are accounted for. Use the RED status card to indicate a student or staff is missing or you need immediate assistance.
- Be prepared to move students if an OFF-CAMPUS EVACUATION is ordered.
- Keep your class together and wait for further instructions.

INTRUDER/HOSTAGE

Intruder- When an unauthorized person enters school property:

- Notify School Commander.
- Ask another staff person to accompany you before approaching guest/intruder.
- Politely greet guest/intruder and identify yourself.
- Ask guest/intruder the purpose of his/her visit.
- Inform guest/intruder that all visitors must register at the main office.
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- Warn intruder of consequences for staying on school property.
- Notify security or police and Principal if intruder still refuses to leave. Give police full description of intruder. (Keep intruder unaware of call for help if possible)
- Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc).
- Maintain visual contact with intruder from a safe distance.
- School Commander notifies director and may issue Lockdown procedures (see Lockdown Procedures section).

Hostage Situation:

- If hostage taker is unaware of your presence, do not intervene.
- Notify the Principal or main office.
- School Commander or designee will announce LOCKDOWN action.
- The SC or designee will ensure staff outside are notified of the LOCKDOWN and to move students away from the building to the outside assembly areas.
- The SC or designee will call 9-1-1 immediately (insert he actual sequence to call 9-1-1 from your phone system). Give dispatcher details of situation; description and number of intruders, exact location in the building and that the school is in LOCKDOWN. Ask for assistance from hostage negotiation team.
- The SC or designee will redirect any buses enroute to the school to an alternate location.
- School Commander notifies director.
- The SC will give control of scene to police and hostage negotiation team.

- The SC will ensure detailed notes of events are taken.

- Teachers and staff will implement LOCKDOWN procedures upon hearing the alert. If outside, move to campus assembly areas and wait for further instructions.
- Everyone should remain in lockdown until given the "All Clear" or if directed in person by a uniformed law enforcement officer.

If taken hostage:

- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

NUCLEAR POWER PLANT RADIOLOGICAL EVENT

Schools within 10-mile radius (Insert facility name(s)) Nuclear Station: Listen for 3 to 5 minute steady siren blast. This signals public to tune their radios to an Emergency Alert Station (EAS). Schools will be notified if radiological release requires protective actions. There are two basic protective actions: Sheltering and Evacuation.

Sheltering Notification:

- Bring all persons inside building(s).
- Close all exterior doors and windows.
- Turn off any ventilation leading outdoors.
- Cover up food not in containers or put food in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.

Administration:

- School Commander announces EVACAUATION alert to students and staff directing them to remain the classrooms until transportation arrives and a second notice is given to load the buses.
- School Commander contacts (transportation coordinator) and informs him/her that an EVACUATION and OFF CAMPUS RELOCATION has been ordered.
- School Commander or designee notifies the relocation center to activate the FAMILY REUNIFICATION PROTOCOL.
- Activate the parent notification protocol and direct them to the relocation site.
- Order teachers and support staff to close all windows.
- Direct staff to turn off lights, electrical equipment, gas, water faucets, air conditioning and heating system.
- Post evacuation signs at the main entrances to the building.

Teacher responsibilities during evacuation and movement to relocation site:

- Return to homeroom or keep classes intact.

- Take roll.
- Explain evacuation/off-campus relocation procedures to students.
- Instruct students to take belongings.
- Wait in classroom until School Commander or designee informs teachers that buses have arrived.
- Take class roster, emergency Go Kit and move students to the bus staging area for loading.
- Take roll again after arriving at the relocation center

SEVERE WEATHER

When a Severe Weather Watch or Warning has been issued in the area near the school.

Severe Weather Watch has been issued:

- Monitor NOAA Weather Stations (National Weather Service, Weather Channel, or television).
- Bring all persons inside building(s).
- Be prepared to move students from mobile classrooms into the building.
- Close windows and blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Avoid gymnasiums and cafeterias with wide free-span roofs and large areas of glass windows.
- Review "DROP COVER and HOLD" procedures with students.
- Assign support staff to monitor all entrances and weather conditions.

Severe Weather Warning has been issued in an area near school or severe weather has been spotted near school

- The School Commander will announce SHELTER-IN-PLACE alert signal
- The SC will direct students and staff inside the building to immediately move to interior safe areas, closing classroom doors after exiting.
- Ensure that students are in "DROP, COVEFR and HOLD" positions until the danger passes.
- The SC will direct students and staff outside to REVERSE EVACUATE into the building.
- If outside, students and staff should move to the nearest interior safe area. If time does not permit, have students get down in the nearest ravine or open ditch or low spot away from trees or power poles.
- Evacuate students and staff from any mobile classrooms in to the building.
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.

HAZARDOUS MATERIAL RELEASE

Hazardous material (haz-mat) release is an incident involving the discharge or spill of a biological or chemical substance including release of radioactive materials. Internal haz-mat incidents may occur from activities in a school laboratory, vocational technical area, or maintenance shop. External haz-mat exposure often results from an accident involving a train or truck carrying hazardous materials or an explosion or spill at an industrial site.

Substance Released Inside A Room or Building

- The School Commander (SC) will initiate an EVACUATION alert. Direct staff to use designated routes or other alternate safe routes to assigned Assembly Area(s) upwind or cross wind from the affected room or building.
- The SC directs staff to call 9-1-1 (Insert the actual sequence to dial 911 from your phone system,) provide the name and location of the school, state the emergency and describe actions to safeguard students and staff and identify the location of the school command post.
- The SC or staff will notify the director and request activation of media and parent notification protocol.
- The SC will direct staff to secure the area around the chemical spill and ensure the air handling ventilation system is shut down.
- The SC will establish a school command post outside the school and brief fire officials when they arrive.
- Refer media to:

___Justin Belanger _____474-7812 431-2203____

Executive Director Telephone Numbers (home, work, mobile)

- Teachers should take attendance at their outside Assembly Area and report any missing or injured students to administration.
- After evacuation, persons who have come into direct contact with haz-mat substances should be taken to a decontamination area.
- The SC will determine if an off-campus evacuation to a relocation site is necessary. If so, request transportation resources from the district. Alert staff to move to students to designated transportation site.
- Request law enforcement officials to assist with evacuation and assign officers to the relocation site.

Substance Release Outdoors:

- The School Commander (SC) will immediately announce a SHELTER-IN-PLACE alert and a REVERSE EVACUATION into the building for all students and staff outside the building.

- The SC or designee will call 9-1-1 (Insert the actual sequence to dial 911 from your phone system) identify the name/exact location of the school, describe the emergency, state what actions are being taken to safeguard students/staff and remain on the line until told otherwise.
- The SC will direct staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.
- The SC will notify the director and request activation of media and parent notification protocol.
- Refer media to:

Executive Director	Telephone Numbers (home, work, mobile)

- The SC will ensure all buses enroute to the school are re-directed to the alternate relocation site and deposit the student there for reunification with parents.
- Teachers and staff outside will immediately move into the building using the nearest entrance and proceed to the designated safe areas. If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- The SC will turn on a radio or television to monitor information concerning the incident.
- The school will remain in SHELTER-IN-PLACE until the fire official or appropriate agency provides clearance or the staff is otherwise notified by the director.
- When emergency responders determine it is safe to do so, the SC will give the "All Clear" signal to staff and students and announce whether school will resume normal activities, dismiss early or complete a non-emergency evacuation and movement to an off-campus relocation site for parent reunification.

EARTHQUAKE

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to building and injuries.

School Commander:

- The School Commander (SC) or designee will call 9-1-1(if necessary) (Insert the actual sequence to dial 911 from your phone system)
- After the shaking stops, the SC will initiate an EVACUATE BUILDING alert. Staff and students will evacuate using designated routes or alternate routes to the outside Assembly Area(s).
- The SC will contact the director and activate the media and parent notification protocol.
- The SC will establish a school command post and medical triage site on campus.

- The SC will direct staff to shut off utilities and notify the appropriate utility company of damages (e.g., gas, power, water or sewer)
- The SC will consult with emergency management and public safety officials to determine if the buildings are safe for reoccupancy.
- The SC will consult with the director concerning closing school. They will decide whether to announce dismissal students from the school or EVACUATE student's off-campus to an alternate relocation site for Parent Reunification.
- If an off-campus EVACUATION is ordered, activate the parent notification procedures and notify the appropriate law enforcement agency to request assistance at the relocation site.

Teachers and staff:

- Upon the first indication of an earthquake, teachers should direct students to DROP, COVER and HOLD, seek shelter under desks and move away from windows and overhead hazards.
- If outdoors, teachers should direct students to move away from buildings, gas and electrical lines.
- If EVACUATION is ordered, teachers will bring their student roster and emergency Go Kit, take attendance at the Assembly Area, and report any missing or injured students.
- Designated staff will check for injuries and provide appropriate first aid.
- Be prepared to relocate to a remote site if an off-campus evacuation is ordered.

ACTIVE SHOOTER/ARMED INTRUDER

An active shooter or armed assault on campus involves one or more individual's intent on causing physical harm to students and staff. Intruders may possess a gun, a knife a bomb or other harmful device.

Administrator

- The School Commander (SC)/Principal will direct staff to call 9-1-1 (Insert the actual sequence to dial 911 from your phone system), give the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officer (e.g. DARE, School Resource Officer). Caller will remain on the line to provide updates.
- The SC will announce a building-wide LOCKDOWN alert. Direct staff and students outside the building to move immediately to the campus Assembly Area(s) and be prepared to EVACUATE off-campus if necessary.
- The SC will direct any support staff outside to stop pedestrians from entering school grounds and stop all vehicles from entering the campus until police arrive.
- The SC will ensure any buses enroute to the school are redirected to the pre-designated Relocation Site.

- The SC will secure the administration office as a command post and retrieve the Critical Incident Response Kit. If the incident is occurring at the administration office, the SC will designate an alternate command post.
- The SC will assign someone to meet and brief arriving law enforcement officers.
- The SC or designee will switch bells to manual mode and disarm the fire alarm.
- The SC will direct office staff to contact the classrooms via intercom or alternate means of communication to check status.
- The SC will notify the director and request activation of media and parent notification protocols
- Refer media to:

_____.

Executive Director Telephone Numbers (home, work, mobile)

- Assign staff to meet and brief responding law enforcement officers.

Teachers:

- Upon first indication of an armed intruder, staff should immediately notify the School Administrator and go to LOCKDOWN. .
- Clear students from the hallway and bathrooms outside the classroom immediately.
- Close and lock all doors and windows, pull down the shades and turn off the lights.
- Tell the students to get down on the floor up against an interior solid wall and remain quiet
- Account for all students and report any additional non-class students sheltered in the room and any missing students
- Place a RED or GREEN card on an outside window, on inside door window or under the door to communicate with first responders. A GREEN card means "Everything is OK in the classroom"; a RED card means, "Emergency assistance is needed."
- Teachers, staff and students will remain in LOCKDOWN until given the "All Clear" by the Incident Commander or a law enforcement officer in uniform.
- If an intruder enters the classroom use a pre-determined code to communicate when the office calls for a status check.
- If an intruder enters and begins shooting, "TELL THE STUDENTS TO GET OUT ANY WAY POSSIBLE", exit the building or run to another location that can be locked.

Recovery

- After the intruder(s) have been subdued, the School Commander will announce an EVACUATION and OFF-CAMPUS RELOCATION to an alternate site for FAMILY REUNIFICATION.

- The SC will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.
- The SC will request bus transportation or alternate transportation to the relocation site.
- The SC will request the district activate media and parent notification protocols and direct parents to go to the relocation site.
- Teachers will EVACUATE the building using the designated exit routes and alternate routes to the assigned Assembly Areas, take attendance and move to the buses for transport.
- The SC will activate the district Crisis Response Team and notify area mental health agency to provide counseling and mental health services at the relocation site.
- The SC will debrief the school Emergency Management Team.
- The director in consultation with law enforcement officials will determine when the school can resume normal activities and communicate the information to parents and the public

(Note: The school is a crime scene and will require a thorough search and processing.)

UTILITY LOSS OR FAILURE

Utility failure is the loss or interruption of electric power, natural gas, water or sewage services to the school. The most common utility failure results from power outages throughout the year. In certain situations, students may need to be relocated until the power is restored.

- Upon notice of loss of utilities, the School Commander (SC) will initiate appropriate immediate response actions, which may include SHELTER-IN-PLACE or EVACUATION. The SC may direct staff to shut off utilities, as deemed necessary.
- The School Commander will contact the local utility company (see emergency contact section) and determine the anticipated duration of the outage.
- The School Commander will confer with the director and determine whether school should be closed and classes temporarily suspended. If so, activate parent and media notification protocols.
- In the event of a gas leak, the School Commander will direct staff to call 9-1-1 (Insert the actual sequence to dial 911 from your phone system) give name and exact location of the school, state the emergency, identify affected area(s) of the building, announce the school is EVACUATING and provide the location of the school command post outside.
- For gas leaks, the School Commander will order an EVACUATION and open windows. DO NOT ACTIVATE THE FIRE ALARM and transfer school bells to manual mode. Direct staff to shut off all utilities.
- If evacuating, teachers and staff should follow evacuation procedures avoiding areas of hazard, assemble at designated assembly area, take attendance and report

any missing students to administration. Teachers should be prepared to evacuate students off campus to a relocation site for parent reunification, if directed.

- Refer media to:

_____

Executive Director Telephone Numbers (home, work, mobile)

- Do not allow anyone to reenter the building until the facility has been deemed safe.
- The School Commander will complete a detailed incident report at the earliest opportunity and send to the director.

MEDIA

All staff must refer media to school site or district spokesperson.

- The School District, Law Enforcement and Fire assume responsibility for issuing public statements during an emergency. (This responsibility shall be pre-determined during the planning process)

- Director serves as district spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.

- Refer media to:

_____

Executive Director Telephone Numbers (home, work, mobile)

Alternate School spokesperson: Principal

_____

Name Telephone Numbers (home, work, mobile)

- School Public Information person acts as contact for emergency responders and assists district spokesperson with coordinating media communications. If Public Information person is unavailable, an alternate assumes responsibilities.

School Public Information person: _____ _____

Name Room #

Alternate Public Information person: _____

Name Room #

During an emergency, adhere to the following procedures:

- Incident Commander or designee relays all factual information to director.

- Director notifies other schools in district and may ask school Public Information designee to prepare a written statement to media.
- Establish a media information center away from school.
- Update media regularly. Do not say "No comment".
- Do not argue with media.
- Maintain log of all telephone inquiries. Use scripted response to respond to inquiries.

Media statement

- Create a general statement before an incident occurs. Adapt statement during crisis.
- Emphasize safety of students and staff first.
- Briefly describe school's plan for responding to emergency.
- Issue brief statement consisting only of the facts.
- Respect privacy of victim(s) and family of victim(s). Do not release names to media.
- Refrain from exaggerating or sensationalizing crisis.

STRUCTURAL FAILURE

Structural failure of a building may result from an earthquake, underground mine collapse, ground settling, heavy snow and ice accumulation on roofs, broken water or sewer lines, and faulty construction. The structural failure may be catastrophic with a sudden collapse severely injuring occupants. Some structural failures may cause large cracks in walls or foundations, flooding, and loss of utilities which present a hazard to the safety of students and staff.

Structural failure with collapse or partial collapse:

- Upon the first indication of a structural failure the School Commander may implement DROP, COVER and HOLD, an EVACUATION and an OFF-SITE EVACUATION.
- If the roof, ceiling, or wall collapses, students and staff should immediately DROP, COVER and HOLD, seek shelter under desks and tables, and move away from windows or glass.
- Teachers and staff will immediately the injured and evacuate the building moving to their assigned assembly area(s).
- The School Commander will initiate an EVACUATION of the building
- The School Commander (SC) or designee will call 9-1-1(if necessary) (Insert the actual sequence to dial 911 from your phone system), identify the name and exact location of the school, state the emergency, describe response actions taken, and remain on the line to provide updates.
- The SC will direct staff to turn off utilities and seal off the high risk area, if necessary

- The SC will notify CPR/first aid certified persons in school building of medical emergencies, if necessary.(Names of CPR/first aid certified persons are listed in Critical Incident Response Team Members section.). The team will check for injuries and provide appropriate first aid.
- No one will be allowed to reenter the building until declared safe by emergency management and public safety officials.

Structural failure without collapse

- For structural failure without collapse, the SC will ensure the affected area is vacated immediately and determine if an EVACUATION is warranted. Staff will be directed to seal off the affected area and turn off utilities to that area, if necessary.
- The SC will notify the director and determine whether to dismiss school early, order an evacuation, and off site evacuation for parent reunification.
- The director and School Commander will confer with emergency management and public safety officials regarding the structural integrity of the building.
- The district office will notify the architect and insurance carrier to document and assess the damage
- The affected areas will not be reopened until the structural integrity of the building is deemed safe.

MEDICAL EMERGENCY

School Staff Response:

- Quickly assess the situation. Make sure the situation is safe for you to approach. Examples of danger include but are not limited to:
    a. Live electric wires
    b. Gas leak
    c. Building damage
    d. Animal threat
- Immediately notify the building's emergency responder(s) whose contact information is posted in the facility.
- Assess the seriousness of the injury or illness.
- Under life and death circumstances call or have someone call 9-1-1 immediately. Be prepared to provide the school name and address, exact location (floor, room number); describe illness or type of injury; and age of the victim(s).
- Immediately inform the Building Principal or main office.
- Protect yourself against contact with body fluids (blood borne pathogens).
- Administer appropriate first aid according to your level of training until help arrives.
- Comfort and reassure the victim. Do Not Move the sick or injured unless the scene is unsafe.

- If the victim is not breathing or there is no pulse, ask someone to retrieve the Automated External Defibrillator (AED) and begin Cardiopulmonary Resuscitation (CPR) or Rescue Breathing until the AED is ready to use.
- Staff trained in the use of the AED will respond to the scene and apply the device if necessary.
- If an AED was used, the person using it will complete the Automatic Defibrillator Incident Report, 4:170-E7. If appropriate, a supervising staff member completes the report.

Administration:

- Direct staff to call 9-1-1, if necessary, and provide appropriate information to responders.
- Send school staff with first responder/first aid/AED training to the scene.
- Assign a staff member to meet emergency medical service responders and lead them to the injured/sick person.
- Assign a staff member to remain with the victim if they are transported to the hospital
- Notify parent or guardian of the situation, include type of injury or illness, medical care given and location where the victim has been transported.
- Ensure student/staff medical information from administrative records is sent to the hospital.
- Notify the school counselor/Crisis Response Team and provide a brief description of the incident.
- Advise faculty and staff of the situation (when appropriate).
- Develop and maintain written documentation of the incident and report each use of an AED to the local EMS System Resource Hospital. Ensure the person who used the AED completes the Automatic External Defibrillator Incident Report, 4:170-E7.
- Follow-up with the parents or guardian

Cornville Regional Charter School

Organizational and Operational Plan

B.1 SCHOOL CALENDAR AND DAILY SCHEDULE

For the 2012-2013 school year, Cornville Regional Charter School will follow the same calendar used by RSU #54. Subsequent years' calendars will be determined by the Board of Directors. The school year consists of 175 student days with 5 additional teacher workshop days. The calendar schedules in 5 days for storm days. If fewer than 5 days are used, the last day of school will be moved back, but if more than 5 are used, the last day of school will be moved ahead.

School academic hours will be from 8:00 am to 2:45 pm. The morning hours will focus on uninterrupted instruction time for English language arts and math. All teachers and educational technicians will work with groups of students at their proficiency levels. From 1:00 until 2:45 students will take part in integrated project-based activities across grade spans as appropriate. Friday mornings will include the opportunity for students to showcase their talents and progress during whole school assemblies. Student Interest Groups will form at the end of the day from 2:45 to 3:30, tapping into the passions and interests of students, teachers and community members.

CRCS will survey students, teachers, and parents to develop activities that match student interest and maximize the resources available at the school. Extra-curricular activities (art, music, physical education) will be offered during the Student Interest Group time. Students may choose to take these activities for free or they may take them someplace else and provide the school with documentation of how they met the requirement.

This longer school day schedule not only provides a strong commitment to academics but also allows for 60 minutes of recess each day. These extra school hours equate to 262 more hours (43 more school days) than the local school districts. CRCS strongly believes that children learn and practice many basic social skills through play. They develop a sense of self, learn to interact with other children and learn how to make and keep friends. Play is a natural condition in which to learn and refine problem solving and communication skills. Learning to play is learning how to make friends and how to relate to others.

8:00-8:30	Morning meeting/Sharing
8:30-9:30	Math
9:30-10	Snack/Break - Structured Daily Fitness Activity
10:00-12:00	Literacy
12:00-1:00	Lunch and Recess - Free Play
1:00-2:45	Core Learning
2:45-3:30	Student Interest Groups

School Closures/Delays

Cornville Regional Charter School will be making storm day closing and delay decisions independent of local school districts, although many of the closings will be similar. The school director will make the decision after consulting with the principal and bussing contractor. School cancellations will be announced on local radio and television stations 92Moose, RIVER 93.5, MIX 107.9, WVII-TV, WLBZ-TV, and WCSH-TV. Also, parents will receive email notice of cancellations or delays if we have their email address on file.

B.2 STUDENT RECRUITMENT AND ENROLLMENT

The physical address of Cornville Regional Charter School is at 1192 West Ridge Road, at the former home of Cornville Consolidated Elementary School. The Town of Cornville is part of the Skowhegan School District RSU #54, and the school building is 3 miles away from Athens Elementary School which is part of the Madison school district RSU # 59. The primary catchment area for CRCS will be these two districts and the towns of Athens, Canaan, Cornville, Madison, Mercer, Norridgewock, Skowhegan, and Smithfield.

Cornville Regional Charter School has used a multi-faceted approach to recruit families from the catchment and surrounding areas. The CRCS Founding Board has conducted a telephone poll, networked among personal acquaintances, created an informational pamphlet, bulletin board, Facebook page, and held informational meetings to gauge interest and support. The board has created pamphlets that include information about charter schools, our mission and vision, and our sample schedule (refer to Appendix E). In an effort to reach all eligible students, the pamphlets were placed in areas frequented by children such as the Skowhegan Area Recreation Department, local day cares and nursery schools, and our local bowling alley. They were also placed at organizations providing services for the community such as The Cornville Town Office, WIC, KVCAP, and Somerset Heart Health. Additionally, pamphlets were placed in common areas such as general stores and laundromats. Furthermore, information was shared with local homeschool groups and discussed with counselors from the surrounding RSU schools. Parents have communicated in number and voice expressing unmet needs in the current educational system available in our areas and the need for an alternative school choice.

The board began accepting intent to enroll forms in March 2012, and currently have over 45 non-binding letters of intent. These include three students who have previously been home-schooled (refer to Appendix F). These letters represent the intention of parents to enroll their students in the Cornville Regional Charter School. The board will continue accepting intent to enroll forms until our application is accepted by the state and CRCS can officially enroll students.

CRCS will maintain a website that will allow families to learn more about the school, view the school calendar, and download necessary forms for registration. Efforts will continue to be made to raise awareness of CRCS through social networking sites such as Facebook, community postings, informational meetings, community events, neighborhood canvassing, and networking among personal contacts. In addition, CRCS will maintain a presence at local events in the Skowhegan and Madison area where information will be available on the school's programs and registration.

Cornville Regional Charter School will comply with all state requirements about student enrollment. Enrollment will be nondiscriminatory and open to all Maine students within the grade levels offered, regardless of ability. CRCS will be an open enrollment school of choice for students throughout central Maine. CRCS will comply with current statutory provisions whereby not more than 10% of the resident pupils in any grade shall be eligible to transfer to a charter school in each of the first two years of the public charter school's operation without the approval of the local school administrative unit (refer to Appendix G). Expected student enrollment is 45

students in the first year increasing up to approximately 120 students at full capacity. The recommended student teacher ratio of the Cornville Regional Charter School is 15:1.

Application Timeline and Procedures

Current recruitment is underway for the 2012-2013 school year. For the following school years, the application period will begin in January. Completed applications received after the deadline of March 1st will not be eligible for the lottery. If there are more applications than there are available places, a lottery will be held.

Lottery Guidelines:

- **Siblings and children of staff and founders:** All siblings of admitted students will be placed prior to holding a lottery. CRCS shall also give enrollment preference to children of the school's founders and full-time employees, as long as they constitute no more than 10% of the school's total student population.
- **Applicants:** All names of remaining students who have submitted completed applications will be given bingo numbers and placed in a bingo ball.
- **Drawing:** Beginning with kindergarten, as each ball is drawn, the student will be admitted or placed on the waiting list.
- **Siblings of admitted students:** When a student is admitted, their siblings' names are automatically drawn. If there is space, the siblings are admitted as well. If not, they will be placed on the waitlist.
- **Admitted students:** Parents of accepted students will meet with the school director for orientation and receive enrollment paperwork. This admittance remains in effect until they graduate or transfer.
- **Waitlisted students:** If there is no longer space available, the student will be placed on the waitlist in the order that his or her name was drawn. If an opening occurs in a given grade, students on the wait list will be contacted according to their order on the waitlist.
- **Students who apply to CRCS after the lottery date:** These students will be conditionally admitted only if space is available. If space is not available, they will be placed on the waitlist in the order that their completed application is received.

B.3 STAFFING AND HUMAN RESOURCES

In staffing Cornville Regional Charter School, the Board of Directors will comply with LD 1553, the State of Maine Charter School Act. CRCS will conduct background checks on employee candidates to provide for the health and safety of the school. Teachers and staff will be hired based on the numbers and ages of admitted students, to be determined after open enrollment. The board will consider hiring a new full time teacher for each additional 15 students enrolled.

Staff positions for first year (45 students)	Number of employees
Certified teachers	Three full time
Educational technicians	Two part time
Principal/Special Services Coordinator	One part time
Special Education Teacher	One part time
Director	One part time volunteer
Office Support (secretary)	One part time

During recruitment for qualified teachers, the hiring board will advertise publicly using the website www.servingschools.org. CRCS will advertise for qualified applicants who are creative, energetic and highly capable of delivering "best practices", based on current educational research and individual needs of children. Effective applicants will be passionate about making a difference in the lives of students and the community. A competent teacher will be skilled at using a variety of learning approaches, including proficiency-based and progressive or alternative teaching methods that will benefit the whole child. They will have a desire and a plan to create a caring, emotionally safe environment where character development is taught and moral standards are high. Interested applicants will submit a resume and cover letter to the Board of Directors (or Founding Board for the first year). The board will meet with qualified applicants and conduct interviews.

The goal of CRCS is to hire and retain effective teachers and build a school environment where ideas are shared with respect and professional support. CRCS will screen for teachers who exhibit a passion and drive to improve the minds and lives of students. Teachers will take ownership in student academic success as well as failure, model core values of collaboration, respect individuality and selflessness with students, colleagues, parents and the community. CRCS doesn't just want to hire a teacher; we want to build a team.

CRCS anticipates professional interest in the school for a variety of reasons. Teachers will be given more choice in the development and implementation of school curriculum, especially in the afternoon during the student interest group time. Teachers will feel valued and appreciated

and their students will benefit from the positive climate of the school environment. Parents choose to send their child to CRCS and it is expected that they will be involved in their child's education and supportive of the policies that CRCS initiates. Parents will be invited into the school and classroom to become active and important members of the school community. Teachers are expected to be active members of school governance, including participating in the creation of the school budget and student and staff policies. Teachers, as well as students, parents and community members, are validated as equal members of the school community who can initiate change.

School administrators are a critical part of a school environment responsible for laying a solid foundation and modeling the character of the school. Detailed description of the recruitment, selection, and development of the school principal/special services coordinator, and director are outlined in section B.5.

Teachers

Criteria for the selection of teachers are adapted from the five standards used for certification from the National Board for Professional Teaching Standards. During the hiring process, candidates will be evaluated using these standards: committed to students and learning; knowledgeable about their subject matter; skilled in management of learning and behavior; reflective in their practice; and community oriented.

Cornville Regional Charter School will employ one full-time teacher per classroom. Classroom teachers are responsible for curriculum, assessment, and instruction in their class. In addition, effective teachers will possess the following qualifications, skills and experiences:

- be certified, or eligible for certification in Maine
- pass the Criminal Justice Fingerprint Clearance
- cooperate successfully as a member of a team
- communicate effectively with others
- maintain confidentiality
- use effective oral and written communication skills
- assume responsibility for own professional development
- flexible with the ability to work in an ever-changing school environment
- be proficient using technology
- teach to the very best of their ability to help students meet their goals
- participate in relevant professional development, self-selected or assigned by administration
- update administration regularly of their needs and wants in order to maximize student achievement
- model life-long learning
- develop a professional development plan
- build a professional learning community
- work as a team in a professional learning community to maximize integration of knowledge across disciplines and grades

Teacher's Aides/Paraprofessionals
The position of teacher aide/paraprofessional is to assist the classroom teacher in a variety of areas. It can include working with individuals, small groups of students or a class as a whole. The position also may include performing duties, making copies and correcting student work. The teacher's aide/paraprofessional will have the following qualifications, skills and experiences:

- cooperate successfully as a member of a team
- communicate effectively with others
- maintain confidentiality
- possess effective oral and written communication skills
- assume responsibility for own professional development
- be flexible and able to work in an ever-changing school environment
- demonstrate proficiency using word-processing systems

Support Staff
School support staff can play an important role to insure students are learning in an environment that is both physically and emotionally safe. Some of the tasks will be filled on a volunteer basis; others will be contracted out. As enrollment increases, CRCS will hire part and full time personnel to fill these positions. Possible positions to be filled are:

- administrative assistant
- encumbrance clerk
- nurse
- cook
- custodian
- maintenance
- computer technician
- speech/language clinician

Performance Evaluations for Teaching Staff
It is the intent of the Cornville Regional Charter School to develop and maintain a comprehensive evaluation system for teachers. The purpose of the performance evaluation is to determine competence, assess strengths, provide support and mentoring, assure continued growth through differential experiences, and monitor the charter school's employment decisions.

Teachers and other staff will read and agree to the components of a staff manual. This manual will include the educator's performance evaluation measures as well as employment procedures, duties and responsibilities. This manual outlines a teacher's rights, salary scales and benefits. It also includes other conditions of employment such as procedures for field trips and fundraising.

Teachers will be evaluated throughout the year with both formal and informal evaluations by the principal. Teachers will be evaluated on the eighteen criteria listed below:

A. Productive Teaching Techniques

1. Demonstrates effective planning skills
2. Implements the lesson plan effectively
3. Communicates effectively with the students
4. Prepares appropriate evaluation activities
5. Provides students with appropriate evaluative feedback
6. Displays a thorough knowledge of curriculum and subject matter
7. Selects learning content congruent with the prescribed curriculum
8. Provides opportunities for individual differences
9. Ensures student time on task
10. Sets high expectations for student achievement

B. Student Achievement

11. Demonstrates evidence of students' academic growth

C. Organized, Structured Class Management

12. Demonstrates evidence of personal organization
13. Establishes and maintains discipline
14. Organizes students for effective instruction

D. Positive Interpersonal Relations

15. Demonstrates effective interpersonal relationships

E. Employee Responsibilities

16. Demonstrates employee responsibilities
17. Supports school regulations, programs, and policies
18. Assumes responsibilities outside the classroom as they relate to school

Unlimited informal observations as well as input from consultants, instructional specialists, and peers may be used to ascertain a teacher's performance level and to identify appropriate areas for improvement. If a teacher's performance falters during the course of the year, the principal may request that additional evaluation steps be incorporated into the process. The evaluation system is reliable, valid and legally discriminating. Evaluation should improve the delivery of services to students. It should be a continuous, constructive, and cooperative endeavor.

All teachers will be compensated equally upon hiring unless negotiated with the Board. The salary is based on the Maine Department of Education's EPS number.

Plan for Professional Development

CRCS will include professional development training in the days prior to the school's opening and throughout the school year during scheduled in-service days. The governing board and administration of the school will look for professional development opportunities to support the teaching staff. Initially, these opportunities will focus on the best ways to implement a proficiency-based educational system and plan lessons to differentiate learning activities within classrooms. All staff will be encouraged to participate in CPR and first aid training as well as workshops on the roots of bullying and harassment. This will inform the staff about effective interventions, prevention strategies, and strategies for dealing with bullying incidents. Professional development will also offer explicit instruction on Child Find provisions including guidelines and instructions for early identification of children who might be suspected of having a disability. Each staff member will be encouraged to seek out their own professional development opportunities as well. These opportunities will be individualized based on the staff member's specific interests, skills or needs. When a staff member participates in outside professional development s/he will be expected to share knowledge gained and resources with the rest of the staff.

Plan for Parent Involvement

Cornville Regional Charter School is a parent participation school. Participating in a child's education and developing the strong sense of community that comes from working with others toward a common goal are central to the mission and vision of Cornville Regional Charter School. Parents' active participation in the classroom, governance and other aspects of the school organization is vital to the challenging work of educating children. Our goal is to have all families involved in the community in a way that is meaningful both to the family and the school.

Parents could volunteer to be in the classroom, serve on a committee, and/or perform a school support job. When volunteering, visitors may sometimes be exposed to sensitive issues involving students and their families, including physical, emotional, academic and social/disciplinary challenges. We ask that this information be treated with great care and confidentiality.

Cornville Regional Charter School strongly encourages parental and community involvement. CRCS will provide supports for parents to assist their child by scheduling parent teacher conferences, student celebrations and themed events. Furthermore, staff will work to maintain open lines of communication. CRCS envisions parents as partners in their child's education, including assisting in their child's personal learning plan and educational goal setting.

At Cornville Regional Charter School we view each day as an essential learning opportunity where a significant part of the educational experience is derived from classroom participation, activities, discussion and relationships. Regular attendance is crucial for children to attain the maximum benefit from the school experience and parent support is vital.

B.4 PRE-OPENING PLAN

Many steps have already been completed toward the initiation and development of Cornville Regional Charter School. For example, members of the Founding Board have gathered information from public hearings, meetings, and forums about charter school law, the process of starting a school, school technology, and safety. Some board members joined together with people from the community to work on fundraising efforts. Others have worked at educating the public about our progress. The following chart highlights some of the activities already completed, as well as documenting tasks to complete after approval of the application:

Timeline	**Tasks**	**Responsible Individuals**
Ongoing	• Attend numerous meetings in Augusta and throughout the state • Participate in on-line informational forums	Founding Board
January 2011-Present	Founding Board bi-monthly meetings	Founding Board
April 2011	Easter fundraising event	Fundraising Committee
May 2011	Bounce House Fun Day	Fundraising Committee
October 2011	Halloween Haunted House and dance	Fundraising Committee
February 2012	Luck of the Draw Auction	Fundraising Committee
February 2012	Create and distribute Cornville Regional Charter School brochure and intent to enroll	Planning Committee
March 2012	Open House informational meeting	Founding Board
May 2012	Finalize application	Founding Board
June 2012	Submit application to the State of Maine	Founding Board
July 2012	Make HR decisions including, but not limited to budget, insurance, and benefits	Founding Board
July 2012	Hire Staff	Founding Board
July 2012	Student admissions: • Make available applications • Hold lottery if needed • Request student records	Board of Directors
July 2012	Prepare school for opening	Staff and community volunteers
August 2012	Professional development for teachers/staff Start school	Contracted by Board of Directors

There are many steps to take between the approval of the application and the opening of school. The Founding Board will advertise the teaching and leadership positions and notify the community about volunteer opportunities. The Board will contact those families who have previously signed an intent to enroll form, set a date for the lottery if needed and publicly advertise open enrollment. Immediately after the lottery is held, CRCS will contact the sending schools and request student records. The board will work to finalize Human Resource decisions including obtaining insurance, finalizing the lease, and writing up, negotiating, and securing contracts such as special education services, bus provider and food providers. Once enrollment numbers are made clear, the Board will need to assess the furniture and supplies available and purchase items needed. The Board plans to hold open houses and meet-the-teacher gatherings.

B.5 MANAGEMENT AND OPERATION

Administrative positions will be posted publicly online on the website www.servingschools.org. Interested applicants will submit a resume and cover letter to the Board of Directors (or Founding Board for the first year). The Board and a panel of teachers, if available, will meet with qualified applicants and conduct interviews. Eligible applicants will be passionate about providing a supportive and innovative learning community for the children of the Cornville area.

School Director

CRCS will require one part-time school director. The position will be a filled by a volunteer for the first year but may become a compensated position for the following years as enrollment increases. This individual will be responsible for leading the organizational and educational environment, and will require the following qualifications, skills and experiences:

- allow faculty and students to maximize achievements consistent with Cornville Regional Charter School's philosophy
- act as a public relations liaison, including working with local school districts
- assume overall responsibility for supervision of staff and students
- follow all Cornville Regional Charter School, State of Maine, and federal administrative requirements and standards
- submit recommendations to the Board of Directors for promoting, retaining and dismissing members of the Cornville Regional Charter School staff
- prepare and implement the annual budget process
- participate in fundraising activities
- manage the facilities
- research grant programs, write funding applications, and oversee student-run entrepreneurial sources of revenue
- initiate and participate in consultation with teachers, parents, students and the community regarding the welfare of any student or other issues relative to Cornville Regional Charter School
- promote safety and good health practices by adherence to public codes/regulations and Cornville Regional Charter School standards
- report to the state regarding budgets and student data

Principal/Special Services Coordinator

Cornville Regional Charter School will initially require a part time principal/special services coordinator. CRCS is searching for a candidate who will be the instructional leader at the school and will be responsible for helping the school and students achieve the outcomes outlined in this charter application. The applicant will also assure that students with all abilities receive the services that best allow them to learn. The principal/special services coordinator will have the following qualifications: superb communication at community-building skills; deep knowledge of curriculum development and program design; a record of success in developing teachers; entrepreneurial passion; and professional supervision and coaching networks.

This individual works under the direction and supervision of the director, and supports the director in fulfilling leadership responsibilities. This individual will coordinate all state and federal requirements as necessary for Cornville Regional Charter School to fulfill the responsibilities that fall to a Maine charter school, in accordance with LD 1553. To this end, this individual will:

- assume operational charge in the absence of the director
- participate in budget development
- oversee materials supply
- promote a school culture of learning, respect and interpersonal effectiveness
- oversee school wide events
- manage/support the staff evaluation process as policy dictates
- provide staff with professional and personal support
- oversee professional development
- supervise standards alignment and assessment of student academic achievement
- facilitate ongoing data analysis to guide instruction
- oversee the implementation of curriculum and programming
- implement educational and operational policies as set by the Board
- lead CRCS to achieve its mission, vision and goals
- oversee special education
- ensure that all students achieve their maximum potential
- coordinate Individual Education Plans with sending school districts
- realize that all students are special and may need individualized help in specific areas
- commit to the success of Cornville Regional Charter School students and program goals
- collaborate with faculty as a member of a dynamic instructional team

Evaluation of School Leadership

The principal/special services coordinator will be evaluated by the director based on his/her growth, ability to perform job requirements and professional development (refer to Appendix H). The principal/special services coordinator's performance will be monitored and evaluated by the Board of Directors. Teachers will provide input upon request to the Board about the leader's performance.

Partnerships and Contractual Relationships

Cornville Regional Charter School will have no partnerships or contractual relationship with education service providers or any organization that would have any influence over day to day operations. For more information on other partnerships see B.6.

B.6 COMMUNITY INVOLVEMENT

It is integral to the mission of CRCS to be an active part of the community and for the greater Cornville community to be a regular presence at Cornville Regional Charter School. This involvement may take a variety of forms, from governance and operation to working with students during their student interest group time.

Cornville Regional Charter School has a clear strategy for the direct involvement of community professionals and leaders in their chosen fields to help enhance the learning experience. Community professionals will be directly involved in teaching curriculum and help in organizing specific projects. Classroom times will be designated for guest specialists, such as local farmers, foresters, bakers, millers, potters, and knitters to instruct students and help facilitate special projects. CRCS also has a vision of community volunteers donating time and efforts to improve the school grounds and infrastructure.

Cornville Regional Charter School is open to any future partnerships from various community, recreation or nonprofit organizations. CRCS will explore partnership activities with the Maine Academy of Natural Sciences in Fairfield, Maine. These activities may include farming and agriculture opportunities, prospects of mentorships for our students, and visiting the on-campus Natural History Museum. CRCS will explore partnerships with places of higher learning including The University of Maine at Farmington, Unity College, Thomas College, Kennebec Valley Community College and local art schools. These partnerships may include an Advisory Board and student teaching opportunities.

Cornville Regional Charter School has been fortunate to apply for and receive two grants that we have already started to implement with local children who have expressed interest in attending CRCS. We were approved for a $250 grant from Move More Kids to assist with the development of a school and community garden. We also received $500 from Somerset Heart Health to work with children in gardens throughout the summer. "Our Growing Place" is a gardening curriculum that follows the growing season from the planning stages through harvest time. The students will dig the soil, plant seeds, weed, cultivate, harvest a variety of crops and learn the principles of organic gardening. Along the way, they will engage in nature activities, science projects, and crafts that will help them make meaningful connections between nature's cycles, the seasons and the foods they eat. "Our Growing Place" will be led by Johanna Burdet, a local farmer and area substitute teacher who has passed background checks by the State of Maine.

CRCS hopes to offer "Cooking Matters", a program that empowers families with the skills, knowledge, and confidence to prepare healthy and affordable meals. "Cooking Matters" through Somerset Heart Health offers specialized curricula that cover nutrition and healthy eating, food preparation, budgeting and shopping. It teaches children and parents important lessons about self-sufficiency in the kitchen. Participants practice fundamental lessons including knife skills, reading ingredient labels, cutting up a whole chicken, and making a healthy meal for a family of four on a $10 budget. Adults and teens take home a bag of groceries after each class so they can practice the recipes taught that day.

CRCS will participate in a recycling/composting/trash separation program to recycle more and to compost our food waste. This will result in a significant reduction in the amount of trash going to the school dumpster every day. It will also be a great opportunity to model for all students the importance of reducing and recycling our trash, and how they can be a part of this practice every day. This program will give students the opportunity for hands-on learning about recycling, waste reduction and composting for use in our school garden. It also shows that CRCS wants to be an environmental leader in our community.

On June 1, 2012, Justin Belanger and Jake Daigneault met individually with the superintendents of schools in the catchment area of Cornville Regional Charter School. Brent Colby is the superintendent for MSAD 54, and Todd Leroy is the superintendent for MSAD 59. The purpose was to establish a working relationship with the two districts. We informed them of our intentions to open this fall as a K-6 charter school. Discussions included ways to in which the district and CRCS could do some cost sharing and transitions for the students. A copy of the section of law that explains expectations between the district and charter was given to each superintendent. Both agreed to follow the law, and to meet with us after we have been awarded the charter to discuss details and make arrangements at that time before school starts.

Exhibit 5 Sample Daily Schedule

8:00-8:30	Morning meeting/Sharing
8:30-9:30	Math
9:30-10	Recess and Snack - Structured Daily Fitness Activity
10:00-12:00	Literacy
12:00-1:00	Lunch and Recess - Free Play
1:00-2:45	Core Learning
2:45-3:30	Student Interest Groups

There are numerous advantages built into this schedule.

1. Longer school day: When compared to the local public schools in the area, CRCS students will attend school for an extra 1.5 hours per day. This translates into 262 more hours per year, or a whopping 43 more school days!

2. Uninterrupted literacy and math instruction: All students at CRCS will be taught English language arts and math at the same time. This will allow for proficiency-based instruction to occur across grade levels. Students will not be held back or pushed ahead simply because of their grade placement. They will receive instruction on the skills that have not mastered, moving on when they are proficient.

3. 60 minutes of recess each day: The nature of children's free time has changed over time with decreasing amounts of time spent outdoors. Electronic entertainment is taking up to 7.5 hours a day of our children's time according to a Kaiser Family Foundation study. CRCS strongly believes that children learn and practice many basic social skills through play. They develop a sense of self, learn to interact with other children and learn how to make and keep friends.

4. Common planning time: Teachers will be able to enjoy 1 hour of uninterrupted lunch and common planning time on most days. Educational technicians and parent volunteers will do the lunch and recess duty.

CORNVILLE REGIONAL CHARTER SCHOOL CALENDAR 2012-2013

August 2012

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2012

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2012

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2012

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2012

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2013

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2013

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2013

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2013

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2013

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2013

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Important Dates

Sep 24-28	Teacher Workshop Days
Oct 1	First Day of School
Oct 24	Early Release
Nov 21	Early Release
Nov22/23	Thanksgiving
Dec 24	Winter Break
Jan 23	Early Release
Feb 20	Early Release Day
Mar 18/22	Spring Break
Apr 17	Early Release
May 15	Early Release
May 27	Memorial Day
Jun 21	Last Day of School

Key

	No School
	Teacher Workshop
	Early Release Day

Trimester End Dates	
1st Trimester	12/21/12
2nd Trimester	3/15/2013
3rd Trimester	Last day of school

Exhibit 7/B Projected Enrollment Table

Projected Enrollment Table						
Grades	Ages	2012-2013	2013-2014	2014-2015	2015-2016	2-16-2017
K	5	12 minimum 15 planned 20 maximum	12 minimum 20 maximum	12 minimum 20 maximum	12 minimum 20 maximum	12 minimum 20 maximum
1	6			12 minimum 20 maximum	12 minimum 20 maximum	12 minimum 20 maximum
2	7	12 minimum 15 planned 20 maximum	12 minimum 20 maximum	12 minimum 20 maximum	12 minimum 20 maximum	12 minimum 20 maximum
3	8			12 minimum 20 maximum	12 minimum 20 maximum	12 minimum 20 maximum
4	9	12 minimum 18 planned 20 maximum	12 minimum 20 maximum	12 minimum 20 maximum	12 minimum 20 maximum	12 minimum 20 maximum
5	10			12 minimum 20 maximum	12 minimum 20 maximum	12 minimum 20 maximum
6	11		12 minimum 20 maximum	12 minimum 20 maximum	12 minimum 20 maximum	12 minimum 20 maximum
7	12	NA		12 minimum 20 maximum	12 minimum 20 maximum	12 minimum 20 maximum
8	13	NA	NA	12 minimum 20 maximum	12 minimum 20 maximum	12 minimum 20 maximum

Exhibit 8 First Year Staffing Chart

In staffing Cornville Regional Charter School, the Board of Directors will comply with LD 1553, the State of Maine Charter School Act. CRCS will conduct background checks on employee candidates to provide for the health and safety of the school. Teachers and staff will be hired based on numbers and ages of admitted students to be determined after open enrollment. The board will consider hiring a new full time teacher for each additional 15 students enrolled.

Staff positions for first year (45 students)	**Number of employees**
Certified teachers	Three full time
Educational technicians	Two part time
Principal/Special Services Coordinator	One part time
Special Education Teacher	One part time
Director	One part time volunteer
Office Support (secretary)	One part time

Cornville Regional Charter School
Staff Handbook

2012-2013

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Cornville Regional Charter School Staff Handbook
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CORNVILLE REGIONAL CHARTER SCHOOL
STAFF HANDBOOK

Mission Statement

The mission of the Cornville Regional Charter School is to create a safe, respectful, nurturing and active learning community where every child is given the opportunity to thrive academically, to be accepted, to celebrate accomplishments and to develop a lifetime love of learning.

Welcome
Welcome to the faculty of Cornville Regional Charter School. We are honored to be chosen as the first elementary charter school in the state of Maine. We see education as a partnership between faculty, parents, our Board of Directors and the community.

We are looking forward to partnering with you in the important work of growing and learning. We are wholeheartedly committed to providing an outstanding education to each one of our students within a culture of shared values and collaboration. We will pursue this common interest with passion and dedication in the coming year! We also know that there is no such thing as a perfect school. An almost perfect school is one that continually challenges itself to develop and refine its programs. CRCS is willing to be open and flexible as we go through the process of meeting all of our students' needs. Please read and refer to this handbook throughout the year. The Board and administration are available to you at any time. Together, we can build a school that will meet the needs of individual students in a way that inspires and involves them in meaningful education.

Our Philosophy
The belief of the Cornville Regional Charter School is to:

- instill creativity and critical thinking
- build character, knowledge and leadership skills
- create independent self-expressive learners
- develop clear and effective communicators
- produce cooperative and collaborative team members
- reinforce learning through project based learning
- encourage appreciation and respect for the arts and diversity
- emphasize fun and meaningful learning
- instill self-confidence and respect for others
- provide a school-wide theme based curriculum
- prepare students for integration into future learning environments
- create an excited learning environment
- provide content experts and skilled professionals to support classroom instruction

The Goal of the Cornville Regional Charter School
The goal of the Cornville Regional Charter School is to create a small school that offers a rigorous, proficiency-based curriculum. The curricular focus is on depth of learning, providing time to investigate areas of study, developing basic skills in the context of real-life projects, and connecting knowledge across subject areas. Classroom environments will be designed to facilitate whole class activities, small group work and individual learning. Community resources will be used as much as possible to ground the students' work in an understanding of their towns and local natural environment. The environment and culture of a rural Maine town will form the basis for the culture of the curriculum and the foundation for understanding and connecting to the larger national and international communities.

Guiding Values

All students attending Cornville Regional Charter School have the right to learn in a safe and calm environment. We make every effort to provide a climate that is conducive to learning. Our ultimate goals are to promote responsible student attitudes and help students develop good work habits and social skills that are essential to becoming responsible, self-controlled and productive citizens. We respect ourselves, others and the environment. We take responsibility for our actions. We work together to be a sharing community. We value the individual and the diversity that each person brings. It is important for students, parents and staff to be heard. We strive to listen and expect everyone to use positive language. We aim to be responsive and recognize the value of modeling for students, parents and visitors. The Cornville Regional Charter School values five guiding values:

Respect	Responsibility	Honesty
Compassion	Courage	

Assessment and evaluation procedures focus on each child's progressive development. This is an integral part of the teaching/learning process. Formal assessments in writing, mathematics and reading are collected and data is provided to inform teaching practices at the school. Progress reports are given to families three times per year and informal conversations are ongoing. State mandated NECAP/Common Core testing occurs annually as well as the NWEA assessment that are used to measure students' progress in mathematics, reading, language usage, and science skills.

Another goal of the school is to share its best practices with other educational settings. As a community, we expect to be partners with other professionals, universities and parents in order to provide the very best for our children.

I. EMPLOYMENT

1.1 EMPLOYMENT RELATIONSHIP

This general statement of policy applies to all employees of Cornville Regional Charter School. If any conflict should exist between the Employment Handbook and a written Employee Agreement between the Employer and Employee, the Employment Agreement shall prevail.

1.2 EQUAL EMPLOYMENT OPPORTUNITY

Cornville Regional Charter School is an equal opportunity employer. We strive for excellence in every area of the school. The school is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the operations of the school and prohibits unlawful discrimination by any employee of the school.

1.2.1 AT-WILL EMPLOYMENT

Cornville Regional Charter School expects the employee/employer relationship to be beneficial to both parties. At the same time, all employees should remember that the employment relationship exists by mutual agreement. Consequently, either party can terminate the employment relationship "at will", at any time, with or without notice. This handbook, therefore, does not constitute an agreement for continued employment or any employment of any length. The only exception to this would be an employment relationship stated in a written contract signed by both the employee and the CRCS Principal.

1.2.2 RESIGNATION

Should it become necessary for an employee to terminate his/her employment with Cornville Regional Charter School, CRCS requests the courtesy of the employee's notice of the intent to terminate employment at least two weeks prior to termination whenever possible.

1.2.3 EXIT INTERVIEW

If an employee voluntarily leaves CRCS, you may be asked to participate in an exit interview. During the exit interview, you can express yourself freely. We hope this will provide insight to both parties. All information will be kept confidential and will not affect any reference information we provide to another employer.

1.3 PERSONNEL ADMINISTRATION

Employee files and benefit records are considered confidential. Keeping your file up to date can be important to you with regard to pay, deductions, benefits and other matters.

1.3.1 YOUR RESPONSIBILITY

You are responsible for providing the following information required for your personnel file. You must promptly notify CRCS of any changes:

a. Full correct name, home address, telephone number, and social security number.
b. Copies of all academic records, credentials, degrees.
c. Annual forms and certifications as required, including fingerprinting and police clearance.
d. Applications for benefits with accurate information.
e. Proof of U.S. citizenship. Federal regulations require that
    1) before becoming employed, all applicants must complete and sign Federal Form I-9, Employment Eligibility Verification Form; and
    2) all applicants who are hired need to present document of identity and eligibility to work in the U.S.
f. Other forms as necessary.

1.3.2 INSPECTION OF YOUR FILE AND/OR BENEFIT RECORDS

You may inspect your own personnel file by making an appointment with the Principal. Files will be inspected in the presence of one of the employees of the office. Benefit information, such as Earned Time Off (ETO) records, or hours worked may also be reviewed. You may request and receive copies of all documents you have signed.

1.4 EMPLOYMENT CLASSIFICATIONS

At the time you are hired, you are classified as full-time, part-time or temporary and are also told whether you qualify for overtime pay. Unless otherwise stated, benefits described in this manual apply only to full-time employees. All other policies apply to all employees.

1.4.1 FULL-TIME EMPLOYEES

Full-time employees are those scheduled for 35 hours per week or more during the school year.

1.4.2 PART-TIME EMPLOYEES

An employee who is scheduled to work less than a 35 hour week is considered a part-time employee.

1.4.3 CONSULTANTS

CRCS may hire persons for completion of a specific project. These persons may be hired as consultants and the job assignment; work schedule and duration of the position will be determined on a case-by-case basis.

1.4.4 EXEMPT AND NON-EXEMPT EMPLOYEES
At the time of hiring, all employees are classified as either "exempt" or "nonexempt". By law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of eight hours per day or forty hours per work week. These employees are referred to as "non-exempt" and therefore they should receive overtime pay. Exempt employees are administrators, professional staff, technical staff and others whose duties and responsibilities allow them to be "exempt" from the laws governing over-time pay.

1.5 EMPLOYEE EVALUATION
Job description and specific criteria for each position should be clearly communicated to each employee. Performance feedback is an important part of each person's growth. Feedback will be given on an ongoing basis. New employees and employees who have a change in responsibilities may be reviewed more often. Employees who believe they do not have clear job descriptions and specific position criteria must communicate this to CRCS well before scheduled evaluation.

1.6 WORK SCHEDULES
The normal workweek is a five-day period, Monday through Friday. Cornville Regional Charter School's regular hours of operation are from 8:00 a.m. – 3:30 p.m. In general, employees are informed of their working hours/schedule at the inception of their employment relationship. Working hours and schedules vary depending upon the job classification and the school's needs. In addition, Cornville Regional Charter School reserves the right to alter schedules as it may require.

1.7 PAY PRACTICES
Payroll dates and times are scheduled according to Cornville Regional Charter School policy. Employees receive (24) twenty four checks annually, on the 15th day and last day of each month.

1.8 BENEFITS
1.8.1 HEALTH INSURANCE

Forms of Health Coverage Offered at CRCS
At this time, CRCS is unable to provide benefits of health insurance. This will be reevaluated yearly as the Board of Directors wishes to be able to provide some form of insurance for its employees.

1.8.2 WORKER'S COMPENSATION INSURANCE
If you are injured on the job, your medical and hospital expenses and a portion of lost salary may be payable under Worker's Compensation Insurance.

Reporting an injury:

- You are responsible for reporting any job related injury to the Office immediately.
- You will be asked to complete a simple form "Employer's First Report of Injury".
- The office will provide you with information so you can seek medical attention as necessary under the Worker's Compensation Plan.
- You will receive a pamphlet "Facts for Injured Workers" which will give you additional information about your rights under Workers' Compensation Insurance.
- You should report any injury in a timely fashion, even minor ones not requiring immediate medical attention, so that appropriate records can be kept. Should a minor injury develop into a more severe problem, you and the school may be in a better position to make a claim.

1.8.3 RETIREMENT

The Maine Public Employees Retirement System (MainePERS) members include teachers, state, county, and municipal employees, legislators, judges, and those who work for other public entities. The System also administers Disability Retirement, Group Life Insurance, andMaineSTART, a tax-deferred retirement savings program. Administration of these programs includes financial administration, investment administration, recordkeeping of members' work and compensation data, and administration of retirement-related services provided to members, employers and retirees. Being hired as a public school employee under the legal definition of "teacher," membership in MainePERS is mandatory from the first date of employment. If at any time you hold a position in which membership is mandatory (e.g. tutor or classroom teacher), MainePERS membership for that position will begin from the first day of employment.

1.9 LEAVE POLICIES

1.9.1 GENERAL OVERVIEW OF LEAVES OF ABSENCE

CRCS's policy is to grant certain leaves of absence to eligible employees on a non-discriminatory basis within the parameters of its policies and applicable law. Unless applicable law requires otherwise, the following policies will govern the noted leaves of absence.

In general, CRCS offers eligible employees leaves for:

(1) short-term illness
(2) family and medical needs under the Federal Family Medical Leave Act ("FMLA") and the Maine Family Care Act ("MFCA")
(3) pregnancy disability
(4) kin care
(5) bereavement
(6) jury duty
(7) personal business

1.9.2 LEAVES OF ABSENCE

1. Earned Time Off (ETO)

CRCS recognizes that there are times when employees have the need to take a brief period of time off due to short-term illness or injury to themselves or their legal dependents. ETO is a program that combines traditional plans providing pay to employees who are not at work (i.e., sick days and personal days) into a single "bank" of days or hours to be used by employees at their discretion, subject to departmental procedures. Accordingly, CRCS provides regular full-time and part-time employees an ETO benefit of two (2) days upon hire. After they satisfactorily complete 30 days of employment they will accrue .2 hours of ETO for every day worked, up to a maximum of eight (8) days.

a. Circumstances Under Which ETO Leave May Be Taken

Employees may draw on their ETO for any reason.

b. Maximum Accrual of Earned Time Off (ETO)

Each regular, full-time employee is eligible to accrue up to eight (8) days of ETO each contract year. Each part-time employee is eligible to accrue ETO on a pro-rated basis based on his/her schedule. Both regular full-time employees and regular part-time employees earn ETO benefits on a prorated basis for each complete calendar month of service. ETO does not accrue from year to year.

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c. No Cash Redemption for Unused ETO Time
ETO benefits are intended to assist eligible employees who must miss work due to an illness or injury. Accordingly no ETO benefits are cashed out or paid upon retirement or termination of employment.

2. Family and Medical Leave
Family and medical leaves of absence may be available to eligible employees. The following section details when unpaid leave may be taken according to applicable laws and CRCS policies. When employees have accrued ETO, they may use such leave to continue being paid during these periods. In addition, when accrued ETO benefits are exhausted, other benefits may be available; such benefits are described below in section g.

a. Circumstances Under Which Family and Medical leave Is Available
An eligible employee may request a family and medical leave for any of the following reasons:

- The birth of the employee's child;
- The placement of a child with the employee in connection with an adoption or foster care;
- To care for a child, parent, domestic partner, or spouse who has a serious health condition; or,
- Due to a serious health condition that prevents the employee from performing one or more of the essential functions of his or her position.

b. Determining Eligibility for Family and Medical Leave
To be eligible for an unpaid medical leave of absence, an employee must:

- Have completed one year of continuous service;

c. Maximum Time Off For Family and Medical Leave
Subject to the conditions of this policy an eligible employee may request up to 12 weeks family and medical leave during a 12 month period.

d. Requesting Family and Medical Leave
Requests for leave should be made in writing as far in advance as possible.
Employees must provide proper notification as a condition of eligibility for a leave.
The employee must:

(1) Notify the principal or director in writing of the need for such a leave; and,
(2) Include the date the leave will begin and the anticipated duration of the leave in the notification.

e. Certification of a Health Care Provider
If an employee is requesting a leave due to a serious health condition of the employee or a family member, the employee must support the request with a certification issued by the health care provider of the individual with the serious health condition. The certification should include the following information:

(1) The date, if known, on which the serious health condition commenced;
(2) The probable duration of the condition;
(3) An estimate of the amount of time that the health care provider believes that the employee needs to care for the individual requiring the care; and
(4) A statement that the serious health condition warrants the participation of a family member to provide care during a period of the treatment or supervision of the individual requiring care.

If an employee requests intermittent leave for planned medical treatment, the certification should specify the dates on which such treatment is expected to be given and the duration of the treatment.

If the time estimated by the health care provider under (3) above expires, the employee must submit a recertification if the employee desires additional leave. In addition, extensions will not be granted that cause the total period of the leave to exceed the 12 week limitation identified above.

f. Benefits During Family and Medical Leave
An employee who is granted a family and medical leave of absence must use any ETO benefits during the period of the leave. Any portion of a leave that occurs after all ETO benefits have been exhausted shall be without pay. For purposes of this policy's 12-week limitation, any paid and unpaid portions of the leave of absence shall be added together whether or not they are taken consecutively.

During an employee's medical leave, no ETO benefits will accrue.

g. Compensation During Family and Medical Leave
If an employee has exhausted all accrued ETO, any subsequent family and medical leave will be unpaid. However, there are certain compensation programs that may be available to employees who are granted family and medical leave depending upon whether the employee is eligible. Specifically, employees may be eligible to apply for:

- State Disability Insurance benefits ("SDI");
- Paid Family Leave or
- Private Long Term Disability Insurance ("LTDI")

Whether you will qualify for one or a combination of these depends on the type of leave you are taking. For example, SDI is only available if an employee is disabled. Please see the director to inquire about the eligibility and application requirements for each of these.

h. Return to Work
Except where the law authorizes a different result, an employee who complies with the provisions of this policy will be guaranteed reemployment upon expiration of an approved leave, provided that the total period of the leave does not exceed 12 weeks.

3. Pregnancy Leave
An employee who is temporarily disabled and unable to work due to a pregnancy related condition, is eligible to take an unpaid leave of absence for the period of her disability, provided such period does not exceed four (4) months.

Pregnancy leave is for any period or periods of actual disability caused by an employee's pregnancy, childbirth or related medical conditions up to four (4) months (equating to 88 work days for a full-time employee and less, on a pro-rated basis, for a part-time employee) for pregnancy. The total period of all absences related to the same medical condition shall be considered part of the same leave and may not exceed the four (4) months as defined here.

a. General Required Notifications to CRCS
Employees requiring a pregnancy leave must notify CRCS in writing of the need for such a leave at least thirty (30) days in advance of the date on which the leave is to commence where possible.

The required notice must specify that a need for a medical leave exists, the date such leave will begin, and the expected duration of the disability.

The notice must be accompanied by a medical certification of a heath care provider that verifies the existence of the medical condition, the anticipated duration of the disability, and the dates the leave is expected to begin and end.

An employee who requests such a leave may be required to provide additional medication certifications from time to time thereafter in order to provide updated information regarding the employee's condition.

b. Intermittent Leave
The pregnancy disability leave does not need to be taken in one continuous period of time, but can be taken on an as-needed basis. For example, time off needed for prenatal care, severe morning sickness, doctor-ordered bed rest, childbirth, and recovery from childbirth would all be covered by the employee's pregnancy disability leave. However, appropriate health care provider certifications may be required as noted above.

c. Employee Compensation While on Disability Leave
Employees who are granted a medical leave of absence due to a pregnancy-related condition, may utilize any accrued ETO benefits during the leave. Any portion of a leave that occurs after all ETO has been exhausted shall be without compensation with the exception of compensation that may be derived from state disability insurance.

Employees may be eligible for SDI, FTDI and/or LTDI while on pregnancy disability leave. Please contact the director regarding these alternative forms of compensation.

d. Employee Benefits While on Disability Leave
The total period of all absences related to the same medical condition shall be considered part of the same leave and may not exceed four (4) months in the case of pregnancy disability leave. For purposes of this four (4) month limitation, any paid and unpaid portions of the leave shall be added together.

e. Reinstatement After Disability Leave
Subject to the exceptions provided by law, employees returning to work from leaves necessitated by a pregnancy-related disability, within the approved time frames and parameters established under this policy, will be reinstated to their same positions. Please note, however, that employees have no greater right to their positions at reinstatement than if they had been continuously employed rather than on leave. Accordingly, if an employee would have been laid off or reassigned to another position had the employee not gone on leave, such employee would not be entitled to reinstatement to the same position.

f. Extension of Leave Time
Requests for extensions of a leave of absence will be considered if they are received by CRCS in writing before the expiration of the approved leave, are supported by proof of continued disability in the form of a certification by a health care provider, and request extensions that do not cause the total period of absence to exceed four (4) months in the case of pregnancy related medical leaves.

4. Bereavement Leave
Each regular full-time employee will be provided with three (3) paid bereavement days for family members. For purposes of this policy, family members will be defined as members of the employee's or spouse's/domestic partner's immediate family which means the employee's spouse or domestic partner or current significant other, parents, grandparents, current mother-in-law, father-in-law, sister or brother-in-law, child or grandchild, brother, sister and any other person living in the immediate household of the employee. Employees should make their requests for bereavement leave to the principal or director as soon as possible.

5. Jury Duty
CRCS encourages its employees to participate in the judicial process from the vantage point of a juror. Regular full-time and part-time exempt and non-exempt employees will be excused from work for required court duty as a juror.

Exempt employees shall receive their full weekly salary for any week in which they perform any work and also provide jury service. Non-exempt, regular, full-time employees will receive full pay for up to 5 days while serving as a juror. However, in order to qualify for this pay, non-exempt employees must provide CRCS with proof of jury service. Moreover, to the extent a non-exempt employee is excused entirely or in sufficient time to permit him or her to return to work, he/she must report to work. Employees may keep any mileage allowance or juror fee paid to them by the courts for jury service. Employees should notify the principal or director immediately when they receive notice to report for jury or witness duty.

1.9.3 PROFESSIONAL GROWTH OPPORTUNITIES
Permission to attend conferences or other professional growth activities must be worked out with the Principal, in accordance with budget allocations for such activities.

II. FACULTY RESPONSIBILITIES
2. PROFESSIONAL BEHAVIOR AND COMMUNICATION
Professional behavior with regard to confidentiality includes the following:

- Conversations about student behavior or academic work are to be shared only with that student's parents, the Principal, or another teacher or staff member who is working with that student.
- Information in a student's cumulative folders and records is available to the child's parents and administrators only. These folders are not to be removed from the office.
- Communication problems between faculty members, parents, board members and staff should be resolved directly with the persons involved and as soon as they occur. When issues occur that appear to be irresolvable, an appointment should be scheduled with the Principal.

2.1 THE ROLE OF THE TEACHER
The role of the teacher is to provide for children a high quality education, in an environment that is not only safe, but also in an atmosphere that promotes opportunities to expand their educational horizons and develop understanding and acceptance of other members of the school community.

It is the obligation of the teacher to work in concert with Cornville Regional Charter School and to follow the guidelines and policies as written in the charter. The teacher will report directly to the Principal. The Principal will be responsible for the ongoing evaluation and monitoring of the classroom teaching.

Cornville Regional Charter School strives to meet the needs of all children regardless of their physical or developmental challenges. Under federal law, all children are entitled to "a free and appropriate education" regardless of special needs or disabilities. If a teacher feels it is necessary, s/he should inform the principal and a student study team will be called together as needed (teacher, resource teacher, principal) based on each child's special circumstances. In the event a learning or physical challenge is hindering a student's progress significantly and is documented through appropriate observation and testing, a student may qualify for participation in a formal Individualized Education Plan (IEP). This process designates a clearly identified group of professionals who along with the parents implement a specifically designed education program complete with formal methods, time frames, and documentation procedures.

2.1.1 TEACHER RESPONSIBILITIES: CURRICULUM

- To work with the Principal and staff to develop and implement curriculum and projects that meet State standards, reflect the school philosophy and address the educational needs of the students.
- To evaluate the individual needs of the students, develop classroom practices that address those needs and reflect the curriculum.
- To develop classroom curriculum using strategies for higher learning based on theories and practice.
- To provide for classroom learning opportunities that are child-centered; age appropriate, and challenging for each student.
- To create a classroom environment that reflects enthusiasm for learning and the creativity of the teacher.
- To understand and teach social curriculum as designed by Cornville Regional Charter School.
- To research and utilize the community resources available to the school and plan and organize field trips that are curriculum appropriate and expand the learning opportunities of children.
- To assure that students are prepared for Standardized Testing.
- To report data from student assessments each year so that the entire faculty can reflect upon and improve its practice.

2.1.2 TEACHER RESPONSIBILITIES: COMMUNICATION

- To maintain regular communication with all parents. This communication may take the form of newsletters, e-mails, phone calls, and special notes home.
- To regularly schedule parent conferences held at least two times during the school year.
- To communicate to students and parents the classroom expectations regarding academic performance, conduct, and classroom interaction with other students and the teacher.
- To work with the parents in the development of short and long term goals for students.
- To communicate with fellow teachers, respect differences, and learn from one another.
- To communicate professionally and regularly with the Principal, addressing any concerns directly to him/her.
- To inform the Board of Directors of teacher and students needs.

2.1.3 TEACHER RESPONSIBILITIES: CLASSROOM AND SCHOOL

- To create a classroom environment that establishes clear, consistent expectations for students.
- To create opportunities for students to learn proper classroom decorum through modeling, affirmation, language and role playing.
- To treat all students with respect, dignity and to, by example, show the students how individuals learn to get along with others.
- To allow students the opportunity to learn how to solve their problems independently with appropriate level of interaction from the teacher.
- To maintain the same expectations out of the classroom as in the classroom.
- To be active in the supervision of students, both in the classroom and throughout the school.

2.1.4 TEACHER RESPONSIBILITIES: ADDITIONAL

- To work with the Principal in the preparation and execution of safety procedures: fire and other potential disaster situations.
- To work with staff in the maintenance of a clean, healthy environment.
- To encourage parent participation in the classroom, volunteering, sharing particular talents, and sharing learning opportunities outside the classroom.
- To attend all scheduled faculty meetings and in-services.

- To develop, in consultation with the Principal, goals and objectives for each school year.
- To meet regularly with the Principal to review and evaluate these goals and objectives.
- To receive evaluations from the Principal.
- To maintain an open classroom, understanding that the school has many visitors and that classrooms reflect who we are and what we do.
- To participate in general parent meetings and special evening presentations sponsored by the school.
- To exemplify the best ideals of the teaching profession.
- To work to improve the academic achievement of each and every student.

2.1.5 MANDATED REPORTING OF SUSPECTED CHILD ABUSE

Child abuse or neglect is defined by Maine law as "a threat to a child's health or welfare by physical, mental or emotional injury or impairment, sexual abuse or exploitation, deprivation of essential needs or lack of protection from these." A "person responsible for the child" means a person with responsibility for a child's health or welfare, whether in the child's home or another home or a facility which as part of its function, provides for the care of the child. It includes the child's parent, guardian or other custodian.

Any employee of the school who has reason to suspect that a child enrolled in the school has been or is likely to be abused or neglected must immediately notify the principal who will then notify the director. A report will be made to the Department of Human Services and the Board of Directors. In addition to notifying the principal, the employee may also make a report directly to the Department of Human Services (DHS) or the District Attorney when the employee believes a direct report will better protect the child in question.

III. GENERAL POLICIES AND PROCEDURES

3.1 A.M./ P.M. PROCEDURE

A.M. Procedure: Teachers must be available to meet students in the classroom at 8:00 a.m. Duties may be assigned as needed.

P.M. Procedure: At the end of the school day, children remaining at school at 3:30 p.m. will be supervised by their teacher until other care is in place. Duties may be assigned as needed.

3.2 ATTENDANCE

Each teacher is responsible for taking attendance each morning.

3.3 CARE OF CHILDREN IN CASE OF INJURY OR ILLNESS

First Aid supplies are kept in the school office, and minor first aid may be administered by the teacher. Depending on the nature of the illness/injury, a child should be accompanied to the office by a teacher, another adult or child for additional care as necessary.

3.4 EMPLOYEE DRESS CODE

Please dress comfortably in order to be engaged with the children. Dress is designated "casual".

3.5 FACULTY MEETINGS

Full faculty meeting are held after school, as needed. The purpose of these meetings is communication, curriculum discussion, training and sharing information. It is the responsibility of all faculty members to attend these meetings.

3.6 FIELD TRIPS

Classroom teachers are responsible for making their own field trip arrangements. Buses or parent volunteer drivers may be utilized. Field trips are encouraged as part of the school curriculum. All out-of-class activities, however, must be directly related to curriculum being studied and must be recorded in the school office. Teachers should notify the office as soon as a field trip is planned, by completing a designated field trip schedule. Copies of emergency treatment and notification signed by parents must be on file in the office for every student on the trip.

3.6.1 DRIVERS FOR FIELD TRIPS

Teachers must check that current insurance policy and driver's licenses from parents who will be driving students on field trips are on file in the office.

Insurance information should be updated and current for each school year. Teachers must ensure that drivers have seat belts for all children in the car and no child under 12 rides in an airbag seat.

3.7 FIRE DRILLS / DISASTER PREPAREDNESS

Fire drills will be held regularly. Disaster Preparedness drill will be held at least once a year. Maps and specific evacuation directions will be given to all employees.

3.8 FUND RAISING

No request for funds should go to parents or to other members of the community unless first cleared through the Principal. Any funds or gifts-in-kind which come into the school, solicited or unsolicited should be reported to the Principal. As a common courtesy, any contributor of money, gifts-in-kind, or special gifts to teachers should receive a thank-you note from both the school and the teacher.

3.9 HOMEWORK

CRCS is a school of choice and it is assumed that parents will be involved in their children's education. The length of the school day is 1.5 hours longer than area public schools, allowing students to complete more work each day at school. Therefore, homework will be given only on an as need basis. There may be instances where students would benefit from extra practice at home; unfinished classroom work and long-term projects are not considered to be homework and will need to be completed at home.

3.10 PERSONAL PHONE CALLS

Telephones are a vital tool in communicating with parents, community resources, and to conduct official CRCS business. Please keep your personal phone calls to a minimum—they must not interfere with your work or prevent access to your classroom.

3.11 PERSONAL USE OF SCHOOL PROPERTY

To use CRCS equipment for personal benefit, during or after work hours, you must have written authorization from the Principal. As an employee of CRCS, you accept full responsibility for any and all liabilities for injuries or losses which might occur. You are responsible for returning the equipment in good condition and agree that you will pay for any damages that occur while using the equipment for personal projects. Employees must have written authorization from the Principal before removing equipment from the school premises.

3.12 SAFETY RULES

Safety is everybody's business. Safety is of prime importance in protecting you and our children. Please report all injuries to the office immediately, even if minor. Below are some general safety rules:

- Avoid overloading electrical outlets with too many machines.
- Use flammable items, such as cleaning fluids, with caution.

- Ask for assistance when lifting heavy objects or moving heavy furniture.
- Keep cabinet doors and file and desk drawers closed when not in use.
- Keep your work area clean and orderly, and aisles clear.
- Stack materials only to safe heights.
- Watch out for the safety of other employees and students.

3.13 SECURITY

Maintaining the security of CRCS is every employee's responsibility. Develop habits that ensure security. Below are general measures you should follow:

- Always keep cash properly secured.
- Know the location of all alarms and fire extinguishers, and familiarize yourself with the proper procedure for using them, should the need arise.
- When you leave CRCS premises, make sure that all entrances are properly locked and secured.

3.14 SPECIAL EDUCATION

Federal and State laws require all public school districts to provide a "free and appropriate education for all children with disabilities". Both Federal and State legislation mandate timelines for referral, assessment, certification, placement, and provision of appropriate services to all students with exceptional needs. If a student has a disability, classroom modifications should be instituted and school wide resources should be utilized. Parents should be contacted and involved in the evaluation and remedial process. If a student is not responding to these changes, that student should be referred to the Resource Specialist for school wide action.

3.15 SUBSTITUTE TEACHERS

If it is necessary to have a substitute, arrangements should be made through the office. Whenever possible, advance notice is very helpful. It is expected that teachers have available in their classrooms a substitute folder with detailed lesson plans, schedule and emergency procedures.

IV. HARASSMENT POLICY

4.1 POLICY AGAINST HARASSMENT

CRCS is committed to providing a workplace that is free of unlawful discrimination. In keeping with this commitment, CRCS maintains a strict policy against unlawful harassment of any form including, sexual harassment and harassment based on race, ancestry, color, national origin, religion, marital status, sexual orientation, disability, age or any other characteristic protected by applicable state or federal law. This policy applies to all CRCS employees, including supervisory and nonsupervisory employees. Moreover, this policy prohibits unlawful harassment in any form, including verbal, written, physical, and visual harassment. Retaliation of any kind against individuals who file valid complaints or who assist in an employer investigation is also prohibited. All such unlawful harassment will not be tolerated. Employees who violate this policy are subject to discipline up to and including the possibility of immediate termination of employment.

4.2 COMPLAINT FILING AND INVESTIGATION PROCEDURES

Any employee who believes that he or she has been harassed should promptly report the facts of the incident(s), the name(s) of the individual(s) involved, and the names of witnesses, to the Principal. The report should include reference to direct quotations when language is relevant, and any documentary evidence (notes, pictures, cartoons, e-mails, etc.) It is the responsibility of each employee to immediately report any violation or suspected violation of this policy.

CRCS will investigate all claims of harassment. CRCS will make efforts to protect the privacy and confidentiality of all concerned parties to the extent possible and consistent with the process of a thorough investigation.

CRCS will not retaliate against any employee for using this complaint procedure or for filing, testifying, assisting, or participating in any manner in any investigation, proceeding, or hearing conducted by a governmental enforcement agency. If an employee believes that he or she has been retaliated against for making a complaint of harassment, he or she should contact the Principal.

If CRCS determines that prohibited harassment has occurred, CRCS will take appropriate remedial action, including the possibility of disciplinary action. Any employee who is found to have engaged in prohibited harassment or retaliation is subject to disciplinary action, up to and including the possibility of immediate termination of employment.

4.3 SEXUAL HARASSMENT

Sexual harassment is defined as unwanted sexual advances, requests for sexual favors, or visual, verbal, or physical conduct of a sexual nature when: (1) submission to the conduct is made an explicit or implicit term or condition of employment; or (2) submission to or rejection of the conduct is used as basis for employment decisions affecting the individual; or (3) the conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile, or offensive working environment. This definition includes many forms of offensive behavior. The following is a partial list:

- Unwanted sexual advances;
- Offering employment benefits in exchange for sexual favors;
- Making or threatening reprisals after a negative response to sexual advances;
- Visual conduct such as leering, making sexual gestures, or displaying sexually suggestive objects, pictures, cartoons, or posters;
- Verbal conduct such as making or using derogatory comments, epithets, slurs, sexually explicit jokes, unwanted sexual advances or propositions, invitations or comments about any employee's body or dress;
- Verbal abuse of a sexual nature, graphic verbal commentary about an individual's body, sexually degrading words to describe an individual,
- Letters, notes, electronic mail, instant messaging, Internet usage or other forms of correspondence or media containing sexually explicit, pornographic, or sexually-suggestive subject matter; and,
- Physical conduct such as touching, assault, or impeding or blocking movements.

It is unlawful for males to sexually harass females or other males, and for females to sexually harass males or other females. Sexual harassment on the job also is unlawful when it involves vendors, contractors, or any other person with access to CRCS premises.

4.4 OTHER FORMS OF PROHIBITED HARASSMENT

Harassment on the basis of race, ancestry, color, national origin, religion, marital status, sexual orientation, disability, age or any other characteristic protected by applicable state or federal law also is prohibited. Prohibited conduct includes many forms of offensive behavior. The following is a partial list:

- Visual conduct such as derogatory posters, photographs, cartoons, drawings, or gestures;
- Verbal conduct such as threats, epithets, derogatory comments, or slurs;
- Physical conduct such as assault, unwanted touching, or blocking normal movement; and,
- Letters, notes, electronic mail, instant messaging, Internet usage or other forms of correspondence or media containing threats, epithets, or derogatory subject matter.

V. RECORDS

5.1 CONFIDENTIAL INFORMATION

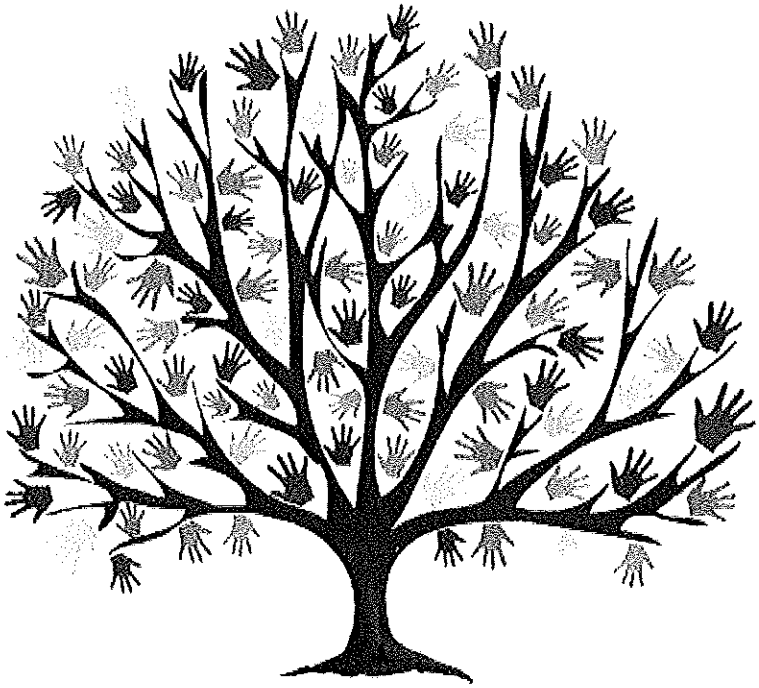
CRCS employees are responsible for maintaining the confidentiality of sensitive information obtained during the course of their employment with CRCS ("CRCS Information"). CRCS Information includes: personnel files and information; student files and information; family files and information; computer records; financial data; procedure descriptions; No employee may use or disclose any CRCS information to any third party unless the disclosure is either a regular reporting requirement of the employee's job position or unless the disclosure is approved. Moreover, in the case of student and family information, parent/guardian consent may also be required prior to disclosure. This obligation to maintain the confidence of such CRCS Information survives the employment relationship. Accordingly, employees who depart from CRCS may not reveal confidential CRCS Information after their departure. Employees who have any questions regarding this policy in the course of their work should ask the Principal for clarification.

All student records are kept in the school office. Procedures for parents who wish to access records are detailed in CRCS's Parent Guide. Teachers or staff should refer all requests relating to records or student information to the Principal.

DRAFT

CORNVILLE REGIONAL CHARTER SCHOOL

Teacher Evaluation



The Cornville Regional Charter School is a place where everyone has something to learn and something to teach.

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INTRODUCTION

The Cornville Regional Charter School has developed a performance evaluation system for teachers. The school's philosophy of evaluation is based upon the fundamental belief that the purposes of teacher performance evaluation are fivefold:

1. to determine competence
2. to assess strengths
3. to provide support and mentoring
4. to assure continued growth through differential experiences
5. to monitor the organization's employment decisions

These philosophic tenets have shaped the development of criteria, instruments, and procedures. Criteria for teachers include productive teaching techniques, student achievement, organized, structured class management, positive interpersonal relations, and employee responsibilities. This teacher performance evaluation handbook contains an instrument and performance evaluation activities.

PHILOSOPHY OF EDUCATION

The mission of the Cornville Regional Charter School is to create a safe, respectful, nurturing and active learning community where every child is given the opportunity to thrive academically, to be accepted, to celebrate accomplishments and to develop a lifetime love of learning.

Effective education begins with an understanding of what people are like, how they behave and learn, and what problems they face. The school is committed to assist students to become self-sufficient, self-disciplined, life-long learners. All stakeholders must be involved in the pursuit of educational excellence by participating, doing, leading, creating, encouraging, sharing, learning, and understanding.

PHILOSOPHY OF INSTRUCTION

The instructional philosophy of the Cornville Regional Charter School is to ensure that maximum learning takes place in a safe and positive environment. Teachers serve as positive role models, mentors, and contributing team members who adhere to, and enforce school policy.

Teachers will use the school's instructional delivery model to ensure effectiveness and consistency. Instruction is student-centered and focused on the goal of mastering the curricula of the school which is aligned to state standards.

Important elements of quality instruction include, but are not limited to, implementation of the school's curricula, teaching to the objectives, utilizing effective methods of delivery, assessing, re-teaching, and providing expanded opportunities in the learning process.

PHILOSOPHY OF EVALUATION

It is the intent of the Cornville Regional Charter School to develop and maintain a comprehensive evaluation system. The purpose of performance evaluation is to determine competence, assess strengths, provide support and mentoring, assure continued growth through differential experiences, and monitor the school's employment decisions.

The evaluator will use the schools prescribed system of evaluation. The evaluation system is reliable, valid and legally discriminating. Evaluation should improve the delivery of services to students. It should be a continuous, constructive, and cooperative endeavor.

TEACHER PERFORMANCE EVALUATION CYCLE
Cornville Regional Charter School

The evaluation cycle outlined below provides the employer with the opportunity to assess and evaluate the performance of the teacher on the teacher performance evaluation criteria. Throughout the course of the evaluation cycle, strengths and areas of growth will be identified and communicated to teachers. Appropriate guidance, assistance, and overall support will be provided as needed to aid in improving performance. The assessment instrument used for teachers contains criteria (specific behaviors) that pertain to all teachers. It is assumed that all employees of the Cornville Regional Charter School are professional and, as such, will perform duties with integrity, and maintain a positive, vigilant attitude toward student physical safety and emotional well-being.

The following details the two stages of the formative evaluation phase, as well as the summative phase.

FORMATIVE EVALUATION PHASE

PHASE I TIMELINE September 1-November 30

1. TEACHER ORIENTATION: Evaluation process is reviewed with staff prior to beginning of annual cycle.

2. EVALUATOR and TEACHER (EVALUATEE) set date for classroom observations.

3. EVALUATOR makes formal classroom observation.

4. EVALUATOR prepares post-observation conference data sheet with observation rubric within three days of observation, and discusses observations with EVALUATEE as noted on post-observation conference data sheet. Both parties sign the post-observation data sheet.

5. EVALUATOR prepares Instructional Improvement Plans for any specified areas, discusses with EVALUATEE, and both sign. Monitoring of the plan(s) begins.

6. In cases of unsatisfactory performance, the evaluator will use the school's Formal Plan of Assistance.

PHASE II (Steps 1-3) December 1-February 15

1. EVALUATOR conducts unscheduled, documented observations for a minimum of one instructional period.

2. EVALUATOR shares observation results with EVALUATEE within three days of observation.

3. EVALUATOR continues to monitor the Instructional Improvement Plans.

SUMMATIVE EVALUATION PHASE

(Steps 1-2) February 15-March 1

1. EVALUATOR prepares SUMMATIVE EVALUATION REPORT and both parties sign. EVALUATOR sends report to THE Board of Directors by March 1.

2. If necessary, EVALUATOR and EVALUATEE discuss unsatisfactory completion of Instructional Improvement Plan or Formal Plan of Assistance to be monitored after March 1. EVALUATOR will continue to monitor EVALUATEE'S progress.

CLARIFYING NOTES

The evaluation process will be ongoing throughout the year and will consist of both formal and informal evaluations. Teachers will be evaluated on the eighteen criteria listed in the evaluation instrument. Descriptors listed under each criterion will serve as indicators of each criterion but will not be considered to be all-inclusive. Unlimited informal observations as well as input from supervisors, consultants, instructional specialists, and peers may be used to ascertain a teacher's performance level and to identify appropriate areas for improvement.

If a teacher's performance falters during the course of the year, the evaluator may request that additional evaluation steps be incorporated into the process. In cases of unsatisfactory performance, the evaluator will use the district's Formal Plan of Assistance.

If a serious difference in evaluation exists between the teacher and evaluator, the teacher may express disagreement by (1) writing comments on the post-observation conference data sheet, (2) writing comments on the summative evaluation document, and/or (3) using the established complaint procedure.

Evaluators shall maintain a record of all formal and informal observations, times, dates, duration of observations, times, dates, duration of observations, and any other pertinent discussion, action or agreements surrounding these events. Evaluation documents will be maintained in the administrative office for a three-year period.

Formal or informal observations conducted after March 1 and prior to the beginning of the next scheduled evaluation cycle will be considered in the overall evaluation process.

FEEDBACK OPTION

Included in this instrument are several rating sheets that the evaluatee has the option of using. The teacher may obtain feedback on his/her performance by using the reflective Self Rating Sheet, the appropriate Student Feedback Sheet, the Peer Rating Sheet and/or the Parent Rating Sheet.

The use of the rating sheets is completely optional and the results are to be viewed only by the teacher. The teacher may, if he/she desires, share the results with the Evaluator.

However, if a teacher decides to use the Student Rating Sheet, he/she must ask a peer teacher to administer the instrument and collect the results. The peer teacher will then return the completed forms to the supervising teacher. Research shows that students do not respond as candidly if the supervising teacher administers the rating sheet himself/herself.

POST-OBSERVATION CONFERENCE DATA SHEET
Cornville Regional Charter School

_____ _____

Teacher Date of Observation

1. Detail the teaching/learning activities observed.

2. Did the teacher substantiate that the student mastered lesson objectives? How?

3. Detail specific teaching behaviors monitored.

4. Suggestions/Comments:

_____ _____

Evaluatee's Signature/Date Evaluator's Signature/Date

EVALUATION REPORT AND OBSERVATION RUBRIC
Cornville Regional Charter School

Teacher's Name _____ Date _____

Evaluator's Name _____ Date _____ Evaluatee's Signature _____ Date _____

(The evaluatee's signature indicates this report has been reviewed and discussed.)

DIRECTIONS: Place a check in the column that best describes the evaluatee's performance on that criterion. When "Commendable," "Developing," "Unsatisfactory," or "No" ratings are given, comments must be written to support the rating.

DEFINITIONS:

☐ Excellent — The employee performs the criterion at a level which exceeds the district standards. The employee demonstrates most of the descriptors consistently, accurately, and efficiently. If a descriptor is not observed, the employee can, upon request, provide significant and relevant information about the descriptor and explain why the descriptor was not used or applicable.

☐ Proficient — The employee performs the criterion at a level which meets the district standards. The employee demonstrates many of the descriptors consistently and without significant error. If a descriptor is not observed, the employee can, upon request, provide sufficient relevant information to demonstrate reasonable understanding of the descriptor and offer a valid explanation as to why the descriptor was not used or applicable.

☐ Novice/ Needs Improvement

The employee performs the criterion at a level which indicates improved performance is necessary to meet district standards. The employee demonstrates many of the descriptors with minimal proficiency and/or the

application of many of the descriptors reflects some inconsistency or error. If a descriptor is not observed, the employee can, upon request, demonstrate minimal knowledge of the concept and/or offer a minimal explanation as to why the descriptor was not used or applicable.

☐ Unsatisfactory — The employee performs the criterion at a level which fails to meet district standards. The employee often fails to demonstrate most of the descriptors and/or the application of most of the descriptors often reflects significant error. If a descriptor is not observed, the employee, upon request, is unable to offer a reasonable explanation as to why the descriptor was not used or applicable.

☐ *N/A* — *Criterion is not applicable.*

DOMAIN 1 FOR CLASSROOM TEACHERS: PLANNING AND PREPARATION

	Unsatisfactory	Novice/Needs Improvement	Proficient	Excellent
1a Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b Demonstrating Knowledge of Students	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
1c Setting Instructional Outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
1d Demonstrating Knowledge of Resources	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
1e Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.

1f **Designing Student Assessments**	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate for the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

DOMAIN 2 FOR CLASSROOM TEACHERS: THE CLASSROOM ENVIRONMENT

	Unsatisfactory	Novice/Needs Improvement	Proficient	Excellent
2a Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, both between teacher and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
2b Establishing a Culture for Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.
2c Managing Classroom Procedures	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.
2d Managing Student Behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e Organizing Physical Space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate for the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

DOMAIN 3 FOR CLASSROOM TEACHERS: INSTRUCTION

	Unsatisfactory	Novice/Needs Improvement	Proficient	Excellent
3a Communicating with Students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
3b Using Questioning and Discussion Techniques	The teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
3c Engaging Students in Learning	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3d Using Assessment in Instruction	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or feedback to students. Students are not aware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the teacher, and high-quality feedback to students from a variety of sources.
3e Demonstrating Flexibility and Responsiveness	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

DOMAIN 4 FOR CLASSROOM TEACHERS: PROFESSIONAL RESPONSIBILITIES

	Unsatisfactory	Novice/Needs Improvement	Proficient	Excellent
4a Reflection on Teaching	Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesion could be improved.	Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.	Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.
4b Maintaining Accurate Records	The teacher's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective.	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective, and students contribute to its maintenance.
4c Communicating with Families	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.
4d Participating in a Professional Community	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.
4e Growing and Developing Professionally	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.
4f Showing Professionalism	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.

SUMMATIVE EVALUATION REPORT

DOMAIN AREA 1: PLANNING AND PREPARATION

1a. Demonstrating knowledge of content and pedagogy:

Excellent __ Proficient __ Novice/Needs Improvement __ Unsatisfactory __ N/A __

Evaluator Comments:	Evaluatee Comments:

1b. Demonstrating knowledge of students:

Excellent __ Proficient __ Novice/Needs Improvement __ Unsatisfactory __ N/A __

Evaluator Comments:	Evaluatee Comments:

1c. Setting instructional outcomes:

Excellent __ Proficient __ Novice/Needs Improvement __ Unsatisfactory __ N/A __

Evaluator Comments:	Evaluatee Comments:

1d. Demonstrating knowledge of resources:

Excellent __ Proficient __ Novice/Needs Improvement __ Unsatisfactory __ N/A __

Evaluator Comments:	Evaluatee Comments:

1e. Designing coherent instruction:

Excellent __ Proficient __ Novice/Needs Improvement __ Unsatisfactory __ N/A __

Evaluator Comments:	Evaluatee Comments:

1f. Designing student assessments:

Excellent __ Proficient __ Novice/Needs Improvement __ Unsatisfactory __ N/A __

Evaluator Comments:	Evaluatee Comments:

DOMAIN AREA 2: THE CLASSROOM ENVIRONMENT

2a. Creating an environment of respect and rapport:

Excellent __ Proficient __ Novice/Needs Improvement __ Unsatisfactory __ N/A __

Evaluator Comments:	Evaluatee Comments:

2b. Establishing a culture for learning:

Excellent __ Proficient __ Novice/Needs Improvement __ Unsatisfactory __ N/A __

Evaluator Comments:	Evaluatee Comments:

2c. Managing classroom procedures:

Excellent __ Proficient __ Novice/Needs Improvement __ Unsatisfactory __ N/A __

Evaluator Comments:	Evaluatee Comments:

2d. Managing student behavior:

Excellent __ Proficient __ Novice/Needs Improvement __ Unsatisfactory __ N/A __

Evaluator Comments:	Evaluatee Comments:

2e. Organizing Physical space:

Excellent __ Proficient __ Novice/Needs Improvement __ Unsatisfactory __ N/A __

Evaluator Comments:	Evaluatee Comments:

DOMAIN AREA 3: INSTRUCTION

3a. Communicating with students:

Excellent __ Proficient __ Novice/Needs Improvement __ Unsatisfactory __ N/A __

Evaluator Comments:	Evaluatee Comments:

3b. Using questioning and discussion techniques:

Excellent __ Proficient __ Novice/Needs Improvement __ Unsatisfactory __ N/A __

Evaluator Comments:	Evaluatee Comments:

3c. Engaging students in learning:

Excellent __ Proficient __ Novice/Needs Improvement __ Unsatisfactory __ N/A __

Evaluator Comments:	Evaluatee Comments:

3d. Using assessment in instruction:

Excellent __ Proficient __ Novice/Needs Improvement __ Unsatisfactory __ N/A __

Evaluator Comments:	Evaluatee Comments:

3e. Demonstrating flexibility and responsiveness:

Excellent __ Proficient __ Novice/Needs Improvement __ Unsatisfactory __ N/A __

Evaluator Comments:	Evaluatee Comments:

DOMAIN AREA 4. PROFESSIONAL RESPONSIBILITIES

4a. Reflection on teaching:

Excellent __ Proficient __ Novice/Needs Improvement __ Unsatisfactory __ N/A __

Evaluator Comments:	Evaluatee Comments:

4b. Maintaining accurate records:

Excellent __ Proficient __ Novice/Needs Improvement __ Unsatisfactory __ N/A __

Evaluator Comments:	Evaluatee Comments:

4c. Communicating with families:

Excellent __ Proficient __ Novice/Needs Improvement __ Unsatisfactory __ N/A __

Evaluator Comments:	Evaluatee Comments:

4d. Participating in a professional community:

Excellent __ Proficient __ Novice/Needs Improvement __ Unsatisfactory __ N/A __

Evaluator Comments:	Evaluatee Comments:

4e. Growing and developing professionally:

Excellent __ Proficient __ Novice/Needs Improvement __ Unsatisfactory __ N/A __

Evaluator Comments:	Evaluatee Comments:

4f. Showing professionalism:

Excellent __ Proficient __ Novice/Needs Improvement __ Unsatisfactory __ N/A __

Evaluator Comments:	Evaluatee Comments:

Instructional improvement Plan

Name _____ Date _____

Performance Area: (check one)

____ Domain 1 Planning and Preparation

____ Domain 2 The Classroom Environment

____ Domain 3 Instruction

____ Domain 4 Professional Responsibilities

1. DESIRED OUTCOME FROM TARGETED CRITERION (developed collaboratively)

2. SPECIFIC MEASURABLE BEHAVIOR (What will be done?)

3. PROCEDURES (How will it be done?)	**Timeline**

APPENDIX

K-2 RATING SHEET
TEACHER VERSION

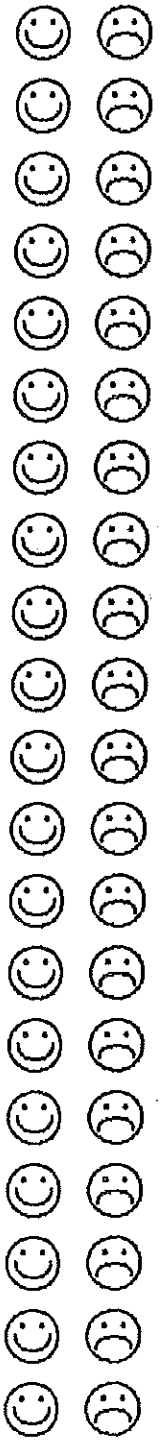
Rate your performance on the following items:
1=never, 2=not often, 3=sometimes, 4=usually, 5=almost always

1.	I make the school day interesting for my students.	1	2	3	4	5
2.	I give my students enough time to do their work.	1	2	3	4	5
3.	My students pay attention in class.	1	2	3	4	5
4.	Discussions in my class are about lessons being studied.	1	2	3	4	5
5.	The work in my class is too hard for students.	1	2	3	4	5
6.	I give my students homework.	1	2	3	4	5
7.	I come to class on time.	1	2	3	4	5
8.	I require that students follow the rules.	1	2	3	4	5
9.	My students often have to take a test in class.	1	2	3	4	5
10.	I care if a student wastes time in class.	1	2	3	4	5
11.	Even when I am not watching, my students work in this class.	1	2	3	4	5
12.	Students can get help from me when they need it.	1	2	3	4	5
13.	I give students new work to do when they are ready for it.	1	2	3	4	5
14.	I tell students where they can find more information to help them learn about the lesson.	1	2	3	4	5
15.	I am ready for class when it is time to begin.	1	2	3	4	5
16.	I make it clear what I want students to do.	1	2	3	4	5
17.	I give students interesting work if they finish their work before class is over.	1	2	3	4	5
18.	I teach hard lessons in small steps.	1	2	3	4	5
19.	I give students work back quickly.	1	2	3	4	5
20.	I tell my students what new things they can learn in each lesson.	1	2	3	4	5

KINDERGARTEN STUDENT RATINGS
STUDENT FEEDBACK

Rate your teacher's performance on the following items:

1. My teacher makes the school day interesting for me.
2. My teacher gives me enough time to do my work.
3. I pay attention in class.
4. Discussions in this class are about the lessons being studied.
5. The work in this class is too hard for me.
6. My teacher gives me homework.
7. My teacher comes to class on time.
8. My teacher requires me to follow the rules.
9. I often have to take a test in class.
10. My teacher cares if I waste time in class.
11. Even when my teacher is not watching, I work in this class.
12. I can get help from my teacher when I need it.
13. My teacher gives me new work to do when I am ready for it.
14. My teacher tells me where I can find more information to help me learn about the lesson.
15. My teacher is ready for class when it is time to begin.
16. My teacher makes it clear what he/she wants me to do.
17. My teacher gives me interesting work if I finish my work before class is over.
18. My teacher teaches hard lessons in small steps.
19. My teacher gives my work back quickly.
20. My teacher tells me what new things I can learn in each lesson.



GRADES 1-2 STUDENT RATINGS
STUDENT FEEDBACK

Rate your teacher's performance on the following items:

1.	My teacher makes the school day interesting for me.	No	Yes
2.	My teacher gives me enough time to do my work.	No	Yes
3.	I pay attention in class.	No	Yes
4.	Discussions in this class are about lessons being studied.	No	Yes
5.	The work in this class is too hard for me.	No	Yes
6.	My teacher gives me homework.	No	Yes
7.	My teacher comes to class on time.	No	Yes
8.	My teacher requires me to follow the rules.	No	Yes
9.	I often have to take a test in class.	No	Yes
10.	My teacher cares if I waste time in class.	No	Yes
11.	Even when my teacher is not watching, I work in this class.	No	Yes
12.	I can get help from my teacher when I need it.	No	Yes
13.	My teacher gives me new work to do when I am ready for it.	No	Yes
13.	My teacher tells me where I can find more information to help me learn about the lesson.	No	Yes
15.	My teacher is ready for class when it is time to begin.	No	Yes
16.	My teacher makes it clear what he/she wants me to do.	No	Yes
17.	My teacher gives me interesting work if I finish my work before class is over.	No	Yes
18.	My teacher teaches hard lessons in small steps.	No	Yes
19.	My teacher gives my work back quickly.	No	Yes
20.	My teacher tells me what new things I can learn in each lesson.	No	Yes

GRADES 3-5 RATING SHEET
TEACHER VERSION

Rate your performance on the following items:

1=never, 2=not often, 3=sometimes, 4=usually, 5=almost always

1.	I make class work interesting for my students.	1	2	3	4	5
2.	My students find the school day interesting.	1	2	3	4	5
3.	We go back over each lesson when we finish it.	1	2	3	4	5
4.	I give students work to do at home.	1	2	3	4	5
5.	Our discussions are about the subject being studied.	1	2	3	4	5
6.	I return students' work quickly.	1	2	3	4	5
7.	I make my students feel good when they do good work.	1	2	3	4	5
8.	Students can get help from me.	1	2	3	4	5
9.	Students finish their work before class is over.	1	2	3	4	5
10.	If my students finish their work before class is over, I give them interesting work.	1	2	3	4	5
11.	I give new work without making the students wait a long time for it.	1	2	3	4	5
12.	I explain lessons clearly.	1	2	3	4	5
13.	I know my students well.	1	2	3	4	5
14.	I will explain new things in a way that is easy to understand.	1	2	3	4	5
15.	I have my students work at the right pace.	1	2	3	4	5
16.	I tell students what new things they can learn in each lesson.	1	2	3	4	5
17.	I teach hard lessons in small steps.	1	2	3	4	5
18.	I am available to help students during class time and other times during the school day.	1	2	3	4	5
19.	I use a variety of classroom activities and resources.	1	2	3	4	5
20.	I am well prepared.	1	2	3	4	5

GRADES 3-5 STUDENT RATINGS
STUDENT FEEDBACK

Rate your teacher's performance on the following items:

1=never, 2=not often, 3=sometimes, 4=usually, 5=almost always

1.	My teacher makes work interesting for me.	1	2	3	4	5
2.	My teacher makes the school day interesting.	1	2	3	4	5
3.	My teacher goes back over each lesson when we finish it.	1	2	3	4	5
4.	My teacher gives me work to do at home.	1	2	3	4	5
5.	Our class discussions are about the subject being studied.	1	2	3	4	5
6.	My teacher returns my work quickly.	1	2	3	4	5
7.	My teacher makes me feel good when I do good work.	1	2	3	4	5
8.	My teacher helps me.	1	2	3	4	5
9.	My teacher allows time to finish my work before class is over.	1	2	3	4	5
11.	If I finish my work before class is over, my teacher gives me interesting work.	1	2	3	4	5
11.	My teacher gives me new work without making me wait a long time for it.	1	2	3	4	5
12.	My teacher explains lessons clearly.	1	2	3	4	5
13.	My teacher knows me well.	1	2	3	4	5
14.	My teacher explains new things in a way that is easy to understand.	1	2	3	4	5
15.	My teacher helps me work at the right pace.	1	2	3	4	5
16.	My teacher tells me what new things I can learn in each lesson.	1	2	3	4	5
17.	My teacher teaches hard lessons in small steps.	1	2	3	4	5
19.	My teacher is available to help me during class time and other times during the day.	1	2	3	4	5
19.	My teacher uses a variety of classroom activities and resources.	1	2	3	4	5
20.	My teacher is well prepared.	1	2	3	4	5

GRADES 6-8 RATING SHEET
TEACHER VERSION

Rate your performance on the following items:
1=never, 2=not often, 3=sometimes, 4=usually, 5=almost always

1.	I make class work interesting.	1	2	3	4	5
2.	I am fair with all students.	1	2	3	4	5
3.	I maintain discipline in the classroom.	1	2	3	4	5
4.	I am well prepared for my class.	1	2	3	4	5
5.	I give assignments related to the subjects we are studying.	1	2	3	4	5
6.	My students and I discuss and summarize each lesson just studied.	1	2	3	4	5
7.	I ensure that our discussions focus on the topic of the lesson.	1	2	3	4	5
8.	I like it when students ask questions.	1	2	3	4	5
9.	My students have excessive time in which to complete their work.	1	2	3	4	5
10.	I begin lessons by explaining what we are going to do and why we are going to do it.	1	2	3	4	5
11.	I ask questions in class to see if my students understand what has been taught.	1	2	3	4	5
12.	I explain new ideas in a way that is easy to understand.	1	2	3	4	5
13.	I monitor students' work, as they are doing it, to see if they understand the lesson.	1	2	3	4	5
14.	I am very knowledgeable about the subject I teach.	1	2	3	4	5
15.	I have work prepared for students to do if they complete their assignment before class is over.	1	2	3	4	5
16.	I often use teacher-made materials and worksheets for my students to use.	1	2	3	4	5
17.	I give tests and quizzes.	1	2	3	4	5
18.	I return tests and assignments quickly.	1	2	3	4	5
19.	I use a variety of classroom activities and resources.	1	2	3	4	5
20.	I give students enough time to do their work.	1	2	3	4	5

GRADES 6-8 STUDENT RATINGS
STUDENT FEEDBACK

Rate your teacher's performance on the following items:
1=never, 2=not often, 3=sometimes, 4=usually, 5=almost always

1.	My teacher makes class work interesting.	1	2	3	4	5
2.	My teacher is fair with all students.	1	2	3	4	5
3.	My teacher maintains discipline in the classroom.	1	2	3	4	5
4.	My teacher is well prepared for class.	1	2	3	4	5
5.	My teacher gives assignments related to the subjects we are studying.	1	2	3	4	5
6.	My teacher discusses and summarizes each lesson studied with the class.	1	2	3	4	5
7.	My teacher ensures that our discussions focus on the topic of the lesson.	1	2	3	4	5
8.	My teacher likes it when students ask questions.	1	2	3	4	5
9.	My teacher allows excessive time in which to complete our work.	1	2	3	4	5
10.	My teacher begins lessons by explaining what we are going to do and why we are going to do it.	1	2	3	4	5
11.	My teacher asks questions in class to see if I understand what has been taught.	1	2	3	4	5
12.	My teacher explains new ideas in a way that is easy to understand.	1	2	3	4	5
13.	My teacher monitors my work, as I am doing it, to see if I understand the lesson.	1	2	3	4	5
14.	My teacher is very knowledgeable about the subject he/she teaches.	1	2	3	4	5
15.	My teacher has work prepared for me to do if I complete my assignment before class is over.	1	2	3	4	5
16.	My teacher often uses teacher-made materials and worksheets for me to use.	1	2	3	4	5
17.	My teacher gives tests and quizzes.	1	2	3	4	5
18.	My teacher returns tests and assignments quickly.	1	2	3	4	5
19.	My teacher uses a variety of classroom activities and resources.	1	2	3	4	5
20.	My teacher gives students enough time to do their work.	1	2	3	4	5

PEER RATING SHEET
TEACHER-TO-TEACHER FEEDBACK

Name of teacher being rated: _____

Rating Scale:

5=Do not know/not applicable; 4=Always; 3=To a great extent; 2=To some extent; 1=Not at all

1.	Develops and maintains positive relations with students.	5	4	3	2	1
2.	Willingly shares successful teaching techniques/materials.	5	4	3	2	1
3.	Maintains confidentiality in sensitive matters.	5	4	3	2	1
4.	Cooperates with parents in the best interest of the student.	5	4	3	2	1
5.	Provides positive classroom environment.	5	4	3	2	1
6.	Aligns carefully the functional classroom curriculum taught with the school organization's curriculum guide and the state course of study.	5	4	3	2	1
7.	Maintains a positive attitude.	5	4	3	2	1
8.	Develops and maintains positive relations with colleagues.	5	4	3	2	1
9.	Willingly accepts additional responsibilities.	5	4	3	2	1
10.	Conducts self in professional manner.	5	4	3	2	1

COMMENTS:

PARENT FEEDBACK TO TEACHERS

District name _____

Teacher name _____ Grade _____ Date ____/____/____
Spring 1999

Directions: The statements below are designed to find out your feelings about your child's teacher. Please answer all of the statements.

1 = Never
2 = Not often
3 = Sometimes
4 = Usually
5 = Almost Always
6 = Do not know

Communication	1	2	3	4	5	6
1. The teacher is available to meet with me about my child.	O	O	O	O	O	O
2. The teacher communicates openly, honestly, and frankly with my child and me.	O	O	O	O	O	O
3. The teacher shares information with me in an understandable, friendly, non-threatening manner.	O	O	O	O	O	O
4. The teacher provides verbal communication, which is clear, concise, positive and easy to understand.	O	O	O	O	O	O
5. The teacher responds to my communications in a timely manner.	O	O	O	O	O	O
6. The teacher keeps me informed of classroom activities and student progress.	O	O	O	O	O	O
7. I am satisfied with the opportunities I have for input and involvement in classroom activities.	O	O	O	O	O	O

Comments:

Classroom Environment	1	2	3	4	5	6
8. Discipline and educational programs are administered fairly and consistently in the classroom.	O	O	O	O	O	O
9. The teacher creates a feeling of unity and enthusiasm in the classroom.	O	O	O	O	O	O
10. The teacher treats all students fairly regardless of gender, race and ethnicity.	O	O	O	O	O	O
11. The teacher is concerned about my child as an individual.	O	O	O	O	O	O

Parent Feedback to Teachers (Continued)

Classroom Environment, continued	1	2	3	4	5	6
12. The teacher encourages understanding and cooperation.	O	O	O	O	O	O
13. The teacher helps motivate my child to work to my child's potential.	O	O	O	O	O	O
14. My teachers' classroom is orderly and safe.	O	O	O	O	O	O

Comments:

Curriculum and Instruction	1	2	3	4	5	6
15. The classroom curriculum is appropriate for my child.	O	O	O	O	O	O
16. The teacher holds a high expectation for my child's learning.	O	O	O	O	O	O
17. I know what is expected of my child.	O	O	O	O	O	O
18. My child is challenged.	O	O	O	O	O	O
19. My child likes to go to class.	O	O	O	O	O	O

Comments:

Assessment and Evaluation	1	2	3	4	5	6
20. I am satisfied with the process the teacher uses to evaluate my child's progress.	O	O	O	O	O	O
21. The teacher teaches my child in the manner in which my child best learns.	O	O	O	O	O	O

Comments:

Homework	1	2	3	4	5	6
22. My child should have homework.	O	O	O	O	O	O
23. My child is given an appropriate amount of homework to help my child succeed.	O	O	O	O	O	O
24. My child's homework is meaningful and helps him/her to succeed.	O	O	O	O	O	O

25. My child has _____ hours of homework each night.

Comments:

Exhibit 10 Organizational Chart

	Authority/Duties	Reporting	Timeline
Board of Directors	• approve and oversight of annual budget and fundraising programs. • hire professional personnel. • set policy. • appoint on one or more advisory committees. • delineate educational priorities. • oversee the school's growth plan. • set professional salaries and total compensation program. • review and approve significant contracts, e.g., for facilities and benefit programs. • act on matters for which the board serves as a hearing body for action or appeals. • act on any other matters that are not administrative in nature and/or that are prescribed in statute or rule.	Minutes from meeting kept on file at school	Monthly meetings Additional committee meetings as required
Teaching staff	• communicate effectively • maintain confidentiality • assume responsibility for own professional development • teach to the very best of their ability to help students meet their goals • participate in relevant professional development • model life-long learning • work as a team to maximize integration of knowledge across disciplines and grades	test scores grades yearly assessments student observations	175 student days 5 professional development Additional day as needed by each individual staff

Principal/Special Services Coordinator	• assume operational charge in the absence of the Director • participate in budget development • oversee materials supply • chair and participate in committees • promote a school culture of learning, respect and effectiveness • oversee school wide events • manage/support the staff evaluation process • provide staff with professional and personal support • oversee professional development • oversee standards alignment and assessment of student achievement • facilitate ongoing data analysis to guide instruction • oversee special education • oversee the implementation of curriculum and programming • implement educational and operational policies as set by the Board • lead CRCS to achieve its mission, vision and goals	Report to the Board of Directors	Monthly meetings 180 staff days Additional days as needed
Director	• allow faculty and students to maximize achievements • act as a public relations liaison, including working with local school districts • assume overall responsibility for supervision of staff and students • follow all CRCS, state and federal administrative requirements • submit recommendations to the Board of Directors for promoting, retaining and dismissing members of the CRCS staff • prepare and implement the annual budget • participate in fundraising • research grant programs and write funding applications • initiate and participate in consultation with teachers, parents, students and the community • promote safety and good health practices by adherence to public codes/regulations and CRCS standards.	Report to the Board of Directors	

Advisory Board	• advise only	Hold at least two meeting per calendar year	As needed
Parent Council	• express thoughts, ideas, support, and concerns • fundraise and sponsor enrichment programs • support and facilitate school activities	Share minutes at board periodically minutes to be kept at school	As needed
External Organizations	• participate upon request	As needed	As needed

Exhibit 11 Resumes for Key Staff

Cornville Regional Charter School has no resumes to submit with this application. Hiring will ensue when the Maine Charter School Commission renders their decision on our application for charter school acceptance.

Exhibit 11 Positional Descriptions for Key Staff

TEACHER POSITION DESCRIPTION

Cornville Regional Charter School employs teachers who are professional, knowledgeable, nurturing and genuinely dedicated to achieving positive child outcomes. We are an Equal Opportunity Employer who requires the following characteristics of all team members regardless of the job assignment:

- dedication and commitment to our Core Values: Respect, Responsibility, Honesty, Compassion and Courage
- strong work ethic
- willingness to be a contributing member of the CRCS team

Summary of Position: Professionals Caring About Children's Education

Teachers are responsible for supporting the emotional and educational needs of young children. They must intentionally prepare and maintain an enriched learning environment. They routinely assess the needs of each child in their class, and then use this assessment data to differentiate and individualize instruction to support each child's developing skills and knowledge. Teachers are held accountable for nurturing children, responding to their interests and needs, and making learning meaningful. They implement the curriculum, supervise other members of the teaching staff (Educational Technicians, Support Staff and Substitutes), and work with diverse families, administrators and team members. Teachers are expected to maintain a very high level of quality and excellence in education by being able to understand, articulate and meet the standards, criteria and guidelines outlined in the CRCS charter.

DUTIES and RESPONSIBILITIES:

1. Relationships

The greatest indicator of a quality program is the quality of the interaction between teaching staff and children. A teacher's responsibility is to use environment, relationships and experiences to facilitate the positive development of children. The teacher is responsible for:

- interacting frequently and respectfully with all children
- encouraging independence and the use of language
- respecting and building positive relationships with children and families
- creating a positive emotional climate
- facilitating positive peer interactions
- creating a predictable, consistent and harmonious classroom

2. Curriculum, Assessment & Teaching

The Common Core Curriculum is the written, research-based curriculum used to drive instruction at CRCS. The Teacher must:

- respond to children's interests and needs, develop lesson plans based on children's interests and have a knowledge of each child's assessment and screening data
- possess a thorough knowledge of the Common Core Curriculum
- observe and document each child's progress
- plan and implement curriculum that advances all areas of children's learning and development, including physical, social, emotional, and intellectual competences
- implement an appropriate, high quality program for the children with special needs
- assist in the coordination of services, development and implementation of IEPs for children with special needs
- intentionally design enriched learning environments and educational experiences
- create caring communities for learning based on each child's needs
- supervise children and ensure their safety at all times
- use time, grouping, and routines to make learning meaningful and to achieve educational goals

3. Physical Environment & Health
The Teacher is responsible for:

- setting up, organizing and arranging the classroom the environment with clearly defined learning centers and materials
- maintain the classroom inventory of educational resource materials and equipment, alerting an administrator to replacement needs
- assisting in setting up and safely using indoor physical activity areas and outdoor play areas
- daily maintenance and cleanliness of the classroom
- following established guidelines to determine when a child is sick and needs to be sent home
- reporting suspected incidents of abuse to an administrator and/or other appropriate agencies
- assisting in implementing all required emergency plans
- following all field trip, safety and transportation regulations

4. Families & Partnerships
The Teacher is responsible for:

- communicating with families to ensure they are kept well informed about their child's needs and progress
- providing an open environment in which families feel comfortable sharing information about their child, their family and their culture
- respecting and maintaining confidentiality at all times
- providing opportunities for families to be actively involved in the class and program
- conducting family-teacher conferences to share information about each child and encouraging families to share in the decisions about their child's Personal Learning Plan
- supporting children's and families' transitions from one classroom to the next and to/from our program to other programs or schools
- making appropriate referrals and linking families to services and community partners to support them in getting any additional assistance for their child or family as needed
- using the resources of the community and the families in the class as an integral part of the curriculum and children's learning experiences

5. Professional Development
The Teacher is strongly encouraged to:

- actively participate in approved professional development and specialized training, staff meetings, and reading professional literature and research to stay current in the profession
- demonstrate high personal integrity
- complete on-going professional educational requirements to keep his or her Maine certification current

6. Leadership & Management
The Teacher is held accountable for:

- the quality of the overall classroom operation
- effectively communicating and articulating to parents, supervisors, visitors, assessors and others program policies, procedures and the intentionality behind curriculum and specific classroom activities and goals
- providing supervision and directing the activities of the other staff members assigned to the classroom, including assisting in the orientation and training of all new staff assigned to work with the team

- Structuring learning procedures and other activities with Educational Technicians, Support Staff, Substitute Teachers and others, developing a supportive, cooperative working atmosphere in the process
- keeping accurate records of children's attendance and progress and completing these records and other assigned written reports in a timely manner
- contributing and participating as a TEAM player by exemplifying our core values of Respect, Responsibility, Honesty, Compassion and Courage in all aspects of his/her work, including contributing to the ongoing team building activities and positive climate of the school
- assisting in the performance appraisal process for staff working in the class
- The teacher may be called upon to be the person responsible for the building
- Other duties as required.

SCHOOL DIRECTOR

The Director is responsible for the leadership, strategic vision and growth of CRCS. The position supports the Principal; oversees implementation of curriculum; establishes and maintains all school programs and policies in accordance with the direction of the Board; manages financial and human resources; works with fiscal staff and Board committees to set and implement budgets for Board approval; ensures adequate record keeping and reporting; supervises management of operations and facilities; and builds neighborhood partnerships and a strong community network.

1. Management and Development of People, Systems, and Resources

- staff management in conjunction with the CRCS Principal and the Board of Directors to insure effective and aligned staff management practices, including:
  - recruiting that attracts and selects talented teachers and staff
  - professional development, including a strong, collaborative professional community, regular training opportunities
  - performance management system that is both developmental and establishes a culture of accountability
  - recognition strategies for teachers and staff
  - retention strategies for teachers and staff
- ensure effective systems and manage on-going process of improvement in the following areas:
  - food service
  - transportation
  - facilities and fixed assets management, including capital improvements
  - student data management
  - personnel data management
  - information technology
  - contracted services
- health and safety
  - provide a safe environment
  - manage risk with sensitivity to liability issues
  - consulting with the Board of Directors members and the Principal in times of uncertainty

2. Student Recruitment and Admissions

- develop and implement marketing plan to recruit students to the school
- oversee the school admissions process - ensuring compliance with the state charter law and school contract

3. Community Relations

- create public support for the school's academic and extracurricular programs and consult with the Principal and Board of Directors on all public relations activities
- maintain effective and strong working relationships with the charter authorizers and the Board
- serve as ambassador and advocate of the school's mission, representing the organization and school at local and state events
- inform the school community about the unique qualities of the school's learning environment
- inform the school community about their opportunities to participate in the governance process solicit input from the school community about school performance and their needs and opinions assume other responsibilities as assigned by the Board

PRINCIPAL POSITION DESCRIPTION

Summary of Position: Professionals Caring About Children's Education
The Principal will lead a school that is committed to the ongoing development and well-being of its students, teachers and staff. The Principal will provide strategic and instructional leadership and will oversee management of the day to day operations of the school. The Principal is accountable for:

- providing strategic leadership for school improvement and development
- ensuring high standards of achievement for all students
- ensuring an orderly, motivational and aspirational culture and a strong school community where teaching, learning and health relationships can thrive
- ensuring responsive and effective systems and management of people and systems such that all students, parents, teachers and staff are well supported

MAJOR AREAS OF RESPONSIBILITY

1. School Development

Strategic Management of the school, including:

- annual school review, including analysis of student achievement data
- annual school development plan consistent with the school's charter
- monthly reporting to the Director and the Board of Directors
- ethical and motivational leadership appropriate to the cultural and political context in which the school operates
- development and implementation of school policies and advice to the board in analyzing policy options
- professional internal and external relations with the board, donors and local and national community demonstrating the school is well managed and in legal compliance with the charter contract
- reporting to the State of Maine as required and overseeing the charter school monitoring and charter renewal process

2. Learning and Teaching

The Common Core Curriculum is the written, research-based curriculum used to drive instruction at CRCS. The Principal must emphasize:

- high levels of student achievement and learning through rigorous and engaging classes
- a shared vision among all teachers of skillful instruction
- on-going improvement of teaching for all staff through a variety of strategies, including:
    - lesson observations
    - regular use of data
    - collaborative planning and enquiry
    - regular program of training
    - informal support strategies, including coaching and mentoring
    - systematic use of formative assessment data to guide learning support and drive
    - instruction, curriculum, and professional development
- CRCS's curriculum that is based on the Common Core
    - structured in a manner designed to help the school and students achieve the required objectives curriculum standards
    - rich and engaging
    - a scaffolded program of responsive support in English and Math for students who are below expected levels in these subjects
    - strong and responsive special education programming to ensure success in school for students with special needs, including compliance with special education laws

3. School Culture and Behavior

- high expectations for student achievement and behavior
- alignment of students, teachers, staff, and parents around the school's values and approach
- data driven behavior management practices that ensure consistent norms of orderly, respectful behavior throughout the school and preserve the sanctity of teaching and learning in the classroom
- experiences that methodically cultivate an aspirational identity for all students through
  - a constant theme of on-going collective and self-improvement
  - an exposure to life's opportunities
- a culture that motivates students through:
  - transformative relationships between students and teachers
  - student success in achieving worthwhile and challenging goals
  - a strong sense of community in the school
  - a variety of activities and student cultural production through the arts, music, sports, and outdoor activities
- consistent strategies for managing students with the most challenging behaviors in a deterring and therapeutic manner that does not allow disruption of the norms of the school and the learning of other students
- mutually supportive relationships with parents, characterized by good communication strategies and involving parents where possible in the life of the school
- partnerships with external organizations that enrich the culture of the school through service opportunities, life and cultural experiences, educational and support programs, and other resources
- student support system which addresses students' academic and behavioral struggles holistically and involves parents, teachers and all relevant staff as appropriate

EDUCATIONAL TECHNICIAN POSITION DESCRIPTION

DUTIES and RESPONSIBILITIES:

1. Relationships

The greatest indicator of a quality program is the quality of the interaction between teaching staff and children. An Educational Technician's responsibility is to use environment, relationships and experiences to facilitate the positive development of children. The Educational Technician must assist in:

- interacting frequently and respectfully with all children
- encouraging independence and the use of language
- respecting and building positive relationships with children and families
- creating a positive emotional climate
- facilitating positive peer interactions
- creating a predictable, consistent and harmonious classroom

2. Curriculum, Assessment & Teaching

The Common Core is the written, research-based curriculum followed in all classrooms at CRCS. The Educational Technician must assist in:

- responding to children's interests and needs
- implementing lesson plans based on children's interests and a knowledge of each child's
- observing each child's progress
- implementing curriculum that advances all areas of children's learning and development, including physical, social, emotional, and intellectual competences
- making reasonable accommodations for children with special needs
- following the implementation of Individual Education Plans (IEP.s) for children with special needs
- teaching children to deepen their understanding and build their skills and knowledge
- creating caring communities for learning based on each child's needs
- supervising children to ensure their safety at all times

3. Physical Environment & Health

The Educational Technician must assist in:

- maintaining the classroom inventory of educational resource materials and equipment
- safely using indoor and outdoor physical activity areas
- daily maintenance and cleanliness of the classroom including following all required sanitation guidelines
- reporting suspected incidents of abuse to a supervisor
- following all field trip, safety and transportation regulations during field trips

4. Families & Partnerships

The Educational Technician must assist in:

- providing an open environment in which families feel comfortable sharing information about their child, their family and their culture
- respecting and maintaining confidentiality at all times
- providing opportunities for families to be actively involved in the class and program
- supporting children and families transitions from one classroom to the next
- using the resources of the community and the families in the class as an integral part of the curriculum and children's learning experiences

5. Professional Development

The Educational Technician is strongly encouraged to:

- actively participate in approved professional development and specialized training, staff meetings, and reading professional literature and research to stay current
- demonstrate high personal integrity and a commitment
- complete on-going professional educational requirements

6. Additional Duties and Responsibilities of the Educational Technician

- assume the position of the Teacher in his/her absence
- effectively communicating with parents, supervisors, and visitors
- assist the Teacher in keeping accurate records of children's attendance and progress and completing these records and other assigned written reports in a timely manner
- contributing and participating as a team player by exemplifying our core values of collaboration, respect, excellence and learning in all aspects of his/her work, including contributing to the ongoing team building activities and positive climate of the school
- other duties as required

SUBSTITUTES POSITION DESCRIPTION

Cornville Regional Charter School employs substitutes who are professional, knowledgeable, nurturing and genuinely dedicated to achieving positive child outcomes. We are an Equal Opportunity Employer who requires the following characteristics of all team members regardless of the job assignment:

- dedication and commitment to our Core Values: Respect, Responsibility, Honesty, Compassion and Courage
- strong work ethic
- willingness to be a contributing member of the CRCS team.
-

Summary of Position: Professionals Caring About Children's Education
Substitutes are responsible for supporting the emotional and educational needs of young children. They must assist other teaching staff in maintaining an enriched learning environment. Substitutes are held accountable for nurturing children, responding to their interests and needs, and making learning meaningful. They assist other teaching staff in implementing the curriculum, and work with diverse families, administrators and team members. Substitutes are expected to assist in maintaining a very high level of quality and excellence in education. They are also expected to begin to understand the criteria and guidelines outlined in the following:

PHYSICAL REQUIREMENTS of the SUBSTITUTE POSITION:
Substitutes must:

- be willing and able to impart information and orally communicate with children, families and others
- be willing and able to understand and respond to oral communications and directions
- be willing and able to read, write, understand and respond to written instructions, communications and materials.
- have the capacity to ensure the safety of, observe, and assess all situations involving a child, a group of children and co-workers
- have mobility, strength, and dexterity to be able to lift a child weighing up to 40 pounds

Important Information about the Essential Work of SUBSTITUTES:
Substitutes play a vital role in ensuring daily routines are maintained for children during the absence of regular teaching staff. Communication with families, including introducing yourself, is the essential work of substitutes every day. This is especially important when a substitute is new to a classroom or family. Substitutes are some of the most valuable people in a school and are offered very flexible schedules. Subs often move around the building throughout the day, helping wherever they are most needed.

DUTIES and RESPONSIBILITIES:
1. Relationships
The greatest indicator of a quality program is the quality of the interaction between teaching staff and children. Substitutes are expected to learn about and begin to demonstrate how to use environment, relationships and experiences to facilitate the positive development of children. Substitutes must assist in:

- interacting frequently and respectfully with all children
- encouraging independence and the use of language
- respecting and building positive relationships with children and families
- creating a positive emotional climate
- facilitating positive peer interactions
- creating a predictable, consistent and harmonious classroom

2. Curriculum, Assessment & Teaching

Substitutes must assist in:

- responding to children's interests and needs
- implementing lesson plans as directed by other members of the teaching staff, including acquiring a general understanding of the CRCS Curriculum
- making reasonable accommodations for children with special needs
- supervising children to ensure their safety at all times.

3. Physical Environment & Health

Substitutes must assist in:

- safely using indoor physical activity areas and outdoor play areas
- daily maintenance and cleanliness of the classroom as required
- following established guidelines to determine when a child is sick and needs to be sent home
- reporting suspected incidents of abuse to a supervisor, center administrator, and other appropriate agencies
- implementing all required emergency plans
- following all field trip, safety and transportation regulations during field trips
-

4. Families & Partnerships

Substitutes must:

- introduce themselves and provide general communication with families when they are in a classroom
- assist in providing an open environment in which families feel comfortable sharing information about their child, their family and their culture
- maintain confidentiality at all times, which involves refraining from talking about specific children, families or co-workers with others

5. Additional Duties and Responsibilities of Substitutes

- assume the position of the Educational Technician or Teacher in his/her absence
- effectively communicate with parents, supervisors, and visitors
- assist other teaching staff in keeping accurate records of children's attendance
- contributing and participating as a TEAM player by exemplifying our core values of Respect, Responsibility, Honesty, Compassion and Courage in all aspects of his/her work, including contributing to the ongoing team building activities and positive climate of the school
- Other duties as required.

Cornville Regional Charter School

Governance

C.1 GOVERNING BODY

Interim Board of Directors

Cornville Regional Charter School will begin the school year 2012-2013 with an Interim Board of Directors. These Interim Board members have backgrounds in education, business, entrepreneurship, consulting and environmental concerns. CRCS will conduct elections according to the School By-Laws.

Interim Board Member	Board of Director Member Term Begins	Board of Director Member Term Expires
Samuel Jencks	07/01/2012	07/01/2014
Jake Daignault	07/01/2012	07/01/2015
Jean Walker	07/01/2012	07/01/2014
Jason Cooke	07/01/2012	07/01/2013
Laurie Hayden	07/01/2012	07/01/2015
Anna Underwood	07/01/2012	07/01/2014
Justin Belanger	Executive Director Of Cornville Regional Charter School	

The focus of the meetings of the Board of Directors shall include school oversight and governance, and the performance of the duties listed below:

- electing officers
- electing new Board members
- establishing and appointing committees
- hiring the principal and staff, reviewing their performance, creating a remediation plan when necessary, termination when deemed appropriate
- ensuring effective strategic organizational planning
- setting and approving a budget for each school year
- managing financial resources
- monitoring school performance
- acting as the staff and teacher dispute resolution team if conflicts between teacher/staff and Principal cannot be resolved internally
- enhancing Cornville Regional Charter School's public image
- assessing its own performance as a Board

These required exhibits are included in the application:

Exhibit 12 Articles of Incorporation
Exhibit 13 Corporate By-Laws
Exhibit 14 IRS acknowledgement of Exemption (Form 1023)
Exhibit 15 Conflict of Interest Policy

C.2 GOVERNING BOARD COMPOSITION

The Board of Directors is composed of a cross-section of the school and local community. Each director has a personal responsibility to look out for the long-term well-being of the school. The Board's role is to ensure that the school's policies, programming and decisions are aligned with the school's mission and vision and compliant with local, state and federal law. The board is designed to support the principal, who then supports the teachers, who are in direct contact with our children every day.

Cornville Regional Charter School will be governed by a Board of Directors. All of the governing rules are specifically covered in the By-Laws (Exhibit 13). There will be three standing committees:

1. Finance Committee
Purpose: Assist with development and adoption of annual budget; periodically review financial management reports; provide strategic direction for funding decisions; review facilities' and equipment condition and adequacy; address other financial issues as needed; be responsible for finding grant money; ensure that all necessary reporting is made to all state and federal agencies.

2. Policy Committee
Purpose: Develop, adopt and review policies, which guide the operations and educational mission of the school; checks to see that policies are in compliance with all local, state and federal statues/policies.

3. Facilities Committee
Purpose: Concerned with the maintenance and operation of all land, buildings, facilities and equipment owned by the school, advises the Board on building related issues, ongoing maintenance and planning for long-term improvements.

Advisory Committees
will be established by the board to perform a specific function i.e. study a particular problem or issue. The committee may make recommendations to the Board but may not act for the Board. Membership may include individuals who are not elected members of the board.

Advisory Board
The Board of Directors will be augmented by the non-voting Advisory Board, who represent academia, research and business. This board will attempt to include advisors collaborating with the school that can counsel on program quality, current research and developments and business strategy. Please refer to Exhibit 18 for current Advisory Board members' information.

Parent Council
Parent Council is designed to assist the parents of the school in expressing their thoughts, ideas, support, and concerns to the greater school community, including the Board of Directors and teachers. Parent Council will also serve CRCS by supporting and facilitating school activities, celebrations, fundraising, and special events, in an effort to foster a strong sense of school community. There will be an opportunity for any parent to serve on a Parent Council committee. Meeting times and dates will be announced in the fall. Parents are encouraged to come to the meetings.

Articles Of Incorporation of Cornville Regional Charter School

The undersigned, in order to form a Non-Profit Public Benefit Corporation under the provisions of Title 13-B, Chapter 4, Maine Revised Statutes, submits the following articles of incorporation to the Secretary of the State.

ARTICLE 1: Name

The name of the corporation shall be: Cornville Regional Charter School.

ARTICLE 2: Purposes and Powers

This Corporation is organized for the basic purpose to do all things reasonable and proper in the operation of a nonprofit charter school within the State of Maine and to deal generally therein. This corporation is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code.

Notwithstanding any other provision 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 corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

This corporation is a nonprofit corporation under the laws of the State of Maine, and is not formed for pecuniary profit. No part of the income or assets of the corporation are distributable to or for the benefit of its Incorporators, Directors, or Officers, except to the extent permissible by law. The Corporation shall have all powers allowed by law.

ARTICLE 3: Registered Office and Agent

The address of the registered office of the Corporation is 1192 West Ridge Road, Cornville, Maine 04976, and the name of its initial registered agent is Justin Belanger.

ARTICLE 4: Directors

The number of directors that shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, but in any event shall not be less than five (5) and no more than seven (7). The number of directors constituting the initial Board of Directors of the

Corporation shall be six (6) and the names and addresses of these persons who are to serve as directors until their successors are elected and shall qualify are:

Justin Belanger – Executive Director (non-voting member)
Samuel Jencks
Jake Daigneault
Jean Walker
Laurie Hayden
Anna Underwood
Jason Cooke

ARTICLE 5: Incorporators
The name and address of the initial incorporator is
Cornville Regional Charter School
1192 West Ridge Road
Cornville, Maine 04976

ARTICLE 6: Mailing Address
The mailing address of the corporation shall be
1192 West Ridge Road
Cornville, Maine 04976

ARTICLE 7: Membership
The corporation shall have no members and shall exist perpetually or until dissolved according to law.

ARTICLE 8: Dissolution and Distribution
Upon the dissolution of the Corporation the assets of the Corporation shall be distributed to creditors pursuant to Title 13-B, Chapter 11 of the Maine Revised Statutes. Upon winding up and dissolution of this corporation, and paying or adequately providing for the debts and obligations of the corporation, after paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to the Maine Charter School Commission, Augusta, Maine for continued use in educational purpose consistent with Section 501(c) (3) of the Internal Revenue Code..

ARTICLE 9: Non-stock Corporation
The Corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid to the Incorporators and Directors thereof.

ARTICLE 10: Bylaws

Provisions for the regulation for the internal affairs of the corporation shall be set forth in the Bylaws.

ARTICLE 11: Amendment to Articles

These Articles may be amended only upon the unanimous consent of the Directors.

Revised effective the 30th day of May, 2012.

Incorporators:

Name

Name

STATE OF MAINE
Department of the Secretary of State
Bureau of Corporations, Elections and Commissions
101 State House Station
Augusta, Maine 04333-0101

June 4, 2012

CORNVILLE REGIONAL CHARTER SCHOOL
ATTN: JESSICA DAIGNEAULT
232 AMES RD
CORNVILLE ME 04976

ATTESTED COPIES
WR DCN: 2121531400012

Enclosed please find copies of documents recently placed on file with our office. Each copy has been attested as a true copy of the original and serves as your evidence of filing. We recommend that you retain these permanently with your records.

Charter#: 20120494ND Legal Name: CORNVILLE REGIONAL CHARTER SCHOOL

ARTICLES OF INCORPORATION

DCN: 2121531400013 Page(s) 4

Total Pages 4

Filing Fee $40.00

DOMESTIC
NONPROFIT CORPORATION

STATE OF MAINE

ARTICLES OF INCORPORATION

File No 20120494ND Pages 4
Fee Paid $ 40
DCN 2121531400013 ARTI
-----FILED-----
05/16/2012

Julie L Flynn
Deputy Secretary of State

A True Copy When Attested By Signature
Julie L Flynn
Deputy Secretary of State

Pursuant to 13-B MRSA §403, the undersigned incorporator(s) execute(s) and deliver(s) the following Articles of Incorporation

FIRST: The name of the corporation is Comville Regional Charter School

SECOND: ("X" one box only Attach additional page(s) if necessary)

☑ The corporation is organized as a public benefit corporation for the following purpose or purposes

Public fundid charter school

☐ The corporation is organized as a mutual benefit corporation for all purposes permitted under Title 13-B or, if not for all such purposes, then for the following purpose or purposes

THIRD: The Registered Agent is a (select either a Commercial or Noncommercial Registered Agent)

☐ Commercial Registered Agent CRA Public Number _____

(name of commercial registered agent)

☑ Noncommercial Registered Agent

Jessica Daigneault
(name of noncommercial registered agent)

232 Ames Rd Comville ME, 04976
(physical location, not P O Box – street, city, state and zip code)

(mailing address if different from above)

FOURTH: Pursuant to 5 MRSA §108 3, the registered agent as listed above has consented to serve as the registered agent for this nonprofit corporation

FIFTH: The number of directors (not less than 3) constituting the initial board of directors of the corporation, if the number has been designated or if the initial directors have been chosen, is 4

The minimum number of directors (not less than 3) shall be 3 and the maximum number of directors shall be 5

SIXTH. Members ("X" one box only)

☒ There shall be no members
☐ There shall be one or more classes of members and the information required by 13-B MRSA §402 is attached

SEVENTH: **(Optional)** ☒ (Check if this article is to apply)

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

EIGHTH: **(Optional)** ☐ (Check if this article is to apply)

Other provisions of these articles including provisions for the regulation of the internal affairs of the corporation distribution of assets on dissolution or final liquidation and the requirements of the Internal Revenue Code section 501(c) are set out in Exhibit _____ attached hereto and made a part hereof

---

Incorporators* **Dated** 05/01/12

Justin N Belanger
(signature)

Justin N Belanger
(type or print name)

Street 783 Beckwith Rd
(residence address)

Corinville, ME 04976
(city, state and zip code)

Jessica Daigneault
(signature)

Jessica Daigneault
(type or print name)

Street 232 Ames rd
(residence address)

Corinville, ME 04976
(city, state and zip code)

Jean M Walker
(signature)

Jean M. Walker
(type or print name)

Street 98 Walton Mill Road
(residence address)

Corinville, ME 04976
(city, state and zip code)

FIFTH: The number of directors (not less than 3) constituting the initial board of directors of the corporation, if the number has been designated or if the initial directors have been chosen, is 4

The minimum number of directors (not less than 3) shall be JWB 05/01/12 4 3 and the maximum number of directors shall be 5

SIXTH: Members ("X" one box only)

☐ There shall be no members
☐ There shall be one or more classes of members and the information required by 13-B MRSA §402 is attached

SEVENTH: **(Optional)** ☒ (Check if this article is to apply.)

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

EIGHTH: **(Optional)** ☐ (Check if this article is to apply)

Other provisions of these articles including provisions for the regulation of the internal affairs of the corporation, distribution of assets on dissolution or final liquidation and the requirements of the Internal Revenue Code section 501(c) are set out in Exhibit _____ attached hereto and made a part hereof.

Incorporators*

Dated 05/01/12

Sandra Belanger
(signature)

Street 783 Beckwith Road
(residence address)

Sandra Belanger
(type or print name)

Corinville, ME 04976
(city, state and zip code)

_____
(signature)

Street _____
(residence address)

_____
(type or print name)

_____
(city, state and zip code)

_____
(signature)

Street _____
(residence address)

_____
(type or print name)

_____
(city, state and zip code)

For Corporate Incorporators*

Name of Corporate Incorporator NA

By _____ Street _____
(signature of officer) (principal business location)

_____ _____
(type or print name and capacity) (city, state and zip code)

Name of Corporate Incorporator _____

By _____ Street _____
(signature of officer) (principal business location)

_____ _____
(type or print name and capacity) (city, state and zip code)

***Articles are to be executed as follows:**

If a corporation is an incorporator (13-B MRSA §401), the name of the corporation should be typed or printed and signed on its behalf by an officer of the corporation. The articles of incorporation must be accompanied by a certificate of an appropriate officer of the corporation, not the person signing the articles, certifying that the person executing the articles on behalf of the corporation was duly authorized to do so.

Please remit your payment made payable to the Maine Secretary of State

Submit completed form to **Secretary of State**
Division of Corporations, UCC and Commissions
101 State House Station
Augusta, ME 04333-0101
Telephone Inquiries **(207) 624-7752** Email Inquiries CEC.Corporations@Maine.gov

CORNVILLE REGIONAL CHARTER SCHOOL BY-LAWS

ARTICLE I Name and Incorporation

Section 1. Name. The name of the corporation is Cornville Regional Charter School. It is herein after referred to as "the corporation."

Section 2. Location. The principal location of Cornville Regional Charter School facility shall be 1192 West Ridge Road, Cornville, Maine 04976.

Section 3. Purposes. The Corporation is a non-profit corporation organized under the laws of the State of Maine and its purposes are exclusively educational as set forth in the Articles of Incorporation. More specifically, the purposes for which the Corporation is organized are:

- To be determined by the Board of Directors and included here.

Section 4. Statute and Code. The corporation shall operate in accordance with Title 20-A, Chapter 112 of the Maine Revised Statutes.

Section 5. Non-discrimination. The Corporation shall not discriminate on the basis of race, religion, national origin, gender or age in either the hiring and other employment practices of the school or in its admission policies for students. Further, the Corporation shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of charter public schools in the State of Maine.

ARTICLE II Members

Section 1. Non-membership Corporation. The Corporation shall have no members. The Board of Directors shall have all powers and duties for the conduct of the activities of the Corporation.

ARTICLE III Board of Directors

Section 1. Number. The Board of Directors shall consist of not less than five and not more than seven persons. The Director of the charter school shall be a non-voting member of the Board of Directors.

Section 2. Qualifications.

Section 3. Term. Directors shall be elected for three year terms. Terms shall be staggered so that no more than 1/3 of the Board shall be up for election in any year, unless a vacancy(ies) needs to be filled.

Section 4. Powers. The Board of Directors shall have all powers and authority, as designated in the Charter, for the management of the business, property, and affairs of the

Corporation, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of the Corporation. The Board of Directors may, by general resolution, delegate to committees of its own number or to officers of the Corporations such powers as it may see fit for specified periods of time.

Section 5. Election. The names of the initial Directors are set forth in the Articles of Incorporation. All successor Directors shall be elected by the eligible voters of the school community at an election held each year at the annual meeting. The positions of those Directors whose terms have expired shall be open to be filled by those members eligible to vote. Eligible voters shall be the parents or guardians of any children currently attending the school. Elections shall be conducted using secret ballots. Voters shall be required to sign a Roster of Voters confirming their eligibility to vote. Each school family shall be accorded one vote per available position, regardless of the number of its children attending the school. Proxy voting is prohibited. Votes shall be tallied and announced at the meeting where the vote takes place. A group of volunteers, no less than three nor more than five people, made up of eligible voters, but not those up for election, shall tally the votes. In the event of a tie vote for a position, a second ballot will be cast for that position only, with only the tied candidates participating on the ballot. Should a second tie vote occur, a result shall be obtained by flipping a coin with the person whose name is earliest in the alphabet calling a coin side first. Newly elected Directors shall assume office at the first Board of Directors meeting following their election.

Section 6. Term Limits. Director membership shall be limited to two consecutive three year terms. Previous Directors shall be re-eligible for membership after a lapse of one years.

Section 7. Resignation and Removal. A Director may resign by submitting his or her resignation in writing to the President of the Board of Directors. A Director may be removed for cause at a meeting of Directors by an affirmative vote of two-thirds of the remaining Board of Directors. Directors being considered for removal shall receive at least two weeks' notice of such proposed action and shall have the opportunity to address the Board regarding such action prior to any vote on such removal.

Section 8. Annual Meeting. An annual meeting of the Board of Directors for the election of Directors and Officers and such other business as may come before the meeting shall be held in June of each year. Written notice shall be given not less than 10 days nor more than 50 days of the time, place, and purposes of the meeting. The meeting shall be held at the principal location of the Corporation or such other place as shall be specified in the meeting notice. The notice shall comply with Maine's Freedom of Access statute Title 1 Chapter 13, which applies to chartered public schools.

Section 9. Regular Meetings. In addition to the Annual Meeting, Regular meetings of the Board of Directors shall be held once a month from September through June, excepting in the month of the Annual Meeting, and at such other times as the Board may, from time to time, determine. Timely public notice of all such regular meetings shall be provided as specified in Title 1, Chapter 13, Subchapter 1 § 406 of Maine Revised Statutes.

Section 10. Special Meetings. Special meetings of the Board of Directors for any purpose or purposes may be called at any time by the President or by a petition signed by a majority of the full Board of Directors. Such meetings shall be held upon not less than two business days' notice given personally or by telephone, telephone facsimile, or

electronic mail or upon not less than four business days' notice given by depositing notice in the United States mails, postage prepaid. Such notice shall specify the time and place of the meeting and in all respects comply with the notice requirements contained in Title 1, Chapter 13, Subchapter 1 § 406 of Maine Revised Statutes.

Section 11. Open Public Meetings Act. All meetings of the Board of Directors shall be held in accordance with Maine's Freedom of Access statute Title 1 Chapter 13, which applies to chartered public schools. Adequate notice of all meetings subject to the Act shall be visibly posted and provided to newspapers of local circulation not less than forty-eight (48) hours before any such meeting.

Section 12. Quorum. A majority of the full number of Directors shall constitute a quorum of the Board for the transaction of business. When a quorum is present, a majority of the Directors present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by the Charter, or by these By-laws. Every act of a majority of the Directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors.

Section 13. Vacancies. A vacancy on the Board of Directors, including a vacancy caused by an increase in the number of Directors, may be temporarily filled by a majority vote of the remaining Directors to elect a person(s) to fill the vacancy(ies) until the next annual meeting of Directors, at which time Directors so elected must be re-elected as specified in the Bylaws or step down from the Board as soon as his or her successor is duly elected and qualified.

Section 14. Compensation. Directors receive no payment for their services. With board approval, Directors may be reimbursed for out-of-pocket expenses incurred on approved board business. Directors must present receipts for all such expenses, which shall be for the Director only, and shall be itemized and documented. Such expenses must be approved by a motion of the board at the meeting immediately following the expenditure(s). Each year, at the annual meeting, the Board of Directors shall set a schedule of allowable charges for meals, lodging, mileage expended on board business. Reimbursements shall not exceed these limitations.

Section 16. Meeting Attendance. Directors are expected to attend all Board meetings. It shall be the duty of the Secretary of the Board to communicate with any Director after such Director's three unexcused, consecutive absences or five total absences in one year to ascertain the Director 's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Directors.

ARTICLE IV Committees

Section 1. Establishment. The Board of Directors may appoint such standing committees and/or ad hoc committees as it thinks necessary for the effective governing of the school.

Section 2. Standing Committees. Each standing committee shall have a charge specific to its permitted activities and such charges shall be incorporated into the charter school policy manual. The function of any committee so established shall be fact-finding, deliberative, and advisory to the Board of Directors. Committees shall not have authority to take legislative or administrative actions, nor to adopt policies for the school. Standing

committees shall be made up on no more than two less than a quorum of the Board of Directors. The chair shall be an ex officio member of each committee. The chief educational director of the charter school shall be an ex officio member of each committee, except where his/her evaluation, tenure, or salary are to be deliberated. Standing committees shall be:

- Committee A: Policy
- Committee B: Finances
- Committee C: Facilities

Section 3. Ad Hoc Committees. Each ad hoc committee shall have a charge specific to its permitted activities and that charge shall include the date on which the committee is to present its final report to the Board of Directors and be dissolved. Members of ad hoc committees shall be drawn from those parents and staff of the school community who indicate interest in serving on the ad hoc committee and from such others as may be deemed appropriate by the Board of Directors. Ad hoc committees shall be made up of no less than 9 and no more than 15 members. Directors shall not be eligible to serve on ad hoc committees, since they have authority and responsibility to review the committee's recommendations and adopt them or not.

ARTICLE V Officers

Section 1. Titles. The Officers of the Corporation are a Chair, a Vice Chair, a Secretary, and a Treasurer. The Board of Directors may create such other officer positions as it thinks necessary. Each officer position shall have its duties and responsibilities specified and included in these By-laws. No Officer may hold more than one position at the same time.

Section 2. Election. The Officers shall be elected from among the Board of Directors at each annual meeting of the Directors and shall serve for one year and until their successors are elected and qualified.

Section 3. Terms. The chair may serve no more than three consecutive one-year terms. Directors elected to the other officer positions may serve no more than five consecutive one-year terms. Former officers, after a break in service of two years, may be elected to another term as an officer.

Section 4. Duties. Officers shall have the duties and responsibilities belonging to their office, including those that follow.

(a) The Chair shall be the chief executive officer of the Corporation, responsible, along with his/her fellow Directors, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board. The Chair shall have full and equal vote as accorded to all Directors. The Chair may enter into and execute in the name of the Corporation contracts or other instruments that are authorized by the Board of Directors. The Chair may delegate, as needed, to any other officer any or all of the duties of the Chair. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these By-laws.
(b) The Vice Chair shall have such duties and responsibilities as may be

delegated to him/her by the Chair. The Vice Chair shall have full and equal vote as accorded to all Directors. In the absence of the Chair, the Vice Chair shall perform all the duties of the Chair and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the Chair, including presiding at meetings of the Board of Directors. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these By-laws.

(c) The Secretary shall cause notices of all meetings to be served to all members of the Board of Directors and the Director and shall keep or cause to be kept the minutes of all meetings of the Board, including the time and place, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the minutes of the previous meeting at the subsequent meeting to be voted on by the Board and duly noted in the minutes of the instant meeting. The Secretary shall keep the Seal of the Corporation. He/she shall have such other powers and duties as may be prescribed by the Board or by these By-laws.

(d) The Treasurer shall be the chief financial officer of the Corporation and shall have oversight of the Business Administrator as that employee takes responsibility of the financial records, investments, and other evidences of school properties and assets. The Treasurer shall ensure that the Business Administrator keeps regular books of account for the Corporation that set out business transactions of the Corporation, such books to be at all times open to inspection at their place of keeping to any Board of Director member. The Treasurer shall be the chair of the Financial Committee, which shall prepare an annual budget, in conjunction with the School Director and the School Business Administrator, for the consideration and approval of the Board of Directors. The Treasurer shall ensure that the Business Administrator deposits all moneys and other valuables in the name and to the credit of the Corporation with such depositaries as shall be designated by the Board of Directors. The Treasurer shall provide oversight to the Business Administrator in the investment and reinvestment of funds of the Corporation and the disbursement of funds of the Corporation as may be ordered by the Board of Directors. The Treasurer shall render to the Board of Directors and the members of the school community, at the Annual Meeting, statements evidencing the current financial condition of the Corporation. The Treasurer shall ensure that the Business Administrator establishes a system of adequate financial recording showing quarterly income, expenditures, and balance and shall, at the first meeting following the end of each quarter, submit to the Board of Directors a detailed written financial report in compliance with the Maine statutes and regulations relating to charter schools.

Section 5. Removal. Any officer may be removed from office, with cause, by the affirmative vote of two-thirds of the full membership of the Board of Directors at any regular meeting or special meeting called for that purpose. Any officer proposed to be removed for cause shall be entitled to at least five business days' notice in writing by mail of the meeting of the Board of Directors at which such removal is to be voted upon and shall be entitled to appear before and be heard by the Board of Directors at such meeting.

ARTICLE VI Fiscal Year and Check Signing

Section 1. Fiscal Year. The fiscal year of the Corporation shall be July 1st to June 30th.

Section 2. Check Signing. The Chair and Treasurer are authorized and required to sign all checks over the amount of $200. The Board of Directors shall establish a policy setting the amount above which checks must have both signatures.

ARTICLE VII Amendments to By-laws

Section 1. Amendments. The Board of Directors shall have the power to make, amend, or repeal the By-laws of the charter school, either in whole or in part. The By-laws may be amended at any regular meeting of the Board of Directors or any special meeting called for that purpose. Written notice stating the time and location of the regular meeting or special meeting must be given to all Directors and posted in all places and in newspapers as required by Maine's Freedom of Access Act not less than ten (10) days prior to the meeting at which such change(s) shall be proposed and voted upon. Any change shall require the approval by a two-thirds (2/3rds) vote of the full membership of the board.

ARTICLE VIII Dissolution

Section 1. Revocation of Charter. If, at any time and for any reason, the Corporation's charter is revoked or the Corporation becomes insolvent, all assets of the charter school, after satisfaction of all outstanding claims by creditors, will be distributed to the Maine Charter School Commission, Augusta, Maine for continued use in educational purpose consistent with the requirements of Section 501(c) (3) of the Internal Revenue Code.

Section 2. Voluntary Dissolution. Should the Corporation choose to dissolve for reasons other than the revocation of its charter or financial insolvency, all assets of the charter school, after satisfaction of all outstanding claims by creditors and governmental grantors, will be distributed to the Maine Charter School Commission, Augusta, Maine for continued use in educational purpose consistent with the requirements of Section 501(c) (3) of the Internal Revenue Code.

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ARTICLE IX Additional Provisions

Section 1. Indemnification of Officers and Directors. The Corporation shall indemnify every corporate agent as defined in, and to the full extent permitted by, Sections 714 of the Maine Nonprofit Corporation Act (Title 13-B Chapter 7). A Director or officer shall not be personally liable to the Corporation for damages for breach of any duty owed to the Corporation, its beneficiaries, or its Board of Directors, except that nothing contained herein shall relieve a Director or officer from liability for breach of a duty based on an act of omission: (a) in breach of such person's duty of loyalty to the Corporation; (b) not in good faith or involving a knowing violation of law; or (c)resulting in receipt of an improper personal benefit.

Section 2. Compensation. No Director or officer shall receive any fee, salary, or remuneration of any kind for services rendered to the Corporation, except that Directors and officers may be reimbursed for proven expenses incurred in the business of the Corporation and approved by formal vote of the Board of Directors.

Section 3. Insurance. The Board of Directors shall provide for the liability and other forms of insurance considered to be necessary and prudent as protection against possible claims.

Section 4. Audit. At the close of each fiscal year, the accounts of the Corporation shall be audited by an independent auditor, who is either a Certified Public Accountant or a Registered Municipal Accountant, and who has expertise in accounting of tax-exempt organizations generally. The auditor shall be hired for this purpose by a majority vote of the members of the Board of Directors present at the regular public meeting at which the motion to hire the auditor is being considered. The audit shall be done in compliance with Maine statutes governing Charter Schools and with all applicable state and federal laws controlling non-profit tax-exempt corporations.

These By-laws were adopted by the Board of Directors at its meeting held on 5/30/2012 by a vote of 5-0.

_____

Board Secretary

Form 1023 Checklist

(Revised June 2006)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note. *Retain a copy of the completed Form 1023 in your permanent records. Refer to the* General Instructions *regarding Public Inspection of approved applications.*

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

☑ Assemble the application and materials in this order:

- Form 1023 Checklist
- Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
- Form 8821, *Tax Information Authorization* (if filing)
- Expedite request (if requesting)
- Application (Form 1023 and Schedules A through H, as required)
- Articles of organization
- Amendments to articles of organization in chronological order
- Bylaws or other rules of operation and amendments
- Documentation of nondiscriminatory policy for schools, as required by Schedule B
- Form 5768, Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation (if filing)
- All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.

☑ User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.

☑ Employer Identification Number (EIN)

☑ Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.

- You must provide specific details about your past, present, and planned activities.
- Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
- Describe your purposes and proposed activities in specific easily understood terms.
- Financial information should correspond with proposed activities.

☑ Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.

Schedule A	Yes ___ No ✓	Schedule E	Yes ___ No ✓
Schedule B	Yes ✓ No ___	Schedule F	Yes ___ No ✓
Schedule C	Yes ___ No ✓	Schedule G	Yes ___ No ✓
Schedule D	Yes ___ No ✓	Schedule H	Yes ___ No ✓

☑ An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.

- Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) **Page 1, Art. 2.**
- Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law **Page 2, Art. 8**

☑ Signature of an officer, director, trustee, or other official who is authorized to sign the application.

- Signature at Part XI of Form 1023.

☑ Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

Printed on recycled paper

DUNS # 078455301

IRS.gov

EIN Assistant

Your Progress: 1. Identity 2. Authenticate 3. Addresses 4. Details **5. EIN Confirmation**

Congratulations! Your EIN has been successfully assigned.

EIN Assigned: **27-5068946**

Legal Name: **CORNVILLE REGIONAL CHARTER SCHOOL**

IMPORTANT:

Save and/or print this page and the confirmation letter below for your permanent records.

The confirmation letter below is your official IRS notice and contains important information regarding your EIN.

CLICK HERE for Your EIN Confirmation Letter

Help with saving and printing your letter

Once you have saved or printed your letter, click "Continue" to get additional information about using your new EIN.

Continue >>

Help Topics

- What if I do not have access to a printer at this time?
- Can I access this letter at a later date?

Form **1023**
(Rev. June 2006)
Department of the Treasury
Internal Revenue Service

Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code

OMB No. 1545-0056

Note: *If exempt status is approved, this application will be open for public inspection.*

Use the instructions to complete this application and for a definition of all **bold** *items.* For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at **www.irs.gov** for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your **organizing document**)
Cornville Regional Charter School

2 c/o Name (if applicable)

3 **Mailing address** (Number and street) (see instructions)
1192 West Ridge Road

Room/Suite

4 Employer Identification Number (EIN)
27-5068946

City or town, state or country, and ZIP + 4
Cornville, Maine, 04976-6223

5 Month the annual accounting period ends (01 - 12)
06

6 Primary contact (officer, director, trustee, or **authorized representative**)
a Name: **Justin Belanger**

b Phone: **207-474-7812**

c Fax: (optional)

7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, *Power of Attorney and Declaration of Representative,* with your application if you would like us to communicate with your representative. ☐ Yes ☑ No

8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. ☐ Yes ☑ No

9a Organization's website: **cornvillercs.org**

b Organization's email: (optional)

10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. ☐ Yes ☑ No

11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) **05 / 31 / 2012**

12 Were you formed under the laws of a **foreign country?** If "Yes," state the country. ☐ Yes ☑ No

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

1 Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. ☑ Yes ☐ No

2 Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. ☐ Yes ☑ No

3 Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. ☐ Yes ☑ No

4a Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. ☐ Yes ☑ No

b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. ☐ Yes ☑ No

5 Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. ☑ Yes ☐ No

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): **Page 1, Art. 2. also in Bylaws** ☑

2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c. ☑

2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. **Page 2, Article 8. also in Bylaws**

2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: ☐

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past*, *present*, and *planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Jean Walker	Board Member	1192 West Ridge Road Cornville, ME. 04976	0
Justin Belanger	Board Chair	1192 West Ridge Road Cornville, ME. 04976	0
Sandra Belanger	Board Treasurer	1192 West Ridge Road Cornville, ME. 04976	0
Jessica Daigneault	Board Secretary	1192 West Ridge Road Cornville, ME. 04976	0

Part V **Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors** *(Continued)*

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than $50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Not Applicable			

c List the names, names of businesses, and mailing addresses of your five highest compensated **independent contractors** that receive or will receive compensation of more than $50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Not Applicable			

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

2a Are any of your officers, directors, or trustees **related** to each other through **family** or **business relationships**? If "Yes," identify the individuals and explain the relationship. ☑ **Yes** ☐ **No**

b Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. ☐ **Yes** ☑ **No**

c Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. ☐ **Yes** ☑ **No**

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. ☐ **Yes** ☑ **No**

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

a Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? ☑ **Yes** ☐ **No**

b Do you or will you approve compensation arrangements in advance of paying compensation? ☑ **Yes** ☐ **No**

c Do you or will you document in writing the date and terms of approved compensation arrangements? ☑ **Yes** ☐ **No**

Part V **Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors** *(Continued)*

d Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? ☑ Yes ☐ No

e Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☑ Yes ☐ No

f Do you or will you record in writing both the information on which you relied to base your decision and its source? ☑ Yes ☐ No

g If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.

5a Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. ☑ Yes ☐ No

b What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?

c What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?

Note: A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.

6a Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☐ Yes ☑ No

b Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than $50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☐ Yes ☑ No

7a Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. ☐ Yes ☑ No

b Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. ☐ Yes ☑ No

8a Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. ☐ Yes ☑ No

b Describe any written or oral arrangements that you made or intend to make.

c Identify with whom you have or will have such arrangements.

d Explain how the terms are or will be negotiated at arm's length.

e Explain how you determine you pay no more than fair market value or you are paid at least fair market value.

f Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.

9a Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. ☐ Yes ☑ No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors *(Continued)*

b Describe any written or oral arrangements you made or intend to make.

c Identify with whom you have or will have such arrangements.

d Explain how the terms are or will be negotiated at arm's length.

e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.

f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present,* and *planned* activities. (See instructions.)

1a	In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals.	☐ Yes	☑ No
b	In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations.	☐ Yes	☑ No
2	Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program.	☐ Yes	☑ No
3	Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds.	☐ Yes	☑ No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

1	Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G.	☐ Yes	☑ No
2	Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E.	☐ Yes	☑ No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present,* and *planned* activities. (See instructions.)

1	Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain.	☐ Yes	☑ No
2a	Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a.	☐ Yes	☑ No
b	Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities.	☐ Yes	☑ No
3a	Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data.	☑ Yes	☐ No
b	Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements.	☐ Yes	☑ No

c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities *(Continued)*

4a Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) ☑ Yes ☐ No

- ☐ mail solicitations
- ☐ email solicitations
- ☑ personal solicitations
- ☐ vehicle, boat, plane, or similar donations
- ☑ foundation grant solicitations
- ☑ phone solicitations
- ☑ accept donations on your website
- ☑ receive donations from another organization's website
- ☑ government grant solicitations
- ☐ Other

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. ☐ Yes ☑ No

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. ☐ Yes ☑ No

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. ☐ Yes ☑ No

5 Are you **affiliated** with a governmental unit? If "Yes," explain. ☑ Yes ☐ No

6a Do you or will you engage in **economic development**? If "Yes," describe your program. ☐ Yes ☑ No

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. ☐ Yes ☑ No

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. ☐ Yes ☑ No

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. ☐ Yes ☑ No

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. ☐ Yes ☑ No

b Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. ☐ Yes ☑ No

Part VIII Your Specific Activities *(Continued)*

11	Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution.	☐ Yes	☑ No
12a	Do you or will you operate in a **foreign country** or **countries?** If "Yes," answer lines 12b through 12d. If "No," go to line 13a.	☐ Yes	☑ No
b	Name the foreign countries and regions within the countries in which you operate.		
c	Describe your operations in each country and region in which you operate.		
d	Describe how your operations in each country and region further your exempt purposes.		
13a	Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a.	☐ Yes	☑ No
b	Describe how your grants, loans, or other distributions to organizations further your exempt purposes.		
c	Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract.	☐ Yes	☐ No
d	Identify each recipient organization and any **relationship** between you and the recipient organization.		
e	Describe the records you keep with respect to the grants, loans, or other distributions you make.		
f	Describe your selection process, including whether you do any of the following:		
	(i) Do you require an application form? If "Yes," attach a copy of the form.	☐ Yes	☐ No
	(ii) Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused.	☐ Yes	☐ No
g	Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.		
14a	Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15.	☐ Yes	☑ No
b	Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.		
c	Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries.	☐ Yes	☐ No
d	Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors.	☐ Yes	☐ No
e	Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information.	☐ Yes	☐ No
f	Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately.	☐ Yes	☐ No

Part VIII Your Specific Activities *(Continued)*

15	Do you have a **close connection** with any organizations? If "Yes," explain.	☐ Yes	☑ No
16	Are you applying for exemption as a **cooperative hospital service organization** under section 501(e)? If "Yes," explain.	☐ Yes	☑ No
17	Are you applying for exemption as a **cooperative service organization of operating educational organizations** under section 501(f)? If "Yes," explain.	☐ Yes	☑ No
18	Are you applying for exemption as a **charitable risk pool** under section 501(n)? If "Yes," explain.	☐ Yes	☑ No
19	Do you or will you operate a **school**? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity.	☑ Yes	☐ No
20	Is your main function to provide **hospital** or **medical care**? If "Yes," complete Schedule C.	☐ Yes	☑ No
21	Do you or will you provide **low-income housing** or housing for the **elderly** or **handicapped**? If "Yes," complete Schedule F.	☐ Yes	☑ No
22	Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. **Note: Private foundations** may use Schedule H to request advance approval of individual grant procedures.	☐ Yes	☑ No

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

	Type of revenue or expense	Current tax year (a) From 7/2011 To 6/2012	3 prior tax years or 2 succeeding tax years (b) From 7/2012 To 6/2013	(c) From 7/2013 To 6/2014	(d) From ... To ...	(e) Provide Total for (a) through (d)
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	423,029	776,686	1,012,384		2,212,099
	2 Membership fees received					
	3 Gross investment income					
	4 Net unrelated business income					
	5 Taxes levied for your benefit					
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)					
	7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)	3250	10000	15000		28,250
	8 Total of lines 1 through 7					
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)					
	10 Total of lines 8 and 9					
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)					
	12 **Unusual grants**					
	13 Total Revenue Add lines 10 through 12					
Expenses	14 Fundraising expenses					
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)					
	16 Disbursements to or for the benefit of members (attach an itemized list)					
	17 Compensation of officers, directors, and trustees					
	18 Other salaries and wages		Attached	Attached		
	19 Interest expense					
	20 Occupancy (rent, utilities, etc.)					
	21 Depreciation and depletion					
	22 Professional fees					
	23 Any expense not otherwise classified, such as program services (attach itemized list)	3031				
	24 Total Expenses Add lines 14 through 23	3031				

Part IX Financial Data *(Continued)*

B. Balance Sheet (for your most recently completed tax year)

			Year End: 6/2012 (Whole dollars)
	Assets		
1	Cash	1	3250
2	Accounts receivable, net	2	0
3	Inventories	3	0
4	Bonds and notes receivable (attach an itemized list)	4	0
5	Corporate stocks (attach an itemized list)	5	0
6	Loans receivable (attach an itemized list)	6	0
7	Other investments (attach an itemized list)	7	0
8	Depreciable and depletable assets (attach an itemized list)	8	0
9	Land	9	0
10	Other assets (attach an itemized list)	10	0
11	Total Assets (add lines 1 through 10)	11	3250
	Liabilities		
12	Accounts payable	12	0
13	Contributions, gifts, grants, etc. payable	13	0
14	Mortgages and notes payable (attach an itemized list)	14	0
15	Other liabilities (attach an itemized list)	15	3031
16	Total Liabilities (add lines 12 through 15)	16	3031
	Fund Balances or Net Assets		
17	Total fund balances or net assets	17	
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18	3031

19 Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. ☐ Yes ☑ No

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. ☐ Yes ☑ No

b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2. ☐

2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. ☐ Yes ☐ No

3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. ☐ Yes ☐ No

4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? ☐ Yes ☐ No

5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.

The organization is not a private foundation because it is:

a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A. ☐

b 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B. ☑

c 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C. ☐

d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D. ☐

Part X **Public Charity Status** *(Continued)*

e 509(a)(4)—an organization organized and operated exclusively for testing for public safety. ☐

f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit. ☐

g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public. ☐

h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions). ☐

i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status. ☐

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

a **Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at *www.irs.gov* or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling. ☐

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

Justin N Belanger — (Signature of Officer, Director, Trustee, or other authorized official)

Justin N Belanger — (Type or print name of signer)

06/04/12 — (Date)

Chair of Cornville Regional Charter School Board — (Type or print title or authority of signer)

For IRS Use Only

IRS Director, Exempt Organizations — (Date)

b **Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii). ☐

(i) (a) Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. _____

(b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box. ☐

(ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person.** If the answer is "None," check this box. ☐

(b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) $5,000. If the answer is "None," check this box. ☐

7 Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. ☐ Yes ☑ No

Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed $10,000 annually over a 4-year period, you must submit payment of $750. If your gross receipts have not exceeded or will not exceed $10,000 annually over a 4-year period, the required user fee payment is $300. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

1	Have your annual gross receipts averaged or are they expected to average not more than $10,000? If "Yes," check the box on line 2 and enclose a user fee payment of $300 (Subject to change—see above). If "No," check the box on line 3 and enclose a user fee payment of $750 (Subject to change—see above).	☐ Yes	☑ No
2	Check the box if you have enclosed the reduced user fee payment of $300 (Subject to change).	☐	
3	Check the box if you have enclosed the user fee payment of $750 (Subject to change).	☑	

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here ▶ Justin N Belanger (Signature of Officer, Director, Trustee, or other authorized official)

Justin N Belanger (Type or print name of signer) 06/04/12 (Date)

Chair, CRCS Board (Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Attachment to 1023 Application

Part IV Narrative Description of Activities

The Cornville Regional Charter School is a candidate to receive one of the first charters from the State of Maine under the newly passed Charter School Law. Since the entity has no history this attachment will attempt to describe the mission, view, and operation of the school moving forward. Our activities will be exclusively geared toward the education of our students under a formal education curriculum and exploration.

The mission of the Cornville Regional Charter School is to create a safe, respectful, nurturing and active learning community where every child is given the opportunity to thrive academically, to be accepted, to celebrate accomplishments and to develop a lifetime love of learning.

The founders of Cornville Regional Charter School are a group of families who support public education and school choice. These members are a diverse group of parents, educators, and community members collaborating to develop a public charter school to serve the students and families in our area. Our community has a strong interest in providing a proficiency-based educational program that includes small learning communities, hands-on and project-based learning tasks, student collaboration across age levels and abilities, and strong parental participation.

Cornville Regional Charter School's academic program is based on the Common Core State Standards. These standards provide a consistent clear understanding of Maine's educational goals and what students are expected to learn so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that are needed for success in college and careers. The instructional design of the school is based on meeting proficiency levels within language arts and math and on integrated projects for other subject areas.

Student learning will be monitored with manageable and measurable expectations. The development of individualized Personal Learning Plans (PLPs) will help students generate long and short term goals for themselves. They will envision and help plan their educational path, partner in their own progress, learn by observation and application as they develop both individual and group skills. From the very beginning, they will know precisely what proficiencies demonstrate desired attainment of knowledge and skills, and they work to achieve those proficiencies. Using the leveled scope and sequence for language arts and math, staff members will expect that 80% of their students will achieve at level 3.0 or better on their individual PLP goals.

Cornville Regional Charter School will strive to provide a challenging and rigorous education for elementary school age children in an environment that emphasizes creativity, collaboration, community, diversity, service, and leadership. Students will be academically and socially prepared to meet the demands of further education while maturing into productive and caring adults with a lifelong passion for learning. Children will learn the basics of reading, writing and math, and experience science and social studies through projects that emphasize everyday skills such as cooking, canning, knitting, gardening, and woodworking. Music and the arts will be integrated into the curriculum. CRCS seeks to foster the development of individuals and their connection to communities of the school, the region, the world, and the natural environment.

In 5-10 years, the measure of success will be read by the achievements of the students as responsible, independent, happy, curious learners. Students will be invested supporters of their community who are connected to their environment. The school will be financially stable, enrollment will be full and promising for the upcoming years, and employment will be desirable to potential staff. Parents and families will be satisfied and appreciative of theirs and their child's involvement and growth at CRCS by eagerly re-enrolling, and suggesting the school to their closest friends and family. The town will be excited and proud to be hosting one of the State's first charter schools, and benefitting financially from its prosper. School gardens and landscaping will be flourishing as a result of student involvement with local farmers and agriculturalists. The playground will be full of laughs and supportive team building and effective communication skills. The classrooms will be bright and colorful, displaying student's achievements and artwork completed through lessons from local potters, knitters, painters or photographers. Local carpenters or contractors may be working to help make renovations and improvements to the facility. Local yoga instructors could be leading the children in stretching, strengthening, and meditative activities. A wood fired oven, made by local artisans, could be burning in the parking lot as an effective fundraising event at the 10 mile yard sale, hosted every year by the town of Cornville. Cornville Regional Charter School will restore people's dreams of a small rural school that participates strongly in the strength of humanity, where students proudly take part in the betterment of their school and gain responsibility for the proper care of their community and their planet.

Our vision is to create a school where learning is built around each student so that they become engaged learners with relevant and challenging work. Cornville Regional Charter School's educational program and curriculum will be implemented and reviewed as a continuous process. The curriculum is based on the Common Core State Standards. These standards are educational standards that Maine and 42 other states have adopted. The standards identify the skills and knowledge that students should have when they graduate from high school, and benchmark the development of those knowledge and skill sets. Priority is given to making sure a student understands a subject or concept, rather than having a student achieve a grade by the end of the year and move on to the next level of school. The goal of the

CRCS educational program will be to support all students as they gain skills and competencies through this proficiency based progression.

Cornville Regional Charter School will implement proficiency standards for the teaching of English language arts and mathematics. (Please refer to Appendixes A & B for the curriculum maps, scopes and standards, and Appendix C for sample lesson plans). Proficiency based instruction and assessment allows for each student to reach his or her full potential. Objective mastery allows students to progress and tackle ever-more challenging work. It also prevents a student from advancing without the necessary skills to be successful. Individualizing and differentiating learning gives students a reason to learn and a means to reach their academic potential.

Whenever possible, students will be engaged in real-world activities that connect them to the local community. These authentic learning opportunities support the learning needs of all students including high-performing students and at-risk students. Students will engage in collaborative, curricular projects. This highly engaging project-based approach will provide students with opportunities to use skills that suit their unique learning styles and strengths. Student questioning within these projects will lead to the discovery of important concepts and principles. Furthermore, students will take responsibility for the planning and work management required to complete these projects. Social and communication skills such as respectful listening, expressing differing opinions, making compromises, and taking ownership of their own learning and effort will be emphasized. Study skills that will be required include written and oral expression, extended research, analysis and synthesis of information, planning, perseverance and organization.

Cornville Regional Charter School **EIN: 27-5068946**

Attachment to 1023 Application

Part V Line 2a – Explanation of relationship between executive director and founding board member.

Justin Belanger, executive director, is married to founding board member Sandra Belanger this position is not a paid position. Both positions are unpaid and are not filled at the discretion of either respectively.

Cornville Regional Charter School **EIN: 27-5068946**

Attachment to 1023 Application

Part V Line 3a – Board of Governors Qualifications, Duties, Average Hours Worked

Name	Qualifications	Duties	Hours Worked
Justin Belanger	Office Manager at Belanger Sheet Metal, Owner of Small Business, Member of Town Government Committees	Chair of the Board of Governors, Executive Director, and Budgeting	Currently 20 hours per week, less once charter is granted and school is running.
Jean Walker	Certified Special Education Teacher	Application to Maine Charter School Commission and Curriculum development.	Currently 40 hours a week, likely 4 hours per week once charter is granted and school is running.
Sandra Belanger	Certified teacher with 12 years of teaching experience across grade levels.	Treasurer, application to Maine Charter School Commission and Curriculum development.	Currently 30 hours a week, less once charter is granted and school is running.
Jessica Daigneault	Parent and community volunteer.	Curriculum development and secretary.	Currently 10 hours, less one charter is granted and school is running.

Attachment to 1023 Application

Part V Line 5a – Conflict of Interest Policy

The Cornville Regional Charter School's Conflict of Interest Policy was adopted by resolution of the founding board and is as follows:

CORNVILLE REGIONAL CHARTER SCHOOL
CONFLICT OF INTEREST POLICY

Article I
Purpose

The purpose of the conflict of interest policy is to protect Cornville Regional Charter School's (Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II
Definitions

1. **Interested Person**

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. **Financial Interest**

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

a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,

b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or

c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III
Procedures

1. **Duty to Disclose**

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. **Determining Whether a Conflict of Interest Exists**

After disclosure of the financial interest and all material facts, and after any discussion with the interested, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. **Procedures for Addressing the Conflict of Interest**

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances nor producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

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

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

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

Article IV
Record of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's of committee's decision as to whether a conflict of interest in fact existed.

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

Article V
Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI
Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflicts of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII
Periodic Reviews

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

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

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

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

Article IX
Maine Specific Requirements

It shall be the policy of the Board not to employ the spouse of a member of the Board of Governors. In addition, neither a Governor nor his/her spouse may serve as a volunteer when that volunteer has primary responsibility for a curricular, co-curricular or extra-curricular program or activity and reports directly to the superintendent, principal, athletic director or other school administrator.

No person shall be employed in a position where a member of the immediate family

(spouse, brother, sister, parent, son or daughter) is responsible, in whole or in part, for the supervision and/or evaluation of the employee.

The Board may approve an exception to this policy where the Board determines that granting of such exception is in the best interest of the school system and does not violate existing State of Maine statutes.

This policy shall comply with the requirements of Title 20-A MRSA § 1002.

Cornville Regional Charter School **EIN: 27-5068946**

Attachment to 1023 Application

Part VIII Line 3a – Gaming Activities

The fundraising committee of the Cornville Regional Charter School, from time to time, will run raffles, 50/50 and other games to raise funds for the operation of the school. All funds raised in this way will be deposited into the general fund of the school and used for activities and resources for the education of the student body consistent with our limited purpose.

Cornville Regional Charter School **EIN: 27-5068946**

Attachment to 1023 Application

Part VIII Line 3c - List of Jurisdictions in which gaming Activities are potentially Conducted

1. State of Maine, County of Somerset, Town of Cornville
2. State of Maine, County of Somerset, Town of Skowhegan
3. State of Maine, County of Somerset, Town of Madison
4. State of Maine, County of Somerset, Town of Fairfield
5. State of Maine, County of Somerset, Town of Canaan
6. State of Maine, County of Somerset, Town of Athens
7. State of Maine, County of Kennebec, Town of Waterville
8. State of Maine, County of Penobscot, Town of Bangor

Cornville Regional Charter School **EIN: 27-5068946**

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Part VIII Line 4a - Description of Fundraising Programs

Personal solicitations - From time to time it will be the intention of the governing to solicit funds for the purpose of running the school by direct contact with parents and community members. Be it through fundraising programs selling various items or revenue drives.

Foundation grant solicitations - The school has already received a grant from the Plum Creek foundation to aid in the establishment of the school. The governing board will be soliciting additional grants from corporate donors to help develop the school and provide opportunities for the student body.

Phone solicitations - The governing board may from time to time contact parents and community members by phone in an attempt to directly solicit funds for the operation of the school provide opportunities for the student body.

Website donations - Through the school's own website and potential outside sources the governing board may from time to time arrange for fundraising over the internet. These types of fundraising may be accompanied by e-mail blast advertising to direct attention to the websites involved with the fundraising campaign.

Government grant solicitations - The governing board is pursuing and will continue to pursue in perpetuity any grants that apply to the school from State and Federal sources. Federal and state monies being the most abundant and often earmarked for educational institutions like the school, the governing board plans to use as many of these grants as it can.

Cornville Regional Charter School **EIN: 27-5068946**

Attachment to 1023 Application

Part VIII Line 4d – List of Jurisdictions in which fundraising is conducted

1. State of Maine, County of Somerset, Town of Cornville
2. State of Maine, County of Somerset, Town of Skowhegan
3. State of Maine, County of Somerset, Town of Madison
4. State of Maine, County of Somerset, Town of Fairfield
5. State of Maine, County of Somerset, Town of Canaan
6. State of Maine, County of Somerset, Town of Athens
7. State of Maine, County of Kennebec, Town of Waterville
8. State of Maine, County of Penobscot, Town of Bangor

Cornville Regional Charter School **EIN: 27-5068946**

Attachment to 1023 Application

Part VIII Line 5 – Affiliation with Government Unit

Title 20-A of the Maine Statutes Revised Annotated Chapter 112 authorizes the creation of charter schools in the state of Maine. It also places charter schools under the oversight of the Maine Department of Education and the Maine Charter School Commission. Since charter schools are subject to all laws and regulations in place for other schools in the public education system, the Cornville Regional Charter School is "affiliated" with the Maine Department of Education. In addition, since the funding for the students of the charter school comes from federal and state monies, following the student from the sending school, all state audit requirements will apply to Cornville Regional Charter School. 20-A MRSA §§ 6001 – 6152.

Cornville Regional Charter School

EIN 27-5068946

Part IX, section A, Lines 1-23

State Charter School Commission

BUDGET Template

	Pre-Opening	Year One 45	Year Two 90	Year Three 120
Revenues				
Per-Pupil Allocation see Revenue 45, 90,120ss	0	423,029	776,686	1,012,384
Federal Entitlement Funds	0			
Federal and State Grants	0			
Foundation Grants	750			
Fundraising Events	2,500	10,000	15,000	20,000
Parent Contributions	0			
In-Kind Contributions	0			
Other	0			
	3,250	433,029	791,686	1,032,384
Expenses				
Research & Planning				
Market Research				
Curriculum Development		3,000	3,000	1,500
Application Costs				
Consultants				
Staff Recruitment	280			
Board Recruitment				
Website Development	750			
Marketing Materials				
Nonprofit Incorporation	850			
Admissions Lottery				
other:background checks		1,000	1,500	2,000
Other:printing/binders,tabs	400			
Research & Planning	2,280	4,000	4,500	3,500
Instructional Services				
Teacher Salaries & Benefits		124,272	256,000	341,334
Substitute Salaries & Benefits		1,600	2,600	3,600
Aides Salaries & Benefits		19,082	75,000	100,000
Textbooks		8,000	2,000	3,000
Classroom Supplies		3,000	5,000	7,000
Classroom Furniture		2,000		
Classroom Equipment		3,000		
Academic Computers/Software*		4,365	8,730	11,640
Staff Development		4,000	6,000	8,000
Travel & Conferences		1,500	2,000	25,000
Assessment*		1,935		
Other:farmer to teach gardening class	500			

Instructional Services	500	172,754	357,330	499,574
Special Education Services				
Teacher Salaries & Benefits		25,000	40,000	60,000
Aides Salaries & Benefits			40,000	60,000
Special Facilities/Equipment				
Curriculum				
Instructional Materials		1,000		
Contracted Services		12,000	25,000	35,000
Other:				
Special Education	0	38,000	105,000	155,000
Supplemental Programs & Services				
Athletic Programs	0			
Art & Enrichment Programs		4,000	5,000	5,000
Summer/Bridge School/Programs				
After-School Programs		1,000	1,000	1,000
Community Service Programs		500	500	5,000
English Language Learner Programs				
Music Programs		2,000	2,000	2,000
Tutoring Programs				
Uniforms				
Other: materials/tools for garden grant	250			
Supplemental Programs	250	7,500	8,500	13,000
Library				
Librarian Salary & Benefits			16,500	18,000
Books & Other Reading Materials		1,000	1,000	1,000
Furniture				
Computers/Software				
Audiovisual Equipment				
Other:				
Library	0	1,000	17,500	19,000
Student Support Program & Services				
Nurse Salary & Benefits				
Health Supplies & Equipment		250	2,000	2,000
Guidance Counselor Salary & Benefits				
School Psychologist Expense				
Voluneer Expense				
Other:contracted services		10,000	3,000	5,000
Student Support	0	10,250	5,000	7,000
Facilities				
Rent/Leas/Mortgage	1			
Maintenance Salaries & Benefits	0			
Maintenance & Repair Expenses		10,000	20,000	20,000
Utilities		3,500	4,000	4,000

Telephone	780	1,600	1,600
Internet Services	600	600	600
Fire & Security	600	800	800
Custodial Services		5,000	5,000
Custodial Supplies	1,500	1,500	1,500
Waste Disposal		2,000	2,000
Other: Oil	17,511	22,000	25,000
Facilities	34,491	57,500	60,500
Transportation & Food Service			
Busing Costs	25,025	50,074	66,672
Driver Salary & Benefits			
Field Trip Expense	5,000	10,000	15,000
Food Service Salaries & Benefits			
Food Service Supplies & Equipment			
School Breakfast Expense	7,700	10,000	15,000
School Lunch Expense	15,000	24,000	36,000
School Snacks Expense			
Other:			
Transportation & Food Service	52,725	94,074	132,672
Administration & Support			
Administrators' Salaries & Benefits	30,000	42,000	44,000
Staff Salaries & Benefits	15,179	26,000	26,000
Office Supplies	2,000	1,500	2,000
Photocopy Expense	2,000	1,000	1,000
Administrative Computers/Software	1,000	400	400
Office Equipment			
Postage & Shipping	200	900	1,000
Bookkeeping & Audit	7,000	7,500	8,000
Payroll Services	600	800	1,000
Banking Fees	50	75	100
Interest Expense			
Legal Services	10,000	20,000	20,000
Liability & Property Insurance	9,987	10,000	10,000
other insurances	20,000	20,000	20,000
Directors' & Officers Insurance	1,500	1,500	1,500
Marketing			
Grant Writing		2,000	2,000
Board Expense			
Staff Recruitment Expense			
Administration & Support	99,516	133,675	137,000
TOTAL EXPENSES	420,236	783,079	1,027,246
SURPLUS or (DEFICIT)	12,793	8,607	5,138
*targeted funds			

	3,031
	219
	0
	0
	1

Cornville Regional Charter School **EIN: 27-5068946**

Attachment to 1023 Application
Part IX Financial Data
7) revenue not otherwise listed

(a)	Luck of draw auction		2500
	Our Growing Place grant		750
			3250
(b)	Parent Teacher Association: other fundraisers	bottle drives	1000
	Parent Teacher Association: other fundraisers	box tops for educat	3000
	Parent Teacher Association: other fundraisers	craft fair	2500
	Parent Teacher Association: other fundraisers	auction	3500
			10000
(c)	Parent Teacher Association: other fundraisers	bottle drives	2000
	Parent Teacher Association: other fundraisers	box tops for educat	5000
	Parent Teacher Association: other fundraisers	craft fair	3000
	Parent Teacher Association: other fundraisers	auction	5000
			15000

Cornville Regional Charter School **EIN: 27-5068946**

Attachment to 1023 Application
Part IX Financial Data
23) expense not otherwise classified

Staff Recruitment	280
Website Development	750
Nonprofit Incorporation	850
Other:farmer to teach gardening class	500
other: seeds	50
other: rakes, shovels, hoes, hoses	200
building purchase	1
Other:printing/binders,tabs	400
total	3,031

Cornville Regional Charter School **EIN: 27-5068946**

Attachment to 1023 Application
Part IX Financial Data
Part B,Line 15

Staff Recruitment	280
Website Development	750
Nonprofit Incorporation	850
Other:farmer to teach gardening class	500
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total	3,031

Cornville Regional Charter School **EIN: 27-5068946**

Attachment to 1023 Application

Schedule B Section 1 Line 1a – Evidence of Curriculum, Faculty and Student Body

Curriculum

Cornville Regional Charter School's academic program is based on the Common Core State Standards. These standards provide a consistent clear understanding of Maine's educational goals and what students are expected to learn so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that are needed for success in college and careers. The instructional design of the school is based on meeting proficiency levels within language arts and math and on integrated projects for other subject areas.

Key Points of the Core Standards:

English Language Arts

Reading

The standards establish a "staircase" of increasing complexity in what students must be able to read so that all students are ready for the demands of college and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.

Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Because the standards are building blocks for successful classrooms, but recognize that teachers, school districts and states need to decide on appropriate curriculum, they intentionally do not offer a reading list. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.

The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the many remaining decisions about what and how to teach to states,

districts, and schools.

Writing

The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.

Research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research —is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.

Annotated samples of student writing accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.

Speaking and Listening

The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.

An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

Language

The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.

The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.

Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking, and listening.

Media and Technology

Just as media and technology are integrated in school and life in the twenty-first

century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

Mathematics

The K-5 standards provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals—which help young students build the foundation to successfully apply more demanding math concepts and procedures, and move into applications.

In kindergarten, the standards follow successful international models and recommendations from the National Research Council's Early Math Panel report, by focusing kindergarten work on the number core: learning how numbers correspond to quantities, and learning how to put numbers together and take them apart (the beginnings of addition and subtraction).

The K-5 standards build on the best state standards to provide detailed guidance to teachers on how to navigate their way through knotty topics such as fractions, negative numbers, and geometry, and do so by maintaining a continuous progression from grade to grade.

The standards stress not only procedural skill but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels - rather than the current practices by which many students learn enough to get by on the next test, but forget it shortly thereafter, only to review again the following year.

Having built a strong foundation K-5, students can do hands on learning in geometry, algebra and probability and statistics. Students who have completed 7th grade and mastered the content and skills through the 7th grade will be well-prepared for algebra in grade 8.

The middle school standards are robust and provide a coherent and rich preparation for high school mathematics.

The high school standards call on students to practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically.

The high school standards set a rigorous definition of college and career readiness, by helping students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do.

The high school standards emphasize mathematical modeling, the use of mathematics and statistics to analyze empirical situations, understand them better, and improve decisions. For example, the draft standards state: "Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. It is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data."

Faculty Recruitment Plans

Because the Cornville Regional Charter School is awaiting approval of its charter it is not in existence. The governing board has adopted the following as its criteria for hiring teachers after the charter is approved. The guideline below have been submitted to the Maine Charter School Commission.

Teachers

Criteria for the selection of teachers are adapted from the five standards used for certification from the National Board for Professional Teaching Standards. During the hiring process, candidates will be evaluated using these standards: committed to students and learning; knowledgeable about their subject matter; skilled in management of learning and behavior; reflective in their practice; and community oriented.

Cornville Regional Charter School will employ one full-time teacher per classroom. Classroom teachers are responsible for curriculum, assessment, and instruction in their class. In addition, effective teachers will possess the following qualifications, skills and experiences:

- be certified, or eligible for certification in Maine
- pass the Criminal Justice Fingerprint Clearance
- cooperate successfully as a member of a team
- communicate effectively with others
- maintain confidentiality
- use effective oral and written communication skills
- assume responsibility for own professional development
- flexible with the ability to work in an ever-changing school environment
- be proficient using technology
- teach to the very best of their ability to help students meet their goals
- participate in relevant professional development, self-selected or assigned by administration
- update administration regularly of their needs and wants in order to maximize student achievement
- model life-long learning
- develop a professional development plan
- build a professional learning community work as a team in a professional learning community to maximize integration of knowledge across disciplines and grades

Student Recruitment Plans

As discussed above the Cornville Regional Charter School is still not technically in existence while waiting for approval of its charter. The following plan for student recruitment was submitted to the Maine Charter School Commission.

The physical address of Cornville Regional Charter School is at 1192 West Ridge Road, at the former home of Cornville Consolidated Elementary School. The Town of Cornville is part of the Skowhegan School District RSU #54, and the school building is 3 miles away from Athens Elementary School which is part of the Madison school district RSU # 59. The primary catchment area for CRCS will be these two districts and the towns of Athens, Canaan, Cornville, Madison, Mercer, Norridgewock, Skowhegan, and Smithfield.

Cornville Regional Charter School has used a multi-faceted approach to recruit families from the catchment and surrounding areas. The CRCS Founding Board has conducted a telephone poll, networked among personal acquaintances, created an informational pamphlet, bulletin board, Facebook page, and held informational meetings to gauge interest and support. The board has created pamphlets that include information about charter schools, our mission and vision, and our sample schedule (refer to Appendix E). In an effort to reach all eligible students, the pamphlets were placed in areas frequented by children such as the Skowhegan Area Recreation Department, local day cares and nursery schools, and our local bowling alley. They were also placed at organizations providing services for the community such as The Cornville Town Office, WIC, KVCAP, and Somerset Heart Health. Additionally, pamphlets were placed in common areas such as general stores and laundromats. Furthermore, information was shared with local homeschool groups and discussed with counselors from the surrounding RSU schools. Parents have communicated in number and voice expressing unmet needs in the current educational system available in our areas and the need for an alternative school choice.

The board began accepting intent to enroll forms in March 2012, and currently have over 45 non-binding letters of intent. These include three students who have previously been home-schooled (refer to Appendix F). These letters represent the intention of parents to enroll their students in the Cornville Regional Charter School. The board will continue accepting intent to enroll forms until our application is accepted by the state and CRCS can officially enroll students.

CRCS will maintain a website that will allow families to learn more about the school, view the school calendar, and download necessary forms for registration. Efforts will continue to be made to raise awareness of CRCS through social networking sites such as Facebook, community postings, informational meetings, community events, neighborhood canvassing, and networking among personal contacts. In addition, CRCS will maintain a presence at local events in the Skowhegan and Madison area where information will be available on the school's programs and registration.

Cornville Regional Charter School will comply with all state requirements about student enrollment. Enrollment will be nondiscriminatory and open to all Maine students within the grade levels offered, regardless of ability. CRCS will be an open enrollment school of choice for students throughout central Maine. CRCS will comply with current statutory provisions whereby not more than 10% of the

resident pupils in any grade shall be eligible to transfer to a charter school in each of the first two years of the public charter school's operation without the approval of the local school administrative unit (refer to Appendix G). Expected student enrollment is 45 students in the first year increasing up to approximately 120 students at full capacity. The recommended student teacher ratio of the Cornville Regional Charter School is 15:1.

Application Timeline and Procedures

Current recruitment is underway for the 2012-2013 school year. For the following school years, the application period will begin in January. Completed applications received after the deadline of March 1st will not be eligible for the lottery. If there are more applications than there are available places, a lottery will be held.

Lottery Guidelines:

- **Siblings and children of staff and founders:** All siblings of admitted students will be placed prior to holding a lottery. CRCS shall also give enrollment preference to children of the school's founders and full-time employees, as long as they constitute no more than 10% of the school's total student population.
- **Applicants:** All names of remaining students who have submitted completed applications will be given bingo numbers and placed in a bingo ball.
- **Drawing:** Beginning with kindergarten, as each ball is drawn, the student will be admitted or placed on the waiting list.
- **Siblings of admitted students:** When a student is admitted, their siblings' names are automatically drawn. If there is space, the siblings are admitted as well. If not, they will be placed on the waitlist.
- **Admitted students:** Parents of accepted students will meet with the school director for orientation and receive enrollment paperwork. This admittance remains in effect until they graduate or transfer.
- **Waitlisted students:** If there is no longer space available, the student will be placed on the waitlist in the order that his or her name was drawn. If an opening occurs in a given grade, students on the wait list will be contacted according to their order on the waitlist.
- **Students who apply to CRCS after the lottery date:** These students will be conditionally admitted only if space is available. If space is not available, they will be placed on the waitlist in the order that their completed application is received.

TOWN OF CORNVILLE

Incorporated 1798

761 BECKWITH ROAD
ORNVILLE, MAINE 04976

OFFICE OF
SELECTMEN

May 31, 2012

Justin Belanger

To answer your question:

As soon as the charter school committee contacts the board of selectmen that Cornville has been selected for a charter school, the board will immediately call a special Town Meeting.

The town will vote to transfer ownership of the Cornville Consolidated School building and land to the Cornville Reginald Charter School committee.

From that point on, the committee will be the sole owner and the town of Cornville will no longer be involved in this property.

At the last two yearly Town Meetings, it was made very clear by all that attended that the residents of Cornville wished to donate said property to the charter school committee.

Mel Blaisdell

Mel Blaisdell

Chairman of the board of selectmen

Town of Cornville

Cornville Regional Charter School **EIN: 27-5068946**

Attachment to 1023 Application

Schedule B Section 1 Line 1b – Classification as Elementary School

The Cornville Regional Charter School will serve students in grades kindergarten through 6th grade with the intention of expanding to 8th grade. This will classify the Cornville Regional Charter School as an elementary school.

Cornville Regional Charter School **EIN: 27-5068946**

Attachment to 1023 Application

Schedule B Section 1 Line 2b – How operated wholly by government funds.

Maine' charter school authorizing legislation requires all money that would go to a Maine School Administrative District (MSAD) school had the pupil attended that school follow the pupil to the charter school. For example, a Skowhegan pupil attends MSAD 54 schools—all federal and state monies for that student so to the MSAD 54 the child attends. Should the child opt to attend the charter school, the MSAD 54 school must forward all public monies to the charter school. It is by operation of this law that the charter school is funded by government money. This government money funds nearly if not all the school's annual budget.

Filing Fee $40.00

DOMESTIC
NONPROFIT CORPORATION

STATE OF MAINE

ARTICLES OF INCORPORATION

Deputy Secretary of State

A True Copy When Attested By Signature

Deputy Secretary of State

Pursuant to 13-B MRSA §403, the undersigned incorporator(s) execute(s) and deliver(s) the following Articles of Incorporation:

FIRST: The name of the corporation is Cornville Regional Charter School.

SECOND: ("X" one box only. Attach additional page(s) if necessary.)

☑ The corporation is organized as a public benefit corporation for the following purpose or purposes:

Public fundid charter school

☐ The corporation is organized as a mutual benefit corporation for all purposes permitted under Title 13-B or, if not for all such purposes, then for the following purpose or purposes:

THIRD: The Registered Agent is a: (select either a Commercial or Noncommercial Registered Agent)

☐ Commercial Registered Agent CRA Public Number: _____

(name of commercial registered agent)

☑ Noncommercial Registered Agent

Jessica Daigneault
(name of noncommercial registered agent)

232 Ames Rd. Cornville ME, 04976
(physical location, not P.O. Box – street, city, state and zip code)

(mailing address if different from above)

FOURTH: Pursuant to 5 MRSA §108.3, the registered agent as listed above has consented to serve as the registered agent for this nonprofit corporation.

FIFTH: The number of directors (not less than 3) constituting the initial board of directors of the corporation, if the number has been designated or if the initial directors have been chosen, is 4.

The minimum number of directors (not less than 3) shall be 3 and the maximum number of directors shall be 5.

SIXTH: Members: ("X" one box only.)

☐ There shall be no members.
☐ There shall be one or more classes of members and the information required by 13-B MRSA §402 is attached.

SEVENTH: **(Optional)** ☒ (Check if this article is to apply.)

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.

EIGHTH: **(Optional)** ☐ (Check if this article is to apply.)

Other provisions of these articles including provisions for the regulation of the internal affairs of the corporation, distribution of assets on dissolution or final liquidation and the requirements of the Internal Revenue Code section 501(c) are set out in Exhibit _____ attached hereto and made a part hereof.

Incorporators* **Dated** 05/01/12

Justin N Belanger
(signature)

Justin N Belanger
(type or print name)

Street 783 Beckwith Rd
(residence address)

Corinville, ME 04976
(city, state and zip code)

Jessica Daigneault
(signature)

Jessica Daigneault
(type or print name)

Street 232 Ames rd
(residence address)

Corinville, ME 04976
(city, state and zip code)

Jean M Walker
(signature)

Jean M. Walker
(type or print name)

Street 98 Walton Mill Road
(residence address)

Corinville, ME 04976
(city, state and zip code)

FIFTH: The number of directors (not less than 3) constituting the initial board of directors of the corporation, if the number has been designated or if the initial directors have been chosen, is 4.

The minimum number of directors (not less than 3) shall be JNB 05/01/12 4 3 and the maximum number of directors shall be 5.

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☐ There shall be one or more classes of members and the information required by 13-B MRSA §402 is attached.

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Other provisions of these articles including provisions for the regulation of the internal affairs of the corporation, distribution of assets on dissolution or final liquidation and the requirements of the Internal Revenue Code section 501(c) are set out in Exhibit _____ attached hereto and made a part hereof.

Incorporators*

Dated 05/01/12

Sandra Belanger
(signature)

Street 783 Beckwith Road
(residence address)

Sandra Belanger
(type or print name)

Corinville, ME 04976
(city, state and zip code)

(signature)

Street
(residence address)

(type or print name)

(city, state and zip code)

(signature)

Street
(residence address)

(type or print name)

(city, state and zip code)

CONFLICT OF INTEREST POLICY

It shall be the policy of the Board not to employ the spouse of a member of the Board of Governors. In addition, neither a Governor nor his/her spouse may serve as a volunteer when that volunteer has primary responsibility for a curricular, co-curricular or extra-curricular program or activity and reports directly to the superintendent, principal, athletic director or other school administrator.

No person shall be employed in a position where a member of the immediate family (spouse, brother, sister, parent, son or daughter) is responsible, in whole or in part, for the supervision and/or evaluation of the employee.

The Board may approve an exception to this policy where the Board determines that granting of such exception is in the best interest of the school system and does not violate existing State of Maine statutes.

This policy shall comply with the requirements of Title 20-A MRSA § 1002.

Justin N Belanger

Justinbelanger99@yahoo.com • 783 Beckwith Rd. Cornville, ME 04976• 207-474-7812

Objectives

My goal is to provide school choice for the people of the greater Cornville area. Our school will provide an excellent education as well as an exceptional environment in which to learn and grow. Students, parents, and staff will be respected and valued for their individuality and contributions in helping to run their school. Everyone has something to offer and something to teach. My job will be to encourage and develop these talents to maximize the benefit to the students and community. Further, community connections will be sought out and developed for the mutual benefit of the students and the greater community.

Education

St. Michaels College

05/09/99 Bachelors of Science in Biology with a Minor in Philosophy

- received an excellent Liberal Arts education with a diverse course of study from ethics and economics to plant physiology
- nationally certified EMT-Intermediate: volunteered 40+hrs per week for 3yrs dealing with life or death situations
- Crew Chief: responsible for incident command; coordinated police, fire, first responders and communications with ER while overseeing patient care
- 1st Lieutenant: training officer responsible for certifications and continued training of all personnel, including alumni
- Certified American Red Cross CPR instructor; taught firefighters, EMS personnel and public adult-infant CPR
- Learned to adapt and overcome

Experience

North East Laboratories | Winslow, ME

Environmental Chemist: *June, 1999-June, 2001*

- Analyzed drinking water, waste water, sludge and foods for inorganic compounds
- Worked up to organic chemistry utilizing Gas Chromatograph and Mass Spectrometer equipment to analyze, graph and report data
- Became Quality Control Officer: responsible for quality control of all departments in the lab: metals, wet chemistry, organics, and microbiology. Responsible for EPA

certification of all tests in all departments using bi-annual double blind EPA unknown standards.

BSMI, Inc. | Skowhegan, ME

Office Manager: ***June, 2001-February, 2003***

- Organized the expansion of a sheet metal company from 2 employees to 15 union sheet metal workers and 3 office staff
- Devised (using Excel); accounts payable, job tracking, and accounts receivable systems
- In charge of payroll, union benefits, payroll taxes and insurance
- Responsible for all state and federal reporting and taxes
- Additional duties: human resources, personnel records, safety training/OSHA compliance, labor cost and overhead expense analysis, collections and marketing

Independent Contractor: ***March, 2003- present***

- Started a painting and carpentry company
- Employed up to 6 people
- Do my own books and taxes

Volunteer and Committees

- Taught after school fishing class for elementary kids in Cornville and Waterville
- Soccer coach last 4ys.
- Chair, Friends of Cornville Regional Charter School Board
- Former Cornville School Building Committee
- Appeals Board member, Town of Cornville

783 Beckwith Road, Cornville Maine 04976•207-474-7812•sbelanger@msad54.org

Sandra Belanger

Objective

To provide the children of the Cornville area with school choice, by helping create a small school that restores the local rural educational option. To work hard for the people of my community to build and maintain one of the state of Maine's first charter schools.

Experience

Sept.1999-present MSAD # 54 Skowhegan, ME

Elementary Teacher

- Plan and implement differentiated instruction
- Work with students in grades 1-6
- Work in multi-age classrooms
- Participate in curriculum development
- Membership on district's committees

Dec. 1999-June 2006 Self-employed Skowhegan, ME

Private Tutoring

- Worked with individual students to support classroom instruction
- Supported homeschooled students' mathematics instruction

Feb 1999-Sept 1999 Upward Bound Farmington, ME

Councilor

- Taught math to at risk high school students
- Organized social activities for students
- Supported students through weekly group counseling sessions

---

Education

Sept. 95-June 99 Trinity College of Vermont Burlington, VT

- Graduated with 3.88 GPA
- BS Elementary Education
- BA Mathematics

Volunteer Experience

- Member and treasure Friends of Cornville Regional Charter School
- Assist with after school activities and sports

References Available Upon Request

Jessica "Jake" Daigneault

232 Ames Road, Cornville, Maine
(207) 474-9283
tfpocorn@yahoo.com

Education:

Associates degree in Dental Hygiene – May 1997 University of New England. Current license in radiography. Current CPR certification.

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Preventive Partners, 2005-2008. Traveled as a public health hygienist to schools and WIC clinics providing prophys, OHI, oral cavity exams, sealants for underserved children.

Dental Health Education January, February and March each year since 2006, I have gone into schools, daycares and adult disability centers to teach importance of oral and self-care, as well as OHI and healthy snacks.

Activities

President of Cornville Recreational Department, 2008-curent

Committee Chair to Pack 403, 2010-current

Graphics Coordinator for MDHA, 2010-current

Den Leader pack 403, 2006-2010

President of PTF for Cornville Elementary, 2008-2010

Basketball Coach both coed and boys, ages 7-10

Soccer Coach Coed, ages 7-10

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President of PTF for Cornville Elementary, 2008-2010

Basketball Coach both coed and boys, ages 7-10

Soccer Coach Coed, ages 7-10

Jason Cooke

185 Kelly Road
Cornville, Maine 04976
(207) 431 1544
jcooke@mainehuts.org

Objective

To continue a career in the natural resources field that highlights my experience and love for the outdoors.

Professional Experience

Maine Huts and Trails
Trails Manager, June 2008 - Present

- Design and construction of 4 season non-motorized recreational trail corridor.
- Overseeing of permitting process for governmental agencies.
- Managing budgets of excess of $400K.
- Acting as contact person for contractors.
- Hiring and managing up to 12 seasonal staff.
- Executing maintenance plan for 50 mile trails corridor.
- Support person for 3 backcountry lodging facilities.

Dirigo Timberlands
Field Forester

- Manager of Logging operations.
- Working with landowners for management of woodlands.
- Development of stewardship quality land management plans.
- GIS mapping of land parcels.
- Boundary line maintenance and location.
- Fulfilling Tree growth tax law requirements for landowners.

Education

Unity College
Bachelor of Science, Forestry
Graduated in June 2000

Skowhegan Area High School
Graduated 1991

Professional Skills

- *Licensed Professional Forester LF#3459*
- *Proficient in Arc/GIS Mapping*
- *Wilderness First Responder*
- *Chainsaw Safety certified instructor*

Julie Cooke

185 Kelly Rd
Cornville, ME 04976
207-431-1567
Juliecooke100@yahoo.com

Work Experience

Happyknits, October, 2010-Present

- Owner/Manager of a small business/local yarn store- Responsibilities include: Research and business set up, ordering and tracking inventory, event planning, hosting, and teaching, marketing, retail, financial management, networking, providing a welcoming environment and a positive resource for clientele with similar interests.

Household Manager, April, 2001-Present

- Life builder/Family supporter- Responsibilities include: raising 2 girls through a healthy, happy growth, nurturing positivity, and independence, as well as empathy, and compassion for others. Facilitating a routine that is structural, yet free, establishing boundaries while encouraging curiousity. Balancing multiple tasks- housework, homeschooling, social involvement, physical activity, fostering creativity in art, music, imagination, practicing patience and perseverance, providing consistency as well spontaneity/adaptation, nursing, counseling, teaching, cooking, scheduling.

Nightingale's Learning Place, April, 2003-October 2007

- Assisting care of 8-10 children ages 2-9 at a daycare/learning center- Responsibilites included: basic care of children's needs, cooking, playing, managing behaviors, and structuring activities.

Goodwill Hinckley, May, 2000-April, 2001

- Independent Living Counselor- Responsibilities include: Supervising 16-21 year old students in a group home facility, counseling behavior and transition through graduation and beyond, achieving success in entry level jobs, transporting, monitoring social behaviors through the use of a points/reward system.

Hidden Valley Camp, May, 1996-May, 2000

- Marketing Assistant/Program Director/Camp Counselor- Responsibilities include Marketing the business to potential clients via mail/phone/internet and giving tours of the facility. Creating an outdoor living program for children ages 8-13, where all activites were based on mimimal impact on the earth, living in Tipis'. Teaching outdoor skills, fire building, cooking over a fire, cleaning, composting, gardening, natural crafts, hiking, camping, etc.

Education

- Unity College, Unity, ME – January, 1994-May1995 Major: Environmental Education
- St. Joseph's College, Windham, ME – August 1991-December 1993 Major: Environmental Science

Skills

- First aid/CPR, Wilderness Survival, Lifeguarding.
- Art- Knitting/crochet/felting, sewing, beading, pottery, photography/darkroom.

Samuel Lawson Jencks, Jr.

34 Liberty Lane
Cornville, Me 04976
DOB 04 /29/1955 SSN- by request

Education

5/1993-5/1995	**Beal College** Main St. Bangor, Maine 04401 Associates Degree Major: Paralegal Studies
1990, 1991, 1993	**Central Maine Fire Attack School** Waterville/Winslow High School, Waterville, Me 04910 Certificate Program Safety Officer Major: Firefighter Training
1972-1973	**Tollgate Vocational Technical School** Tollgate Road, Warwick, RI 02886 Certificate of Graduation Major: Automotive
1972-1973	**Tollgate High School** Tollgate Road Warwick, RI 02886 High School Diploma

Employment

8/2003-present	**American Dream Company** Title: Manager Duties: Computer navigation, Data entry, Record keeping, Work with customers, Manage contracts, Oversee repairs, Manage expenses, Maintain schedules along with problem solving, and Sales.
12/06- present	**Market America, Inc.** Greensboro, NC Title: Market America Independent Distributor Duties: Presented the business marketing plan, and company products to as many as 300 attendees. Motivate new prospects and current distributors. Reach a diversified audience ranging from general laborers to business professionals.
12/2001-12/2002	**American Dream Mortgage Company** Title: Office Manager Duties: Contact potential clients, Gather customer information, Keep records, Schedule appraisals, Prepare reports, Prepare

Volunteer History

2011-present	**Cornville Charter School Committee** Title; Member Duties: Work with other founders and board members to develop a Charter School in Cornville, establish a charter along with bylaws, budgets, and work to comply with the state requirements.
2010- present	**Cornville School Building Committee** Title: Co-chairman Duties: Scheduling usage of the facilities, Fund raising, Manage cleaning staff and work with other volunteers.
2011-present	**Cornville Town Library** Title: Board of Directors Duties: work with other directors and the librarian regarding the operations.
1995-present	**Cornville Volunteer Fire Department (CVFD)** Title: CVFD Safety Officer, Fire Fighter, (FF) Duties: General FF duties, Safety Officer Training, Fire scene safety, Drive truck, Work with Fire Chief and other Officers.
1996-2006	**Skowhegan Recreational Center** Basketball Coach and Team Sponsor Duties: Financial support, General coaching responsibilities, Organize coaching staff, Teach children the fundamentals of the game and good sportsmanship.
2000-present	**Town of Cornville Planning Board** Planning Board Member Duties: Working with contractors and individuals seeking land development, making sure state and local land use requirements are met.
1993-1997	**Town of Cornville Board of Appeals** Chairman of the Board Duties: Managing the Board of appeal's meetings, Hearing appeals for zoning, and variances. Responsible for board adhering to ordinances both state and local. To cast the deciding vote in the event of a tied vote on an issue before the board.
1993-1995	**Pine Tree Legal Assistance** Paralegal/Legal Assistant Duties: Representing clients in various administrative hearings such as; Social Security and Disability, Landlord Tenant, and Department of Human Services issues, assisting attorneys with research and case preparation, interviewing clients, and negotiations

Jean Walker

98 Walton Mill Road
Cornville, ME 04976
207-474-3691
jwalkermwalker@gmail.com

Education

- St. Joseph's College, Windham, ME
  Master's Degree in Education 2008-2010
- University of Maine, Orono, ME
  Bachelor of Science in Child Development

Work Experience

Canaan Elementary School, MSAD #54 2010-Present

- Special Education teacher in a resource room setting grades K-3

Cornville Elementary School, MSAD #54 1985-2010

- Special Education teacher in a resource room setting grades K-6

Margaret Chase Smith Elementary School, MSAD #54 1977-1985

- Special Education teacher in a resource room setting grades 5-6

Congin Elementary School, Westbrook School Department 1976-1977

- Special Education teacher in a resource room setting grades K-6

Belief

I believe in a world where people care about their neighbors, their schools, and their community. If I want to pass on this sense of social responsibility to my own students, I need to look inward first and recognize that the words I say and my actions are powerful teaching tools. As a teacher, I strive to create an environment for my students where they feel welcome, important, appreciated, special, and safe, no matter what their academic level. This is the foundation on which I hope Cornville Regional Charter School will thrive.

Exhibit 17 Board Profile

Board Member	Qualifications and Experience
Jean Walker	Special Education teacher with 35 years' experience Master degree in education Technology Integrationist for special needs children Web designer Former PTF president
Justin Belanger	Self-employed Office manager experience Quality control officer Training Officer for rescue squad Homeschooled his children Organized homeschool co-op activities After-school activities and soccer coach
Jessica "Jake" Daigneault	Degree of Science of Dental Hygiene Volunteer coach Community chair Cub Scout Pack 304 Former president of PTF group President of Cornville Recreation Dep. Graphics designer
Sandra Belanger	Classroom teacher with 13 years' experience BA in Mathematics Worked with at-risk high school students in summer program Tutored students - elementary through college Volunteer 4-H leader Wellness Committee member for MSAD #54 Experience on district curriculum and assessment committees
Sam Jencks	Business owner Town government committees Homeschooled his own children
Jason Cooke	Trail manager Consultant Graduate of Unity College Father

Exhibit 18 List of Officers and Committee Chairs

Board of Directors	Officers and Committee Chairs
Jean Walker	Founding Board member: Chair of the Curriculum Committee Board of Directors: Policy Chair
Justin Belanger	Founding Board member: Chair Elected Executive Director of Cornville Regional Charter School
Jessica "Jake" Daigneault	Founding Board member: Secretary Board of Directors: Secretary
Sandra Belanger	Founding Board member: Treasurer and Curriculum Committee Board of Directors: Treasurer and Policy Committee member
Samuel Jencks	Founding Board Member: Assistant Secretary Board of Directors: Facilities Chair
Jason Cooke	Founding Board Member Board of Directors: Finance Chair

Advisory Board members and qualifications	Biographies
Vicky Alward • Accountant • Vice president of Operations at Skowhegan Savings Bank	Vicki Alward is the senior vice president of operations at Skowhegan Savings Bank. She is in charge of the operational areas of the bank, including deposit and loan operations, branch administration, audit and compliance, and facilities. Prior to joining Skowhegan Savings, she worked as a loan review officer at Bangor Savings Bank and as a senior accountant at Berry, Dunn, McNeil, and Parker, CPA's. She serves as a board member and treasurer for the Somerset Economic Development Corporation and serves on the board of mPower Adaptive Equipment Loan Fund.
Edward Hoyt • Degree in Political Science • Juris Doctor from New England School of Law.	Edward Hoyt was born and raised in the central Maine area, graduating from Mount View High School in 1999. Edward received his undergraduate education at Beal College and Thomas College--Associate Degree in Criminal Justice and Bachelor Degree in Political Science respectively. Finally, Edward received his Juris Doctor from New England School of Law in 2011. Edward believes that the charter school system is a way to increase the value of the public education system, adding accountability and incentive through choice. "When geography is the sole factor in determining where a child goes to school, a certain level of complacency can eventually set into the staff." Edward believes this is the plague of the public education system and charter schools are the cure.
Matora Fiorey Ph. D. • Charter school founder • Consultant • School director of Surrry Village Charter School • Chair NH Public Charter School Association	Matora Fiorey is well versed in New Hampshire charter school law, start-up, management and operations. After utilizing her Ph.D in organic chemistry from Oklahoma State University, she transitioned to the charter school world by consulting for the New Hampshire Center for School reform. While at the Center, she received training in charter school law and assisted in writing two charter applications, Academy for Science and Design and Surry Village Charter School. Both schools were then authorized by the State of New Hampshire. In 2006, Matora left the Center to become the Director of the Surry Village Charter School. Recently, Matora has been elected as the Chair of the Board for the New Hampshire Public Charter School Association. In that role she has continued to develop professionally by attending Master Classes that are supported by the National Alliance for Public Charter Schools. This training has enabled her to bring national charter school expertise back to the New Hampshire Public Charter School Association and Surry Village Charter School.

Andrew Medford • Local farmer • Seed researcher • Contributing author	Andrew Medford has been farming for the last decade, in Pennsylvania, California, Washington State, Virginia, New York State and Maine, and now owns his own farm in Cornville. He and his wife, Ann, are going into their fourth season running One Drop Farm, selling at the Skowhegan Farmers Market, and local and wholesale markets in the area. He works at the Johnny's Selected Seeds Research Farm in Albion, Maine as a trial technician doing variety trials on new vegetable varieties. He is also an occasional contributor to the market farming magazine, *Growing for Market.*
Johanna Burdet • Local organic farmer • Sustainable agriculture degree • pre-school teacher • runs community gardens	Johanna Burdet is the owner of Moodytown Gardens. She has been involved in organic farming for 8 years now and has a degree in Sustainable Agriculture from Sterling College. Johanna connects people to the food they are eating by fostering a relationship between customers and the soil and people who grew their food. She supports other local businesses and works with them to create a stronger and more self-reliant economy and food system in central Maine. In addition to farming full time in the summer, Johanna works with a local pre-school to teach them about gardening and manage a small garden on site. She has recently become involved with CRCS to teach more children about agriculture.
Valerie Huebner • College professor • Holds master degree • Founder of nursery school • Environmental Sustainability coordinator	Valerie Huebner holds a BA in American Literature from Stanford University and a Master of Arts and Teaching from Harvard University. She taught high school in Burlington, MA, and started a nursery school in East Madison, ME, that lasted for ten years and enrolled over 100 children during its existence. Since 1979 she has worked at the University of Maine at Farmington, initially teaching courses in composition, literature, and linguistics. She is retiring in 2012 after 20 years as executive assistant to the president and three years as environmental sustainability coordinator.
Michael Lambke M.D. • Local physician at Skowhegan Family Medicine • Medical director	Michael Lambke, M.D. has been a family medicine physician in Maine for more than fourteen years. He is certified by the American Board of Family Medicine. A graduate of Loyola University Chicago and Wayne State University Medical School in Detroit, he completed his residency with Maine-Dartmouth Family Medicine in Augusta. Dr. Lambke has been involved with the Maine Youth Overweight Collaborative since 2006 and recently finished the Hanley Leadership Development program which focused on developing a state wide policy agenda to address the underlying causes of childhood obesity. In addition to caring for patients in his practice at Skowhegan Family Medicine, Dr. Lambke has also served as Medical Director for Redington-Fairview General Hospital since 2011.

Debra Primmerman • Teacher • Retired principal • Special education experience • Department head • Outreach Coach	For 35 years Debra Primmerman was a teacher and administrator in both the public and private sectors. Her educational professional experience includes: teacher at a private Daycare/Kindergarten program in Brockton, MA.; teacher at the Adult Education program at Middleboro High School, Middleboro, MA.; special education teacher and director at The Mary Donovan Holland School, Skowhegan, ME.; special education teacher and department head at Skowhegan Area high School, Skowhegan, ME; teacher and principal at the Cornville Elementary School, Cornville, ME.; and teacher at Margaret Chase Smith School, Skowhegan, ME. Following her retirement in June 2011, Mrs. Primmerman took on a new challenge by becoming the MELMAC Outreach Coach at Skowhegan Area High School. In this new position at SAHS, she assisted first generation seniors in their college and financial aid application process. Presently she works as a subcontractor with the Muskie School of Public Service.
Mary Stuart • Retired teacher • Professor • Counselor • Notary Public	Mary Stuart is a recently retired elementary school teacher from RSU/MSAD 54. Prior to that, she was an instructor in English Composition at the University of Maine-Farmington and a drug and alcohol counselor for Kennebec Valley Comprehensive Alcohol Treatment Program and New Directions (now HealthReach). She is an organic gardener, a volunteer for ME Fish & Wildlife Atlantic Salmon Project for schools, and a Notary Public. She is a graduate of the University of Maine-Farmington (B. S., 1986) and resides in Canaan, Maine.
Jessica Chamberland Ph. D. • Research scientist • Professor • Published author	Jessica Chamberland Ph.D, currently works as a senior research scientist for Unilever in Trubull, Connecticut. Her responsibilities include designing, conducting, and analyzing studies. Some of her previous experience included being an adjunct professor at Mount Ida College, a Teaching assistant at Tufts University, an America Reads/Counts instructor, a tutor and a Kindercare Teacher. She has published her own research and been a research supervisor for others. Jessica is a member of various psychological organizations. She has a B.A. in Psychology and Elementary Education and a Ph.D. in Experimental Cognitive Psychology.
David Daignault • Police Officer • D.A.R.E. Officer • Former US Air Force • Scoutmaster and Cubmaster for Boy Scouts of America	Officer David Daigneault is a graduate of both the Maine Criminal Justice Academy and Southern Maine Technical College where he majored in Law Enforcement Technology. He served in the United States Air Force at Lackland Air Force Base in San Antonio, Texas. David is a member of the Skowhegan Police Department where his job is twofold. He is a Patrol Officer, School Resource Officer for MSAD/RSU 54 and a D.A.R.E. Officer. David is both a Cubmaster and a Scoutmaster for two Boy Scouts of America troops.

Christine Bosworth • Dedicated fundraiser • Volunteer cub scout leader	Christine lives in Cornville with her husband and two sons, Ayden who is 9 and Caleb who is 11. She graduated from Skowhegan Area High School in 1997, and worked within the community as a waitress and medical technician. She is currently going to school to be a phlebotomist and will graduate in December. She has been dedicated to the fundraising effort of the Cornville Regional Charter School, and has organized fundraising events such as running a bounce house during a ten mile lawn sale and organizing a Halloween dance and haunted house. She has also been active as a volunteer Boy Scout leader for Canaan / Cornville Pack 304.
Laurie Hayden • Accounting degree • Business experience • School volunteer • Dedicated fundraiser	Laurie lives in Cornville with her husband and two children, Bayley, 11 and Hunter, 8. She earned her associates degree in accounting from Kennebec Valley Community College in Fairfield, where she graduated with a 3.79 grade point average. Laurie also ran the business office for Hayden Racing Chassis for the seven years the business was in operation. During that time, she managed the billing and books. Laurie is a dedicated mother who has been volunteering on a weekly basis in her children's school for the six years that they have been enrolled. She volunteers within classrooms, and helps organize school wide events such as dental health day.
Julie Cooke • Business owner • Worked with at-risk youth • Camp councilor • Ran extra-curricular programs	Julie lives in Cornville with her husband and two children: Annie, 11 and Natalie, 4. Julie owns and manages a yarn store in Skowhegan Maine, called Happyknits. Before embarking on this adventure, she was a stay-at-home mom for ten years, which is her truest passion. In her early years of parenthood, she worked with youth in many different venues. She worked at a school for at-risk youth teaching independent living skills, ran after school and summer programs, lead groups of children on summer camp/outdoor adventures, and designed outdoor skill courses for children ages 8-13 at various summer camp establishments. She also worked as a marketing manager for a well-known summer camp in Maine for many years while caretaking for the animals there. She has also worked in daycare and has provided childcare for friends and family members' children while a stay-at-home mom. She attended college for 4 years while studying environmental education and philosophy of education. When her oldest daughter started school at age five, attending kindergarten at Cornville Elementary, she volunteered on a weekly basis and was involved in extra-curricular activities.
Angela Hardy • Former elementary teacher and principal of a K-8 school • Masters in Educational Leadership • Unity College Director of Experiential and Environmental Education	Angela Hardy holds a BA in Elementary Education from the University of Maine at Farmington and a Master of Science in Educational Leadership with a concentration in curriculum development from the University of Southern Maine. She has been an elementary teacher and principal of a K-8 island school, and is currently the Director of the Center for Experiential and Environmental Education at Unity College in Unity, Maine. Her job entails developing and supporting partnerships with community agencies related to education.

Korah Soll	Korah Soll is a graduate of Unity College with a B.S. in Environmental Education. She has worked in Alternative Education programs since 1999, after several years with non-profit organizations. She has directed programs at Mt. View High School and now in Camden. Korah's work has focused around providing a structure conducive to improving academic integrity and guiding students toward becoming leaders, strong community members and eventually toward post-secondary success. She chairs the district Dropout Prevention committee and the Child Find committee, which is charged with developing a system to objectively identify and work with the at-risk population at Camden Hills Regional High School. She is also working with the Rural Aspirations Project to develop an entrepreneurial charter high school in rural Waldo County.

Cornville Regional Charter School

Business and Financial Services

D. BUSINESS AND FINANCIAL SERVICES

D.1 Budget: see Exhibit C

Key Budget Assumptions
First year enrollment of 45 is based on actual received intent to enroll forms. There are 40 students from RSU/MSAD 54, 4 students from RSU/MSAD 59 and 1 student from RSU/MSAD 49. Numbers of children of special education needs and limited English proficiency are assumed to be in line with the typical districts populations (20%) because CRCS could not ask about ability on letters of intent. The rate for special education is based on 1.2xEPS Also, the percent disadvantaged is assumed to be consistent with the districts we are drawing from. RSU/MSAD 54=64%, RSU/MSAD 59 = 58.58% and RSU/MSAD 49 =62.19%

According to Title 20-A, Part 2, Chapter 112, 2; "All state and local operating funds follow each student to the public charter school attended by the student". However, Deb Friedman clarified that only the base EPS rate follows the student plus percentages for special education, disadvantaged, transportation and targeted funds for such things as technology, assessment, and K-2 pupils. Therefore, CRCS is using the EPS base numbers for RSU/MSAD 54 and RSU/MSAD 59 RSU/MSAD 49, $6371, $6109, and $6055 respectively. This data is from the Maine Department of Education 2011-12 Computation of unit Allocation to Fund Public Schools. Please see Revenue 45, 90, 120 spreadsheets included with budget exhibits for full detail.

Transportation numbers were taken from the Department Of Education's Computation of Unit Allocation to Fund Public Schools. The actual transportation numbers were divided by the number of students. RSU/SAD 54 totaled $554 per student, MSAD/RSU 59 totaled $600 per student and RSU/MSAD 49 equaled $464 per student.

Teaching staff numbers are based on a 15:1 student teacher ratio. Twenty percent has been added to salaries to account for employer payroll taxes. The principal will be a half-time teacher and half-time principal. This is consistent with how Cornville was run in the past. For the first year there will be no health benefits offered. This is consistent with how other small charter schools that we spoke with operate. As enrollment grows and grant and other funds become available, adding health benefits and increasing salaries will be a top priority.

Alignment and Support of Educational Programs
The Cornville Regional Charter School puts students and teachers first. This budget includes only staff essential to educating the students and running the daily business of the school. Utilizing state programs such as Aspire volunteers to clean the school, parent volunteers in the library and kitchen saves money that is better spent on teachers and students. Also, making kids clean up after themselves teaches responsibility. Including food service in the curriculum and having parents, students and educators working together in the kitchen teaches many valuable lessons. Shared work and sacrifice brings communities together. Volunteers have been maintaining, mowing and doing tasks such as shoveling the roof for the past two years. With more students and parents come more volunteers. Volunteers in the classroom and office also will gain valuable experience that will enhance their job marketability. We hope to work with the state to make this experience count towards a teaching or educational technician degree.

Debt
CRCS intends to live within its means and not incur debt unless absolutely necessary.

Adequate Operating Capitol Cash Flow
Because CRCS will own the building outright the equity could be used to secure a Line of Credit which could be drawn on in times of inadequate cash flow. This note will be paid back as soon as adequate cash flow resumes.

The cash flow projections attached does not include significant grant money which CRCS will be pursuing. Additionally, there are funds allocated within the budget that can be removed should cash flow not be available at that time.

Grants and Fundraising
Cornville Regional Charter School will have a robust Parent Teacher Friends (PTF) organization. Using past fundraising numbers from the PTF of Cornville Elementary School, CRCS can expect to receive approximately $10,000 per year from PTF fundraising efforts. This money will be used to enhance educational opportunities, or the PTF may decide to use the money for a targeted project.

Also, the CRCS board has been successful in past grant writing efforts and continues to actively seek private Foundation Grants, Government Grants, and any other funding opportunities. Because this money is usually designated to specific projects/areas it will be used according to the stipulations. However, this money will be used, to the extent possible, to enhance the educational program of the students. Please see the "Grants and Other Anticipated Funding" exhibit included with the other budget exhibits.

D. 2 FINANCIAL MANAGEMENT

Cornville Regional Charter School Board will manage the school finances and the office staff will manage student information with oversight by the Board. The Board with assistance from an accountant from the advisory board will develop and preserve a chart of accounts to support the appropriate financial reporting. They will create a series of ledgers using the software program Excel. Excel documents will be used to record the daily collection reports, and yearly and monthly budgets. Others will be general ledgers used for the daily operations of the school. Excel will also be used for student records including attendance, and information such as student financial information and testing data. Required monthly and annual reporting will be uploaded to MEDMS. Appropriate Board and office staff will be trained using an on-line MEDMS DOE tutorial during the August in-service time. Payroll services will be contracted through an outside company.

CRCS will abide by these General Standards of Fiscal Management:

1) Create a budget that clearly defines achievable goals.

2) Remain in full compliance with reporting requirements according to http://www.maine.gov/education/forms/misteam/efm46/46menu.htm.

3) Maintain accounting records that accurately record and account for all cash transactions.

4) Demonstrate compliance with state and federal laws regulations and other compliance requirements.

5) Maintain documentation that outlines internal controls on business practices and operations (please see Internal Controls section below).

6) Accounts payable will be current at all times.

7) Transactions will be executed in compliance with laws, regulations, and provisions of contracts or grant agreements that could have a direct and material effect on state and federal funds.

8) Funds, property, and other assets will be safeguarded against loss from unauthorized use or disposition.

9) Conduct external audit; as per LD1553;2412,7. A public charter school shall adhere to generally accepted accounting principles and shall annually engage an external auditor to do an independent audit of the school's finances. The public charter school shall submit the audit to its authorizer and to the Department of Education.

10) Documentation that supports the financial statements and reflect the financial position, results of operations or changes in assets and cash flows shall be available to the Board at all times.

11) Positive cash flow will be maintained.

12) The necessary corrective actions will be taken immediately to correct any audit findings.

Financial Policy - Internal Controls

Procedures
A non-accounting staff person will receive the mail and open it. All checks or cash will be listed in the Daily Collection Report (DCR). This DCR will consist of the date, name of payer, amount, and description of what the payment is for. Then the money will be given to a staff member to record in the ledger and prepare for deposit. The ledger will be developed with our advisory board accountant and will comply with all accounting standards and use MEDMS codes. Deposits will be made daily, when appropriate by an authorized signatory who did not prepare the deposit. Deposits will be made to the primary financial institution.

Bank statements will be delivered unopened to a staff member independent of cash receipts and disbursement functions. The bank statement will be reconciled promptly and checked for deposits, withdraws, and transfers. The staff member will compare dates and amounts of daily deposits with the DCR. He/she will also investigate to ensure both sides of any bank transfer transaction have been recorded in ledger. Disbursements will also be checked. The staff person will account for all check numbers including voided checks, examine cancelled checks for authorized signatures, irregular endorsements or alterations and investigate all checks payable to cash.

Internal Checks
A financial report will be given by the head of the business committee every board meeting. This report will include a comparison of budget projections to actual revenues and expenditures to identify variances. A board member may call for an internal accounting or external audit at any time. Any major purchase of ($500) or more must be approved by a simple majority of the board.

Efforts to gain insurance are outlined in D5.

Procedures and Financial Policy
A non-accounting staff person will receive the mail and open it. All checks or cash will be listed in the Daily Collection Report (DCR). This DCR will consist of the date, name of payer, amount, and description of what the payment is for. Then the money will be given to a staff member to record in the ledger and prepare for deposit. The ledger will be developed with our advisory board accountant and will comply with all accounting standards using MEDMS codes. Deposits will be made daily, when appropriate, by an authorized signatory who did not prepare the deposit. Deposits will be made to the primary financial institution.

Bank statements will be delivered unopened to a staff member independent of cash receipts and disbursement functions. The bank statement will be reconciled promptly and checked for deposits, withdraws, and transfers. The staff member will compare dates and amounts of daily deposits with the DCR. He/she will also investigate to ensure both sides of any bank transfer transaction have been recorded in ledger. Disbursements will also be checked. The staff person will account for all check numbers including voided checks, examine cancelled checks for authorized signatures, irregular endorsements or alterations and investigate all checks payable to cash.

Internal Controls
A financial report will be given by the head of the Finance Committee at every board meeting. This report will include a comparison of budget projections to actual revenues and expenditures to identify variances. A Board member may call for an internal accounting or external audit at any time. Any major purchase of ($500) or more must be approved by a simple majority of the board.

Insurance
Efforts to gain insurance are outlined in D5

D.3 FACILITIES

Cornville Regional Charter School will be located in the former Cornville Elementary School, at 1192 West Ridge Road in Cornville, Maine 04976. The building has seven full sized classrooms, two smaller classrooms, a gym with a stage, a furnished and fully functioning kitchen, a stocked library, an office and a teacher's room. Outside there is spacious room to play on a field with designated baseball and soccer areas. There is plenty of open space as well, with adjourning hiking trails and a sliding hill in the winter. The playground was rebuilt within the last ten years and includes swings, slides, jungle gym, sandbox, basketball court, climbing rock wall, tetherball, benches and sitting areas, foursquare and hopscotch areas, and other child-centered stations.

Three out of the four doors to enter the school are on ground level and involve no steps. One door has a handicap accessible button to open the door. Previously the building was attended by children with wheelchairs and all areas of the school are accessible, including the bathrooms.

CRCS believes that is important for students to take pride in their school and classroom. The students will participate in keeping their classrooms, hallways and common areas organized, safe and clean. Duties will be age appropriate and will be completed daily or weekly as needed. This will help students learn responsibility, give them a sense of community, become more independent, and build a sense of pride in their school. Heavier cleaning and maintenance summer cleaning will be done by volunteers and workers from the Aspire programs that have had background checks. Aspire stands for Additional Support for People in Retraining and Employment. It is the education, training, and work program that most parents getting Temporary Assistance to Needy Families (TANF) must do. The Town of Cornville has had great success implementing this program for daily upkeep of the building. Some jobs will need to be contracted out such as mowing the grass, plowing and trash removal.

The Town of Cornville selectmen have put in writing their intent to sell the building to CRCS for $1.00 a year. CRCS will assume all maintenance and upkeep costs for the building. The building is in very good condition and is in no need of any major repairs. It was a fully functioning school two years ago and the town has maintained it, heating it in the winter and using the facilities for town and personal functions.

D.4 TRANSPORTATION

CRCS plans to contract out bussing to a third party independent contractor. This contractor currently has contracts with two district schools. Therefore they meet all safety, background check, and insurance considerations. Also, this contractor has a bus equipped to transport children with disabilities. They have the extra busses, capacity and are ready to provide this service.

The bussing contractor has determined a route that will be cost effective and within the budget limitations set by the EPS for transportation funding. In order to accomplish this, they have determined that there will need to be three stops roughly equidistant from the school and each other and near the outskirts of the catchment area. There will be one stop at the information parking lot in Skowhegan, one at the Athens Corner Store, and one at the Labonville Store parking lot on the outskirts of Madison. Parents will need to arrange for their child's transportation to the closest stop unless they live along the direct route, in which case they may be transported directly from their residence. Other stops will be made at the intersection of roads along the direct routes. Students from outside the catchment area will have to be transported to one of the three designated stops.

CRCS will put transportation out to bid from other contractors as well.

D.5 INSURANCE

Cornville Regional Charter School has submitted all necessary documentation and forms to an insurance company that deals with all aspects of Commercial, Business, and Educational insurance to secure all mandated insurances. This list includes; Educators Legal Liability, Commercial General Liability that also expressly covers field trips and athletic participation, Employment Practices Liability, Sexual Abuse Liability, Excess Liability and Umbrella, Workers Compensation, and Surety Bond for the chief financial officer/executive director.

CRCS and the Insurance Company have done their due diligence in trying to get all of these quotes in a timely manner in order to fulfill the Commission's RFP requirement to obtain all of these policies. However, due to the extensive nature of the request, the Insurance Company needs approximately two months to obtain all quotes (Refer to Exhibit 22).

As soon as CRCS receives these quotes we will update the Commission. CRCS has budgeted $31,487.00 for insurance coverage.

Please note; this quote is to prove our ability to obtain insurance and is not a guarantee we will use this particular company as all major contracts must be sent out to competitive bid.

D.6 FOOD SERVICE

As Cornville Regional Charter School develops a school lunch program that promotes healthy eating habits, it will educate the children on the role of food in their lives and how to make healthy food choices. Students and staff will be able to participate in a lunch program designed for our school. CRCS will implement an innovative lunch program by offering a soup/salad/sandwich bar offer on a pre-scheduled sliding scale as an option to "brown-bag" lunches brought from home. CRCS will form partnerships with local farms, food service providers and other local organizations whose missions align with and support the CRCS school meal program. Milk will be offered for purchase during snack and lunch hour as well as a daily breakfasts offering.

The school lunch program will be a learning opportunity that will meld with the curriculum and mission of the school. The older students will work in the kitchen on a rotating schedule. They will work with the staff and volunteers in the planning of the menu, ordering and purchasing of food as well as the actual producing of food with other younger students. This will teach real world math, organization, teamwork, and responsibility as well as cooking and leadership skills. Grants and alternative funds will be sought to supplement the lunch program. Furthermore, CRCS is working with the Skowhegan Farmers Market and local farmers to purchase as much local food as possible. Eventually CRCS hopes to have its own greenhouse, gardens, and chickens to supplement food production and teach the science of agriculture and food production.

While an exact cost of the food program has not been determined, a tentative fee schedule is:

Breakfast	Students - $1.25	Staff/Visitors - $2.00
Lunch	Students - $2.50	Staff/Visitors - $4.00
Milk	$.50	

CRCS may entertain the option of applying for USDA Food and Nutrition Programs in the future because of the many funding options they offer.

CLOSURE PLAN
Exhibit D

School Closure Process

Documentation of Closure Action

Should the School be closed for any reason by its governing board, notice of such action shall be sent to the Commission and the Maine Department of Education (MDOE) within five (5) calendar days of any official closure action taken by the board. Should the Commission initiate the closure action, timely notice will be sent to the board and the MDOE. The notice by either party will include a description of the circumstances of the closure. Following receipt of such notice, the parties will develop a joint agreement on a closure date. The parties will send a joint notice of closure to:

- Parents or guardians of students and students;
- The special education local plan area in which the school participates, if applicable;
- The retirement systems in which the school's employees participate; and
- Collaborative partners in the local community.

Notification of all the parties will include at least the following:

- The effective date of the closure;
- The name(s) of and contact information for the person(s) handling inquiries regarding the closure;
-
- The students' school districts of resident; and
- How parents or guardians may obtain copies of student records, including specific information on completed courses and standards met towards graduation requirements.

In addition to the four required items above, notification to the MDOE will also include:

- A description of the circumstances of the closure; and
- The location of student and personnel records.

In addition to the four required items above, notification to parents, guardians, and students will include:

- Step by step instructions as well as essential information on how to transfer the student to a school that can meet their needs both educationally and geographically; and

- A certified packet of student information that may include grade reports, discipline records, immunization records, and any other appropriate information;

The governing board will announce the closure to any school administrative unit that may be responsible for providing education services to the former students of the School. These units can then assist in facilitating students transfers.

If a closure should occur, it will happen at the end of an academic year as long as it is feasible to maintain a safe and legally compliant program until then.

School and Student Records Retention and Transfer

School records will be kept in a file folder in the central office in a fire proof file cabinet. Attached to every cabinet will be a copy of student records policies. A formal request for records will be required from any school to which a student wishes to transfer.

Closure procedures for the School will include the following plans for the transfer and maintenance of School and student records that will be completed within 30 days of closure:

- Transfer and maintenance of personnel records in accordance with applicable law;

- Provision of a list of students in each grade level and the standards that they have completed to the entity responsible for overseeing the closure;

- Provision of the students' school administrative units of residence to the entity reasonable for overseeing the closure; and

- Transfer and maintenance of all student records, state assessment results and any special education needs to the custody of the entity responsible or overseeing the closure, unless transferred to a different entity.

Personnel records will include any employee records in the possession of the School. They include, but are not limited to, records related to performance and grievance.

Financial Close-Out

Within 60 days after receiving notification of closure, the MDOE and the Commission will notify the School if they are aware of any liabilities that school owes the State or the students' school administrative units of residence. These may include overpayment of apportionments,

unpaid revolving fund loans or grants, or other liabilities. An audit will be conducted after the School has been closed as described below.

An independent final audit will take place within six months after the closure of the School that includes:

- An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, requirements, and other items of material value; and

- An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings or other investigation.

A plan for completing and filing of any annual reports will include the following sections:

Monitoring Plan
Exhibit E

1. **Complaints received by the Charter School:**
    a. The School shall adopt and maintain a policy regarding the receipt and resolution of public concerns and complaints. The School shall keep records of complaints received and their resolution and shall make those records available to the Commission annually.

2. **Academic proficiency, including readiness for postsecondary enrollment:**
    a. Within 3 months of the start of the first school year ("Year One"), the School will provide the Commission with a protocol for fulfilling its assessment plan (formative and summative) as listed in the Charter Application.
    b. At the end of Year One the School will provide a statistical summary of student scores in accordance with the appropriate MEDMS template.
    c. Prior to the start of Year Two, the School will provide its plan for improving or maintaining student academic growth, based on its data from Year One.
    d. In Years Two through Five, at mid-year and end-of-year, the Commission will be provided copies of reports used by the School to track student academic growth. At least once a year the School will meet with the Commission's Executive Director to review these data reports and the annual plan to monitor and reach the academic targets for years 3, 4 and 5. (Refer to Performance Indicators for more specific areas)

3. **Special Education compliance review**
    a. At the end of Year One, the Commission will review all data relating to Child Find and students identified as eligible under IDEA.
    b. The School will provide the Commission immediate notification of a due process complaint or a request for due process hearing. The Commission will monitor the School's response and any subsequent plan for correction of noncompliance.
    c. The Commission will review annually any agreement between the School and any SAU or other approved provider for special education services.

4. **Student Attendance and enrollment**
    a. The Commission will receive simultaneous copies of student enrollment reports provided to sending SAUs in accordance with state reporting guidelines. Within 30 days of receipt of said reports, the Commission will review the status with the chief executive of the school and/or the Chair of the governing board.
    b. The Commission will receive an annual attendance report from the School, and the Commission will provide a report back to the School subsequent to its review.

5. **Social and academic climate, including Academic discipline**

a. The Commission will receive copies of the academic disciplinary reports required under federal and state statutes.
b. Copies of any expulsion records will be provided to the Commission within 2 weeks of any action taken by the governing board.

6. **Parent and community engagement**
   a. Within three months of the start of Year One, the School will provide the Commission with a plan for parent engagement and conferences.

7. **Handbook and policies**
   a. Annually, the School will provide a copy of its parent-student handbook and the policies identified in paragraph 3.8 of the Charter.

8. **Transportation contract, Food Service, Facilities maintenance and performance record.**
   a. All applicable contracts between Cornville Regional Charter School and vendors will be reviewed at the end of the first year through reports filed by the CRCS Executive Director.
   b. Following this review, if any or all of these contractual arrangements are to be re-negotiated; The Commission will approve and incorporate such changes into the Charter contract as a material amendment.

9. **Financial reports**
   a. The School will insure that monthly and quarterly financial reports are be created and distributed to the governing board. The School will provide quarterly reports, in compliance with standard auditing practices to the Commission.
   b. Financial statements will include revenues and expenses in accordance with state accounting reporting system.
   c. The charter school will complete an annual audit in accordance with standard auditing practices for public schools and file a copy of that report with the Commission.

10. **Governance reports**
    a. Once a year the chair of the governing board and the chief school executive will meet with the Commission to discuss the role of the board in exercise of its oversight responsibilities to the school and its students and families.

11. **Standards and Processes for Revocation of a Contract**
    a. If the Commission determines, as the result of receiving a complaint or on its own review of the information obtained through the monitoring process, that it has significant concerns regarding the School's failure to comply with the terms of the Charter or governing law, or failure to meet any projected targets in one or more of the performance areas required by the Charter, the Commission will deliver a notice to the governing board of the School that identifies the specific concerns, states that the concerns representing

potential violations of law or the Charter that could lead to sanctions by the Commission up to and including revocation of the Charter, and requires a written response including a plan for timely remediation within fourteen calendar days of receipt of the notice by the School.

b. No later than five business days after receipt of the School's written response, the Commission will schedule an interview and public hearing to discuss the concerns identified by the Commission and the response as filed by the School.
c. For no less than five business days after the interview and hearing, the Commission will receive any further written comments from the School and/or the public.
d. After the additional response/comment period described about, the Commission will have five business days to issue a letter of findings including either 1) conditions for the continued operation of the School including timelines for required remediation, or 2) the time and date under which the school is ordered to begin implementation of the Closure Plan. Subsequent failure on the part of the School to comply with the conditions and timelines for continued operation without seeking additional assistance or relief from the Commission will result in notice of the time and date under which the School is ordered to begin implementation of the Closure Plan.

DRAFT

CRCS PROJECTED BUDGET 90 STUDENTS

BASE RATE

DISTRICT	STUDENTS	EPS BASE	TOTAL
SAD/MSAD 54	79	6371	503309
SAD/MSAD 59	9	6109	54981
SAD/MSAD 49	2	6055	12110
			570400

DISADVANTAGED

DISTRICT	PERCENT	STUDENTS	# DIS. STU	DIS. RATE	TOTAL
SAD/MSAD	0.64	79	50.56	956	48335.36
SAD/MSAD	0.5858	9	5.2722	916	4829.335
SAD/MSAD	0.62	2	1.24	908	1125.92
					54290.62

TRANSPORTATION

DISTRICT	STUDENTS	RATE	TOTAL
SAD/MSAD 54	79	554	43766
SAD/MSAD 59	9	600	5400
SAD/MSAD 49	2	464	928
			50094

SPECAIL EDUCATION @ 1.2

DISTRICT	STUDENTS	20%	RATE	TOTAL
SAD/MSAD 54	79	8	7645	61160
SAD/MSAD 59	9	0.8	7330	5864
SAD/MSAD 49	2	0.2	7266	1453.2
				68477.2

TARGETED FUNDS

	STUDENTS	RATE	TOTAL
K-2	45	637.1	28669.5
ASSESSMENT	90	43	3870
TECHNOLOGY	90	97	8730
			41269.5

TOTAL:	784531.3
1% FOR DISTRICT:	776686

CRCS PROJECTED BUDGET 120 STUDENTS

BASE RATE

DISTRICT	STUDENTS	EPS BASE	TOTAL
SAD/MSAD 54	104	6371	662584
SAD/MSAD 59	12	6109	73308
SAD/MSAD 49	4	6055	24220
			760112

DISADVANTAGED

DISTRICT	PERCENT	STUDENTS	# DIS. STU	DIS. RATE	TOTAL
SAD/MSAD	0.64	104	66.56	956	63631.36
SAD/MSAD	0.5858	12	7.0296	916	6439.114
SAD/MSAD	0.62	4	2.48	908	2251.84
					72322.31

TRANSPORTATION

DISTRICT	STUDENTS	RATE	TOTAL
SAD/MSAD 54	104	554	57616
SAD/MSAD 59	12	600	7200
SAD/MSAD 49	4	464	1856
			66672

SPECAIL EDUCATION @ 1.2

DISTRICT	STUDENTS	0.2	RATE	TOTAL
SAD/MSAD 54	104	8	7645	61160
SAD/MSAD 59	12	0.8	7330	5864
SAD/MSAD 49	4	0.2	7266	1453.2
				68477.2

TARGETED FUNDS

	STUDENTS	RATE	TOTAL
K-2	60	637.1	38226
ASSESSMENT	120	43	5160
TECHNOLOGY	120	97	11640
			55026

TOTAL:	1022610
1% FOR DISTRICT:	1012384

GRANTS AND OTHER ANTICIPATED FUNDING

			STATUS			
FUNDING TYPE	PURPOSE	AMOUNT	PENDING	RECEIVED	SPENT	
Grant: Plum Creek	restock kitchen	$2,500		x	$2,500	
Grant: Somerset Heart health	community garden	$250		x		
Grant: Our Growing Place	gardening education	$500		x		
Grant: Cooking Matters	cooking and nutrition	free program		x		
Grant: King Foundation*	library: computer cataloging	$18,000		x	$18,000	
Grant: USDA	food	negotiating	x			
Grant: Cooperative Extension	food	negotiating	x			
CRCS fundraising : Easter party	application efforts	$300		x	$300	
CRCS fundraising: Haloween dance	application efforts	$400		x	$400	
CRCS fundraising: Luck of Draw Auction	application efforts	$2,500		x		
Future PTF: Bottle drop offs^	general fund	$1,000	x			
Future PTF: box tops^	general fund	$3,000	x			
Future PTF: craft fair^	general fund	$2,500	x			
Future PTF: other fundraisers^	general fund	$2,500	x			

*currently town/public library

^based on previous PTF fundraising

Cornville Regional Charter School						
				EIN 27-5068946		
		Part IX, section A, Lines 1-23				
	State Charter School Commission			BUDGET Template		
				Year	Year	Year
			Pre-Opening	Year One 45	Year Two 90	Year Three 120
	Revenues					
		Per-Pupil Allocation see Revenue 45, 90,120ss	0	423,029	776,686	1,012,384
		Federal Entitlement Funds	0			
		Federal and State Grants	0			
		Foundation Grants	750			
		Fundraising Events	2,500	10,000	15,000	20,000
		Parent Contribuitions	0			
		In-Kind Contributions	0			
		3% for Charter commission	0	12,691	23,301	30,370
			---	---	---	---
			3,250	420,338	768,385	1,002,014
	Expenses					
		Research & Planning				
		Market Research				
		Curriculum Development		3,000	3,000	1,500
		Application Costs				
		Consultants				
		Staff Recruitment	280			
		Board Recruitment				
		Website Development	750			
		Marketing Materials				
		Nonprofit Incorporation	850			
		Admissions Lottery				
		other:background checks		1,000	1,500	2,000
		Other:printing/binders,tabs	400			
			---	---	---	---
		Research & Planning	2,280	4,000	4,500	3,500
		Instructional Services				
		Teacher Salaries & Benefits		124,272	270,000	360,000
		Substitute Salaries & Benefits		1,600	2,600	3,600
		Aides Salaries & Benefits		19,082	25,000	50,000
		Textbooks		8,000	2,000	3,000
		Classroom Supplies		3,000	5,000	7,000
		Classroom Furniture		2,000		
		Classroom Equipment		3,000		
		Academic Computers/Software*		4,365	8,730	11,640
		Staff Development		4,000	6,000	8,000
		Travel & Conferences		1,500	2,000	2,500
		Assessment* NWEA x3		1,935	3,645	4,860
		Other:farmer to teach gardening class	500			
			---	---	---	---

			Instructional Services	500	172,754	324,975	450,600
		Special Education Services					
			Teacher Salaries & Benefits		25,000	40,000	60,000
			Aides Salaries & Benefits			40,000	45,000
			Special Facilities/Equipment				
			Curriculum				
			Instructional Materials		1,000		
			Contracted Services		12,000	25,000	35,000
			Other:				
				---	---	---	---
			Special Education	0	38,000	105,000	140,000
		Supplemental Programs & Services					
			Athletic Programs	0			
			Art & Enrichment Programs		4,000	5,000	5,000
			Summer/Bridge School/Programs				
			After-School Programs		1,000	1,000	1,000
			Community Service Programs		500	500	5,000
			English Language Learner Programs				
			Music Programs		2,000	2,000	2,000
			Tutoring Programs				
			Uniforms				
			Other: materials/tools for garden grant	250			
				---	---	---	---
			Supplemental Programs	250	7,500	8,500	13,000
		Library					
			Librarian Salary & Benefits			16,500	18,000
			Books & Other Reading Materials		1,000	1,000	1,000
			Furniture				
			Computers/Software				
			Audiovisual Equipment				
			Other:				
				---	---	---	---
			Library	0	1,000	17,500	19,000
		Student Support Program & Services					
			Nurse Salary & Benefits				
			Health Supplies & Equipment		250	2,000	2,000
			Guidance Counselor Salary & Benefits				
			School Psychologist Expense				
			Voluneer Expense				
			Other:contracted services		10,000	3,000	5,000
				---	---	---	---
			Student Support	0	10,250	5,000	7,000
		Facilities					
			Rent/Leas/Mortgage	1			
			Maintenance Salaries & Benefits	0			
			Maintenance & Repair Expenses		10,000	20,000	20,000
			Utilities		3,500	4,000	4,000

			Telephone		780	1,600	1,600
			Internet Services		600	600	600
			Fire & Security		600	800	800
			Custodial Services			5,000	5,000
			Custodial Supplies		1,500	1,500	1,500
			Waste Disposal			2,000	2,000
			Other: Oil		17,511	22,000	25,000
				---	---	---	---
			Facilities	1	34,491	57,500	60,500
		Transportation & Food Service					
			Busing Costs *		25,025	50,074	66,672
			Driver Salary & Benefits				
			Field Trip Expense		5,000	10,000	15,000
			Food Service Salaries & Benefits				
			Food Service Supplies & Equipment				
			School Breakfast Expense		4,700	10,000	15,000
			School Lunch Expense		8,000	24,000	36,000
			School Snacks Expense				
			Other:				
				---	---	---	---
			Transportation & Food Service	0	42,725	94,074	132,672
		Administration & Support					
			Directors' Salary		1,000	30,000	30,000
			Administrators' Salaries & Benefits		30,000	30,000	35,000
			Staff Salaries & Benefits		15,179	26,000	26,000
			Office Supplies		2,000	1,500	2,000
			Photocopy Expense		2,000	1,000	1,000
			Administrative Computers/Software		1,000	400	400
			Office Equipment				
			Postage & Shipping		200	900	1,000
			Bookkeeping & Audit		7,000	7,500	8,000
			Payroll Services		600	800	1,000
			Banking Fees		50	75	100
			Interest Expense				
			Legal Services		10,000	20,000	20,000
			Liability & Property Insurance		4,555	4,555	5,000
			other insurances		5,665	7,000	8,000
			Directors' & Officers Insurance		5,500	6,000	6,500
			Marketing				
			Grant Writing			2,000	2,000
			Board Expense				
			Staff Recruitment Expense				
				---	---	---	---
			Administration & Support	0	83,749	107,730	116,000
			TOTAL EXPENSES	3,031	394,469	724,779	942,272
			SURPLUS or (DEFICIT)Contingency	219	25,869	43,606	59,742
			*targeted funds				

	State Charter School Commission			**Staffing Template**	
	Budget Category	Position Name	% FTE	Salary	Notes
					15:1 student teacher ratio
	Instructional Services	Teacher	100	34520	
		Teacher	100	34520	
		Teacher	100	34520	
		Tech II	100	15902	
	Special Educatiion	Special Ed Teacher	50	21000	
		Special Ed Tech II			
		Special Ed Teacher			
	Supplemental Programs	Coach			
		Art Teacher			
		Music Teacher			
		ELL Teacher			
		Tutor			
	Library Programs	Librarian			
	Student Support	Nurse			
		Guidance Counselor			
	Facilities	Custodian			
		Maintenance Worker			
	Transportation/Food Service	Bus Driver			
		Cafeteria Worker			
		Cafeteria Worker			
	Administration & Support	Head of School	50	24000	
		Curriculum Director			
		Finance Director			
		Receptionist	50	12144	
		Admin. Assistant			

State Charter School Commission **Enrollment Template**

Grade	Year One	Year Two	Year Three
Kindergarten	3	10	10
1st Grade	10	10	10
2nd Grade	6	12	14
3rd Grade	8	12	14
4th Grade	5	12	14
5th Grade	5	10	14
6th Grade	8	12	14
7th Grade	0	12	15
8th Grade	0	0	15
9th Grade	0	0	0
10th Grade	0	0	0
11th Grade	0	0	0
12th Grade	0	0	0
Total	45	90	120
Est. Daily Avg.			

Student Characteristics, Totals by Characteristic

Students residing outside the catchment area?	1	2	3
Students with low income status?	27	54	72
Students with special needs?	9	18	24

State Charter School Commission		Staffing Template								
		Pre-Opening								
	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10
Revenues										
Per-Pupil Allocation	0	0								
Federal Entitlement Funds	0	0								
Federal and State Grants	0	0								
Foundation Grants	750	0								
Fundraising Events	2,500	0								
Parent Contributions										
In-Kind Contributions										
Other										
	3,250	0	0	0	0	0	0	0	0	0
Expenses										
Research & Planning										
Market Research	0	0								
Curriculum Development	0	0								
Application Costs	0	0								
Consultants	0	0								
Staff Recruitment	280	0								
Board Recruitment	0	0								
Website Development	750	0								
Marketing Materials	0	0								
Nonprofit Incorporation	850	0								
Admissions Lottery	0	0								
Other:printing	400	0								
Research & Planning	2,280	0	0	0	0	0	0	0	0	0
Instructional Services										
Teacher Salaries & Benefits	0	0								
Substitute Salaries & Benefits	0	0								
Aides Salaries & Benefits	0	0								
Textbooks	0	0								
Classroom Supplies	0	0								
Classroom Furniture	0	0								

Month 11	Month 12
0	0
0	0

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10
Classroom Equipment	0	0								
Academic Computers/Software	0	0								
Staff Development	0	0								
Travel & Conferences	0	0								
Other:farmer to teach gardening class	500	0								
Instructional Services	500	0	0	0	0	0	0	0	0	0
Special Education Services		0								
Teacher Salaries & Benefits	0	0								
Aides Salaries & Benefits	0	0								
Special Facilities/Equipment	0	0								
Curriculum	0	0								
Instructional Materials	0	0								
Contracted Services	0	0								
Other:	0	0								
Special Education	0	0	0	0	0	0	0	0	0	0
Supplemental Programs & Services										
Athletic Programs	0	0								
Art & Enrichment Programs	0	0								
Summer/Bridge School/Programs	0	0								
After-School Programs	0	0								
Community Service Programs	0	0								
English Language Learner Programs	0	0								
Music Programs	0	0								
Tutoring Programs	0	0								
Uniforms	0	0								
Other:materials/ tools, gardening grant	250	0								
Supplemental Programs	250	0	0	0	0	0	0	0	0	0
Library										
Librarian Salary & Benefits	0	0								
Books & Other Reading Materials	0	0								
Furniture	0	0								
Computers/Software	0	0								
Audiovisual Equipment	0	0								

Month 11	Month 12
0	0
0	0
0	0

		Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10
	Other:	0	0								
	Library	0	0	0	0	0	0	0	0	0	0
Student Support Program & Services											
	Nurse Salary & Benefits	0	0								
	Health Supplies & Equipment	0	0								
	Guidance Counselor Salary & Benefits	0	0								
	School Psychologist Expense	0	0								
	Volunteer Expense	0	0								
	Other:	0	0								
	Student Support	0	0	0	0	0	0	0	0	0	0
Facilities											
	Rent/purchase	1	0								
	Maintenance Salaries & Benefits	0	0								
	Maintenance & Repair Expenses	0	0								
	Utilities	0	0								
	Telephone	0	0								
	Internet Services	0	0								
	Fire & Security	0	0								
	Custodial Services	0	0								
	Custodial Supplies	0	0								
	Waste Disposal	0	0								
	Other:	0	0								
	Facilities	1	0	0	0	0	0	0	0	0	0
Transportation & Food Service											
	Busing Costs	0	0								
	Driver Salary & Benefits	0	0								
	Field Trip Expense	0	0								
	Food Service Salaries & Benefits	0	0								
	Food Service Supplies & Equipment	0	0								
	School Breakfast Expense	0	0								
	School Lunch Expense	0	0								
	School Snacks Expense	0	0								
	Other:	0	0								

Month 11	Month 12
0	0
0	0
0	0

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10
Transportation & Food Service	0	0	0	0	0	0	0	0	0	0
Administration & Support										
Administrators' Salaries & Benefits	0									
Staff Salaries & Benefits	0									
Office Supplies	0									
Photocopy Expense	0									
Administrative Computers/Software	0									
Office Equipment	0									
Postage & Shipping	0									
Bookkeeping & Audit	0									
Payroll Services	0									
Banking Fees	0									
Interest Expense	0									
Legal Services	0									
Liability & Property Insurance	0									
Directors' & Officers Insurance	0									
Marketing	0									
Grant Writing	0									
Board Expense	0									
Staff Recruitment Expense	0									
Administration & Support	0	0	0	0	0	0	0	0	0	0
TOTAL EXPENSES	3,031	0	0	0	0	0	0	0	0	0
SURPLUS or (DEFICIT)	219	0	0	0	0	0	0	0	0	0

Month 11	Month 12
0	0
0	0
0	0
0	0

State Charter School Commission					**Cash Flow Template**							
		201X-201X School Year			**First Full Year**							
			July	August	September	October	November	December	January	February	March	April
Revenues												
	Per-Pupil Allocation				105,757			105,757			105,757	
	Federal Entitlement Funds											
	Federal and State Grants											
	Foundation Grants			0								
	Fundraising Events			750	1,200	750	750	750	750	750	750	750
	Parent Contributions											
	In-Kind Contributions											
	Other											
			0	750	106,957	750	750	106,507	750	750	106,507	750
Expenses												
	Research & Planning											
		Market Research										
		Curriculum Development			1,000			1,000			250	250
		Application Costs										
		Consultants										
		Staff Recruitment										
		Board Recruitment										
		Website Development										
		Marketing Materials										
		Nonprofit Incorporation										
		Admissions Lottery										
		Other:background checks		1,000								
		Other:printing/binders,tabs										
		Research & Planning	0	1,000	1,000	0	0	1,000	0	0	250	250
	Instructional Services											
		Teacher Salaries & Benefits			10,356	10,356	10,356	10,356	10,356	10,356	10,356	10,356
		Substitute Salaries & Benefits			133	133	133	133	133	133	133	133
		Aides Salaries & Benefits			1,590	1,590	1,590	1,590	1,590	1,590	1,590	1,590
		Textbooks			3,000	1,000	1,000	1,000				
		Classroom Supplies			1,250	200	200	200	200	200	200	200

May	June	Total	Budget	Proof
	105,757	423,029	423,029	0
		0		0
		0		0
		0		0
2,000	800	10,000	10,000	0
		0		0
		0		0
		0		0
		0		0
2,000	106,557	433,029	433,029	0
		0		0
		0		0
		0		0
		0		0
250	250	3,000	3,000	0
		0		0
		0		0
		0		0
		0		0
		0		0
		0		0
		0		0
		0		0
		0		0
		1,000	1,000	0
		0	0	0
		0		0
250	250	4,000	4,000	0
		0		0
		0		0
10,356	10,356	103,560	124,272	(20,712)
133	133	1,330	1,600	(270)
1,590	1,590	15,902	19,082	(3,180)
1,000	1,000	8,000	8,000	0
200	150	3,000	3,000	0

		Classroom Furniture			750			750			500		
		Classroom Equipment			1,250			750			500		
		Academic Computers/Software			2,500			1,000			865		
		Staff Development			1,000			1,000			1,000		
		Travel & Conferences						500			500		
		Assessment				1,935							
		Other:farmer to teach gardening class											
		Instructional Services	0	0	21,829	15,214	13,279	17,279	12,279	12,279	15,644	12,279	
	Special Education Services												
		Teacher Salaries & Benefits			2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	
		Aides Salaries & Benefits											
		Special Facilities/Equipment											
		Curriculum											
		Instructional Materials			500			250			250		
		Contracted Services			1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	
		Other:											
		Special Education	0	0	3,783	3,283	3,283	3,533	3,283	3,283	3,533	3,283	
	Supplemental Programs & Services												
		Athletic Programs											
		Art & Enrichment Programs			750	750		750	750		500	500	
		Summer/Bridge School/Programs											
		After-School Programs			100	100	100	100	100	100	100	100	
		Community Service Programs						150			150		
		English Language Learner Programs											
		Music Programs			200	200	200	200	200	200	200	200	
		Tutoring Programs											
		Uniforms											
		other: materials and tools for garden grant											
		Supplemental Programs	0	0	1,050	1,050	300	1,200	1,050	300	950	800	
	Library												
		Librarian Salary & Benefits											
		Books & Other Reading Materials			500			250			250		
		Furniture											
		Computers/Software											

		2,000	2,000	0
	500	3,000	3,000	0
		4,365	4,365	0
	1,000	4,000	4,000	0
	500	1,500	1,500	0
		1,935	1,935	0
		0	0	0
				0
13,279	15,229	148,592	172,754	0
		0		0
		0		0
2,083	2,083	20,833	25,000	(4,167)
		0		0
		0		0
		0		0
		1,000	1,000	0
1,200	1,200	12,000	12,000	0
		0		0
		0		0
3,283	3,283	33,833	38,000	0
		0		0
		0		0
		0		0
		4,000	4,000	0
		0		0
100	100	1,000	1,000	0
200		500	500	0
		0		0
200	200	2,000	2,000	0
		0		0
		0		0
		0		0
		0		0
500	300	7,500	7,500	0
		0		0
		0		0
		0		0
		1,000	1,000	0
		0		0
		0		0

		Audiovisual Equipment										
		Other:										
		Library	0	0	500	0	0	250	0	0	250	0
	Student Support Program & Services											
		Nurse Salary & Benefits										
		Health Supplies & Equipment			100			50			50	
		Guidance Counselor Salary & Benefits										
		School Psychologist Expense										
		Volunteer Expense										
		Other: contracted services			1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
		Student Support	0	0	1,100	1,000	1,000	1,050	1,000	1,000	1,050	1,000
	Facilities											
		Rent/Leas/Mortgage										
		Maintenance Salaries & Benefits										
		Maintenance & Repair Expenses				1,000		3,000			3,000	
		Utilities			350	350	350	350	350	350	350	350
		Telephone			78	78	78	78	78	78	78	78
		Internet Services			60	60	60	60	60	60	60	60
		Fire & Security			60	60	60	60	60	60	60	60
		Custodial Services			350	150	125	125	125	125	125	125
		Custodial Supplies										
		Waste Disposal				2,250		4,000		4,500		4,500
		Other: Oil										
		Facilities	0	0	898	3,948	673	7,673	673	5,173	3,673	5,173
	Transportation & Food Service											
		Busing Costs			2,503	2,503	2,503	2,503	2,503	2,503	2,503	2,503
		Driver Salary & Benefits										
		Field Trip Expense					500	1,000			1,000	500
		Food Service Salaries & Benefits										
		Food Service Supplies & Equipment										
		School Breakfast Expense			770	770	770	770	770	770	770	770
		School Lunch Expense			1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500
		School Snacks Expense										
		Other:										

		0		0
		0		0
		0		0
0	0	1,000	1,000	0
		0		0
		0		0
		0		0
	50	250	250	0
		0		0
		0		0
		0		0
1,000	1,000	10,000	10,000	0
		0		0
1,000	1,050	10,250	10,250	0
		0		0
		0		0
		0		0
		0		0
	3,000	10,000	10,000	0
350	350	3,500	3,500	0
78	78	780	780	0
60	60	600	600	0
60	60	600	600	0
		0		0
125	125	1,500	1,500	0
		0		0
	2,261	17,511	17,511	0
		0		0
673	5,934	34,491	34,491	0
		0		0
		0		0
2,503	2,503	25,025	25,025	0
		0		0
	2,000	5,000	5,000	0
		0		0
		0		0
770	770	7,700	7,700	0
1,500	1,500	15,000	15,000	0
		0		0
		0		0

		Transportation & Food Service	0	0	4,773	4,773	5,273	5,773	4,773	4,773	5,773	5,273
	Administration & Support											
		Administrators' Salaries & Benefits			2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
		Staff Salaries & Benefits			1,265	1,265	1,265	1,265	1,265	1,265	1,265	1,265
		Office Supplies			500	165	165	165	165	165	165	165
		Photocopy Expense			300	200	200	200	200	200	200	200
		Administrative Computers/Software			100	100	100	100	100	100	100	100
		Office Equipment										
		Postage & Shipping			50	20	10	30	10	10	10	20
		Bookkeeping & Audit									3,500	
		Payroll Services			60	60	60	60	60	60	60	60
		Banking Fees			5	5	5	5	5	5	5	5
		Interest Expense										
		Legal Services			1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
		Liability & Property Insurance			998	998	998	998	998	998	998	998
		Directors' & Officers Insurance			2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
		Marketing		250								500
		Grant Writing										
		Board Expense										
		Staff Recruitment Expense										
		Administration & Support	0	250	8,778	8,313	8,303	8,323	8,303	8,303	11,803	8,813
		TOTAL EXPENSES	0	1,250	43,711	37,581	32,111	46,081	31,361	35,111	42,926	36,871
		SURPLUS or (DEFICIT)	0	(500)	63,246	(36,831)	(31,361)	60,426	(30,611)	(34,361)	63,581	(36,121)
		Cash in Bank Projection	219	(281)	62,965	26,134	(5,227)	55,200	24,589	(9,772)	53,809	17,688

BALANCING	
Pre-Opening Cash Balance	219
Cash In thru June 30th	433,029
Cash Out thru June 30th	(384,377)
Accounts Payable (re: teaching)	(35,859)
Ending Cash Balance	13,012

		0		0
4,773	6,773	52,725	52,725	0
		0		0
		0		0
2,500	2,500	25,000	30,000	(5,000)
1,265	1,265	12,649	15,179	(2,530)
165	180	2,000	2,000	0
200	100	2,000	2,000	0
100	100	1,000	1,000	0
		0		0
10	30	200	200	0
	3,500	7,000	7,000	0
60	60	600	600	0
5	5	50	50	0
		0		0
1,000	1,000	10,000	10,000	0
998	1,005	9,987	9,987	0
2,000	2,000	20,000	20,000	0
	750	1,500	1,500	0
		0		0
		0		0
		0		0
		0		0
8,303	12,495	91,986	99,516	(35,859)
		0		0
32,061	45,314	384,377	420,236	(35,859)
		0		0
(30,061)	61,243	48,652	12,793	35,859
(12,373)	48,871			
	13,012			

CareProviders
Insurance Services

Care Providers Insurance Services, LLC

16301 Quorum Dr., Suite 130B
Addison, TX 75001
Tel: 800-761-7072 Fax: 800-224-7145

School/Educational Facilities - Supplemental Application

GENERAL INFORMATION

Applicant Name: Cornville Regional Charter School

Address: 1192 West Ridge Road

City/St: Cornville, ME Zip 04976

Key Contact: Justin Belanger Contact Tel: (207) 474-7812 Contact Email: justinbelanger99@yahoo.com

Website: _____ Policy Eff Date: _____ to _____

Insurance Agent Name

Agency Name: Miles F. Carpenter Co., Inc. City/State: Skowhegan, ME

Contact Person: Mary Wadleigh Tel #: (207) 474-3377 email: mary w@mfcagency.com

For Profit ☐ || Non-Profit ☑

Year Business Established 2012 Years Under Present Management _____

Indicate all Programs administered by the Insured (check all that apply):

Before & After School Care	☐	Boarding/Residential	☐
Charter Schools	☒	Family Planning	☐
Day Care (Special Needs)	☐	GED Programs	☐
Head Start/Early Head Start	☐	Information/Education/Referral Services	☐
Schools - Special Needs	☐	Vocational/Job Training	☐
Schools – Troubled Youth/Alternative School	☐	Other _____	☐

1) Total Assets (Per Balance Sheet): _____

2) Annual Operating Budget: $54 8 9,092.-

3) Total Number of Employees 6

4) Accreditation Agency Or Charter Granting Agency: Maine Charter School Commission

5) Do you have all required licenses? Yes ☐ No ☒ Are they current? Yes ☐ No ☐

6) Has any Charter/Accreditation ever been lost, revoked or suspended? Yes ☐ No ☒ If yes, explain:

_____

7) Do you have any residential facilities for students? Yes ☐ No ☑ Staff? Yes ☐ No ☐
If yes, please describe: _____

8) Do you sell any goods or services to others? Yes ☐ No ☒

Products _____ Annual Receipts _____

Services _____ Annual Receipts _____

9) What sports programs are available for students?

a) Football (tackle) Yes ☐ No ☒

b) Lacrosse Yes ☐ No ☒

c) Hockey Yes ☐ No ☒

d) Gymnastics Yes ☐ No ☒

e) Cheerleading Yes ☐ No ☒

f) Equestrian Yes ☐ No ☒

10) Are Signed Parental Releases obtained and monitored for all participants? Yes ☒ No ☐

11) Do you have any field trips? Yes ☒ No ☐ If Yes, number per year 5. Are any overnight? Yes ☐ No ☒
What is the maximum distance traveled? 100mi Are release forms obtained? Yes ☒ No ☐

a) What controls are exercised? student teacher ratio, parent student ratio < 15:1

b) Describe the types of trips: educational + service trips to Mt Academy of Natural sciences, Farms, nursing hom

c) What measures are taken to assure no one is left behind? student list kept w/ driver + teacher in charge. Both lists must match before leaving

Number of ...

Location Address	ADA Pre K-8	ADA 9-12	Employees	Volunteers
1192 West Ridge Rd Cornville ME	44		6	3

Number Of	Pre K-8	9-12	Total
Teachers	4		0
Special Education Students	4		0
Students That are Distance Learning/Virtual Only			0
Students - Last Year	0	0	0
Students - Year before Last	0	0	0

Comp #'s

Classification	State	State	State
Professional Employees (6060) Teachers/Administrators	$ 240K	$	$
Clerical (6870) ONLY applies in GA, TX, MI, PA, DE	$ 15K	$	$
Other (6101) Drivers, Maintenance, Security, Food Service	$	$	$
Other (Please Specify)	$	$	$

B. Management Practices

1) Do you have sign in/sign out procedures for: Staff ☐ Students/Residents ☐ Visitors/Public ☒

2) Type of security for schools: Guards ☐ Security Cameras ☒ Other _____

3) What measures are taken to monitor student activities? certified teacher / staff monitors all activities

4) What precautions are taken to prevent non-staff members from accessing unauthorized areas of the school? locks on doors to directors office, locks on cabinets w/ sensitive information

5) Do you have incident reporting procedures and/or committee reviews? Yes ☒ No ☐

6) Do you have a plan for medical emergencies? Yes ☒ No ☐

7) Is there always someone trained in CPR and first aid on the premises? Yes ☒ No ☐

8) Please describe any health or medical related services provided: none

9) Is there trained medical professional(s) on staff? Yes ☐ No ☒ ; # ___ Type? _____

10) Do you have a written and enforced "NO SMOKING" policy? Yes ☒ No ☐

11) What method do you use for de-escalation? Yes
Is it approved? Yes ☒ No ☐ How often is the staff recertified? Yearly

12) Do you have written safety/security procedures for school bus operation? Yes ☒ No ☐

13) Does the school operate a cafeteria on premises? Yes ☒ No ☐ Is it contracted? ☐ School operated? ☒

14) Does the school obtain certificates of insurance from all contractors and vendors? Yes ☒ No ☐

15) Is corporal punishment coverage desired? Yes ☐ No ☒

If yes, does the school have a written policy that prohibits corporal punishment? Yes ☒ No ☐

C. Professional Liability

	Employees		Volunteers	Contractors	Interns
	F/T	P/T			
Counselor					
Dietician/Nutritionist					
Nurse LPN					
Nurse RN					
Psychiatrist					
Teacher/Tutor/Aide/Child Care Worker	4				
Therapist – Occupational					
Therapist - Physical/Speech/Hearing					
Total	4				

1. Has the agency entered into any agreements relating to professional liability (such as a Professional service contract with any of the above) which contains either a hold harmless agreement, indemnification agreement, or any other professional agreement? Yes ☐ No ☒

   If yes, submit a copy of each agreement.

2. Does the Agency currently carry a Professional Liability Policy? Yes ☐ No ☐

   If yes, please indicate the following:

   Name of Carrier: _____

   Expiration Date: ___/___/___/ **Premium:** _____ **Limits:** _____

   Type of Coverage: ☐**Occurrence** ☐**Claims Made**

3. Has the agency reported any professional liability claims or incidents in the past 3 Years, or is applicant aware of any circumstances, which may result in a claim or suit? Yes ☐ No ☒ If yes, provide Insurance Company loss reports or attach summary of details.

4. Do you obtain Certificates of Insurance and Hold Harmless Agreements from any of your community/contracted professional services providers? Yes ☒ No ☐

6. Do you require your staff (paid and volunteer) to complete an employment application? Yes ☒ No ☐

   Do you conduct a personal interview for each prospective staff member? Yes ☒ No ☐

   Do you verify education references? Yes ☒ No ☐

   Do you verify employment related references? Yes ☒ No ☐

   Do you verify licenses and credentials? Yes ☒ No ☐

   Do you obtain criminal background checks on all individuals before hiring? Yes ☒ No ☐

   Do you obtain MVR's on all individuals before hiring? Yes ☐ No ☒

   Do you require drug tests on all staff members, including drivers? Yes ☐ No ☒

   What are your procedures for evaluating these reports: Director evaluates, sends on to board/committee

   What actions are taken if a report is considered unfavorable? not hired, investigated, or terminated

7. Do all staff members have written job descriptions? Yes ☒ No ☐

8. Are any staff members under the age of 18? Yes ☐ No ☒

   If yes, list position: _____

9. Do you provide workers' compensation for all staff members? Yes ☒ No ☐

10. Does the school have a written return to work program? Yes ☒ No ☐

11. Does the school require pre-employment physicals for all employees? Yes ☐ No ☒

12. Are there more than three employees with custody of money & securities? Yes ☐ No ☒

13. Is there an annual formal audit performed by a CPA? Yes ☒ No ☐

14. Are bank accounts reconciled monthly and by someone not authorized to deposit or withdraw? Yes ☒ No ☐

15. Is a "one-over-one" signature process required? Yes ☒ No ☐

    a) At what amount? $500

    b) How many authorized signers do you have? 3

D. Abuse & Molestation

1. What is the ratio of student to teacher? 15 : 1
2. Are there rules or guidelines prohibiting closed door one-on-one meetings? Yes ☒ No ☐
3. Do you require your staff (paid and volunteer) to complete an employment application? Yes ☒ No ☐
   - Do you conduct a personal interview for each prospective staff member? Yes ☒ No ☐
   - Do you verify education references? Yes ☒ No ☐
   - Do you verify employment related references? Yes ☒ No ☐
   - Do you verify licenses and credentials? Yes ☒ No ☐
   - Do you obtain criminal background checks on all individuals before hiring? Yes ☒ No ☐
   - Do you require drug tests on all staff members, including drivers? Yes ☐ No ☒
   - What are your procedures for evaluating these reports: director evaluates; sends to board
   - What actions are taken if a report is considered unfavorable? non acceptance/termination
4. Do all employees meet the minimum mandated educational or professional experience level for the position assigned? Yes ☒ No ☐
5. Do volunteers work directly with students? Yes ☒ No ☐
   If yes, please describe the degree of their job function and responsibilities: volunteers work w/ students only under supervision of an educator - never alone
6. Have any employees been the subject of a child abuse/neglect investigation? Yes ☐ No ☒
   If so, what were the results of the investigation? _____
7. Have there ever been any alleged or actual incidents regarding any abuse or molestation? Yes ☐ No ☒
   If yes, please describe: _____
   What procedures have been instituted to prevent reoccurrences of previous events? _____

11. For residential risks, what steps are taken to ensure student-to-student contact is avoided, i.e. separating male from female sleeping quarters, describe: _____
12. Are children of different age groups housed together? Yes ☐ No ☒
    If yes, please describe: _____
13. Are children left alone without any adult supervision? Yes ☐ No ☒
    If yes, please describe: _____
14. List situations where a volunteer has direct contact with students in an unsupervised situation without oversight of another staff member: never
15. Is any counseling conducted off premises, i.e. students' or counselors' homes? Yes ☐ No ☒
    If yes, by whom and what type of students? _____
16. Is any counseling provided after normal business hours? Yes ☐ No ☒
    If yes, describe: _____

17. What is your procedure on how allegations of abuse are handled? police immediately called, personnel suspended until investigation clears or findings terminated

E. Premises/Life Safety

1. If the building you occupy was built before 1978, has it been inspected for lead paint? Yes ☒ No ☐

   If no, what is the plan for abatement? _____

2. Do you have any plans for renovations or new construction? Yes ☐ No ☒

   If yes, describe: _____

3. Has the premises been inspected by fire authorities for proper extinguishers, signs, escapes, panic hardware on doors? Yes ☒ No ☐

4. Is there a written emergency evacuation plan? Yes ☒ No ☐
   - Is it posted with a floor plan? Yes ☒ No ☐
   - Is there a central meeting point outside the building? Yes ☒ No ☐
   - Does it include notification to the fire department? Yes ☒ No ☐
   - How often are drills conducted? 6 times / yr

5. Is the hot water set to a temperature of 120 degrees? Yes ☒ No ☐

F. Planned Event / Fund Raisers ☒ N/A

Questions	Event #1	Event #2	Event #3	Event #4	Event #5
Describe/Insert letter for event type: A = Wine tasting; B = Golf outing; C = Other Sporting event; D = Picnic; E = Banquet; F = House tour; G = Bingo; H = Walkathon/Run; I = Fashion Show; J = Concert; K = Other (specify)					
Event Type (from above)					
Date(s) held?					
Daily Hours of operation					
Will any event last longer than 3 days? If so, how long?					
Total anticipated revenue					
Location held					
Estimated Attendance					
Are certificates of insurance obtained from all vendors providing products/services?					
Will alcohol be served?					

G. Automobile ☑ N/A

NOTE: A driver is an employee whose primary job duties are to operate a motor vehicle for the organization.

1. Are there any drivers under the age of 21 years old? Yes ☐ No ☐

2. Are all of your vehicles equipped with seat belts as required by law? Yes ☐ No ☐
   a) Do you have written and strictly enforced guidelines, mandating all passengers are secured in their seat belts? Yes ☐ No ☐
   b) Would you ever make an exception based on a medical condition? Yes ☐ No ☐

3. Does insured order/receive/approve MVRs prior to employee driving? Yes ☐ No ☐

4. Does the insured maintain driver's record files? Yes ☐ No ☐
   Does it include: date of hire____ dates of training____ Drug tests____.
   MVR and date ordered and received _____Reference Checks____
   Disciplinary actions____ (check those that apply)

5. Do you furnish anyone with an auto? Yes ☐ No ☐
   a. If yes, are relatives ever allowed to operate an organization's vehicle? Yes ☐ No ☐

6. Do you have an accident investigation program? Yes ☐ No ☐
   a. Do you keep a file on accidents? Yes ☐ No ☐

7. What number of your employees use their personal auto for your business? _____

8. Do you require that employees and volunteers carry a minimum limit of liability of at least $100,000? Yes ☐ No ☐
   a. Do you verify (with a photocopy of the policy or other)? Yes ☐ No ☐

9. Is there a vehicle maintenance program? Yes ☐ No ☐
   If yes:
   a. Are maintenance logs and files reviewed by management? Yes ☐ No ☐
   b. Do drivers have procedures for reporting, repairing and servicing? Yes ☐ No ☐
   If yes - daily , weekly , other _____

10. With respect to any rules or procedures, how do you enforce them to assure compliance?

_____

_____

11. Do you obtain written authorization to release driver information from all of your staff upon hiring? Yes ☐ No ☐

12. What are your procedures for dealing with driver accidents or violations? _____

_____

13. Do all drivers possess the required license for the type of vehicle driven? Yes ☐ No ☐

14. Explain your driver safety program: _____

_____

_____

17. How is staff monitored? _____

18. Are there security cameras monitoring operations? Yes ☐ No ☐

19. Are resident's doors ever locked from the outside? Yes ☐ No ☐

J. Medical Facilities ☑ N/A

1. The facilities are for: ☐ Staff ☐ Students ☐ General Public (check all that apply)
2. What are the facility hours? _____
3. Do you provide more than immediate care/first aid? Yes ☐ No ☐ If yes, explain _____
4. By job title, who staffs the facilities? _____
5. Do you keep only over-the-counter drugs on the premises? Yes ☐ No ☐ If no, explain _____
6. Which staff members dispense the medications? _____
7. Are medications and equipment kept in a locked facility? Yes ☐ No ☐
   If no, where are they kept? _____ Which staff members have access? _____
8. Do you have policies & procedures in place for prescribing/administering medication? Yes ☐ No ☐
   If yes, explain _____
9. What medical equipment do you have? _____
10. Do you maintain a log of all those who receive care? Yes ☐ No ☐
11. Do you maintain a medical history and care records for each individual? Yes ☐ No ☐

K. Food Preparation Facilities ☐ N/A

1. The food preparation equipment is: ☒ Electric ☐ Gas ☒ Propane ☐ Other _____
2. The food preparation equipment is in: ☒ One common area; ☐ Each Floor; ☐ Individual Rooms; ☐ Other _____
   Total number of cooking areas 1
3. Who has access to the cooking area? ☒ Staff; ☒ Students/Residents; ☐ Unrestricted
4. For whom is the food prepared? ☐ Staff; ☒ Students/Residents; ☐ Unrestricted
   If unrestricted, explain _____
5. Describe eating and serving areas: during lunch gym connected to cafeteria, special tables
6. Is food properly covered, stored, served? Yes ☒ No ☐
7. Are there fire extinguishers in the cooking area? Yes ☒ No ☐
8. The cooking equipment is: ☐ Residential ☒ Commercial
9. Cooking equipment is equipped with: ☐ Nothing; ☐ Hoods; ☐ Ducts; ☐ Exhaust Fans; ☒ Automatic fire suppression systems; ☒ Automatic fuel shutoff controls; ☐ Other _____
10. How often is cooking equipment cleaned? 1/mo Cleaned by: ☐ You; ☒ Cleaning contractor
11. Do the hoods have removable filters? Yes ☒ No ☐

17. Are formal employee training records maintained?..... Yes ☐ No ☐

18. Are employee training records maintained separately from an employee's personnel file?..... Yes ☐ No ☐

19. Do you or your offenders manufacture, sell, handle, distribute or dispose of any product(s) to outside, unrelated parties? ..... Yes ☐ No ☐

If Yes, please answer Questions 1.-2. below.

1. a. Describe the type and nature of products or goods that you grow, make, remake, assemble, modify, produce, package, install or manufacture: _____

_____

b. Please provide estimated gross annual sales/receipts generated from the products or goods indicated in 2.a. above: _____

c. To whom are the products sold or delivered?

2. Is the work performed under contract? Yes ☐ No ☐ If Yes, please attach a copy of the contract.

P. Current Policy Information

No current coverage
New School

	Current Carrier	Current Policy Expiration Date	Expiring or Renewal Premium
General Liability / Abuse & Molestation			$
Directors & Officers Liability			$
Employment Practices Liability			$
Property			$
Umbrella/Excess Liability			$
Workers' Compensation			$

NOTICE TO APPLICANTS:
In most states, any person who knowingly, with intent to defraud, files an application for insurance containing any materially false information or who, for the purpose of misleading, conceals information concerning any fact material hereto, commits a fraudulent act, which is a crime.

Justin M Belanger
APPLICANT'S SIGNATURE
(A quote will not be provided without an applicant's signature.)

TITLE: Chair, CRCS Board DATE: 5/16/12

_____ DATE: __/__/____
AGENT'S SIGNATURE:

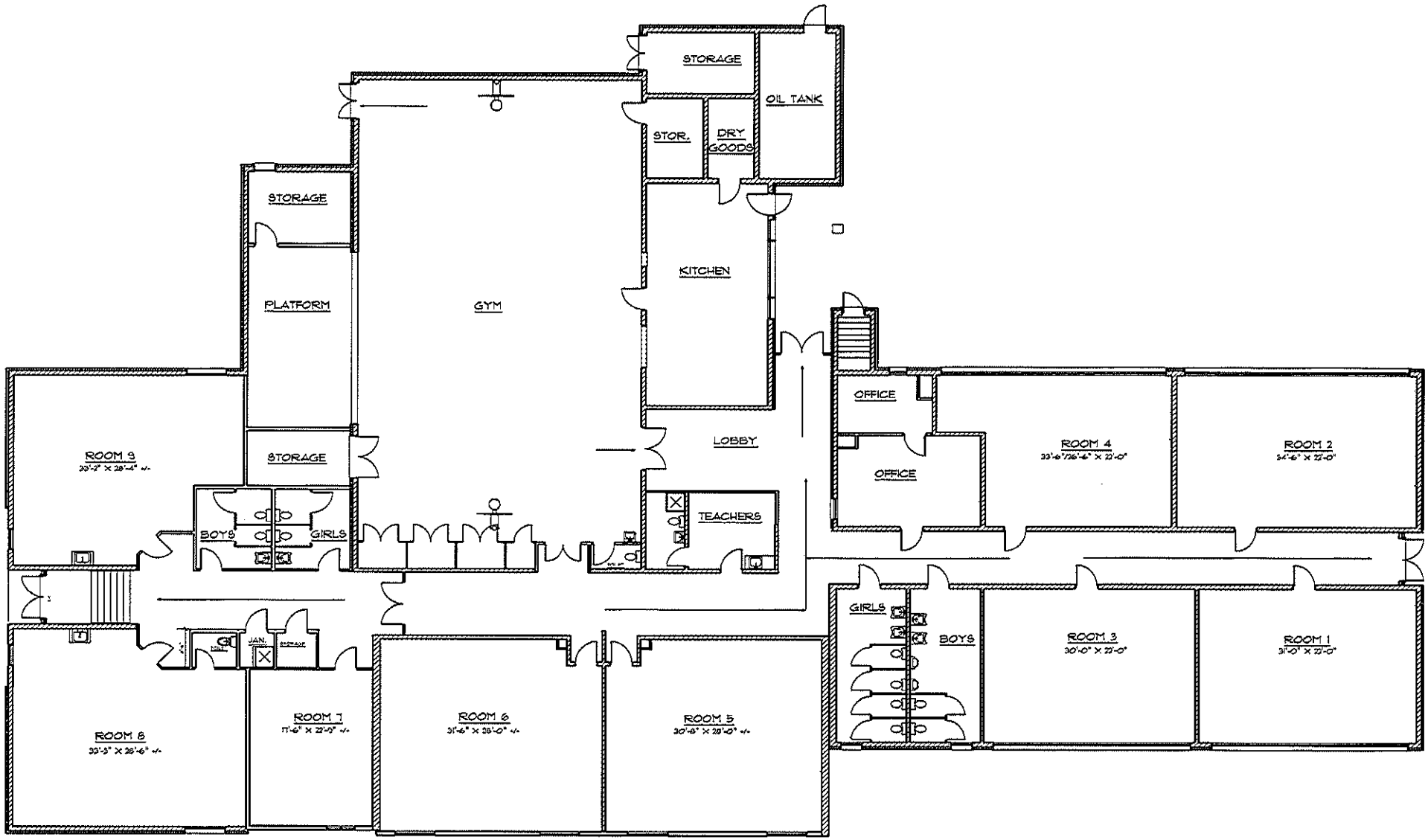

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Exhibit 23 Room schedule

Room Number	Function	Anticipated Class Size
1, 2, 4	Rental space, Possible expansion	
3	Community Library	
5	Multipurpose room, Future expansion	As needed
6	Grades 4-6	18
7	Resource Room	As needed
8	Grades 2-3	14
9	Grades K-1	13

TOWN OF CORNVILLE

Incorporated 1798

761 BECKWITH ROAD
CORNVILLE, MAINE 04976

OFFICE OF
SELECTMEN

May 31, 2012

Justin Belanger

To answer your question:

As soon as the charter school committee contacts the board of selectmen that Cornville has been selected for a charter school, the board will immediately call a special Town Meeting.

The town will vote to transfer ownership of the Cornville Consolidated School building and land to the Cornville Reginald Charter School committee.

From that point on, the committee will be the sole owner and the town of Cornville will no longer be involved in this property.

At the last two yearly Town Meetings, it was made very clear by all that attended that the residents of Cornville wished to donate said property to the charter school committee.

Mel Blaisdell
Mel Blaisdell

Chairman of the board of selectmen

Town of Cornville

Exhibit 25 Schedule of Furnishings and Fixtures

WALL ITEMS

- 24 white boards
- 17 cork board

TABLES

- 7 folding lunch tables with seats
- 9 rectangular folding tables
- 1 large rectangular table
- 28 trapezoid tables
- 5 round tables
- 1 square table
- 1 half-moon table
- 59 child school desks

CHAIRS

- 52 small metal stackable chairs
- 53 small hard plastic stackable chairs
- 131 metal folding chairs
- 5 metal/cloth seats

TEACHER'S ROOM

- 1 electric range
- 1 upright refrigerator
- 1 microwave
- 1 microwave stand
- 1 drip coffee maker
- Miscellaneous dishes and utensils

Exhibit 25 Schedule of Furnishings and Fixtures

MISCELLANEOUS

1 upright piano

1 wooden podium

1 volleyball post and net

2 soccer goals with nets

2 basketball scoreboards

4 basketball backboards with hoops and nets – indoors and outdoors

1 playground with miscellaneous items

4 filing cabinets

American flag, pole and base

FULL FUNCTIONING KITCHEN

1 gas grill

1 two burner stainless steel stove top

1 commercial stainless steel oven

1 stainless steel bread warmer

1 stainless steel Hobart commercial freezer

1 stainless steel Hobart commercial refrigerator

4 tray stainless steel food warming table

1 stainless steel commercial dishwasher with sink station

1 stainless steel table work station

1 large aluminum coffee maker

1 stainless steel hand washing sink

3 bay stainless steel sink

1 milk cooler/refrigerator

Pots and pans, serving and eating utensils

Exhibit 25 Schedule of Furnishings and Fixtures

AUDIO/VISUAL ITEMS

2 speakers and stand

1 Bilier receiver and amp

1 dual cassette player

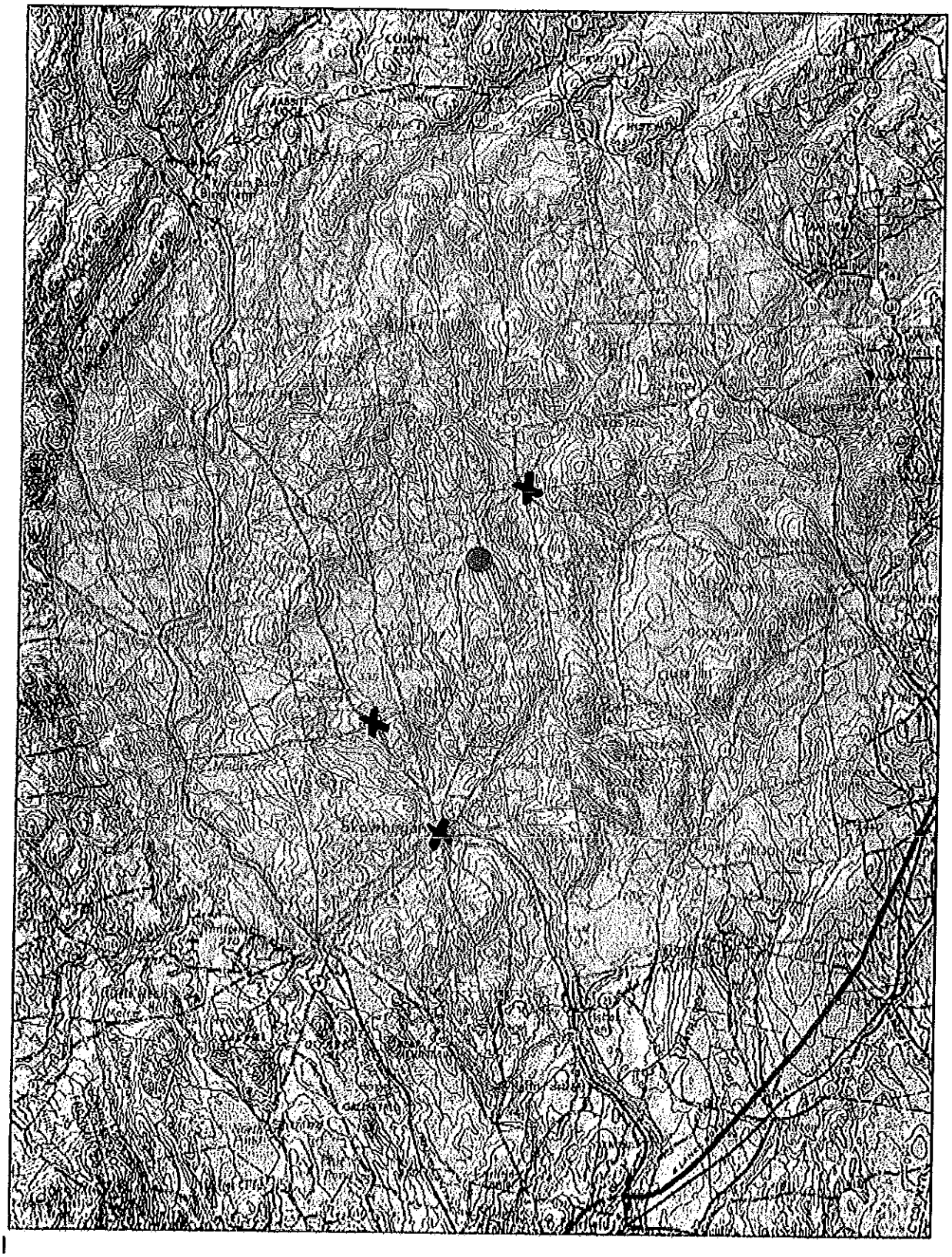
1 Emein WM 320 wireless receiver

3 microphones

1 microphone stand

4 overhead projectors

Cornville Regional Charter School
Area of Catchment



Legend

- school
- edcsd
- Area of Catchment

N
W E
S

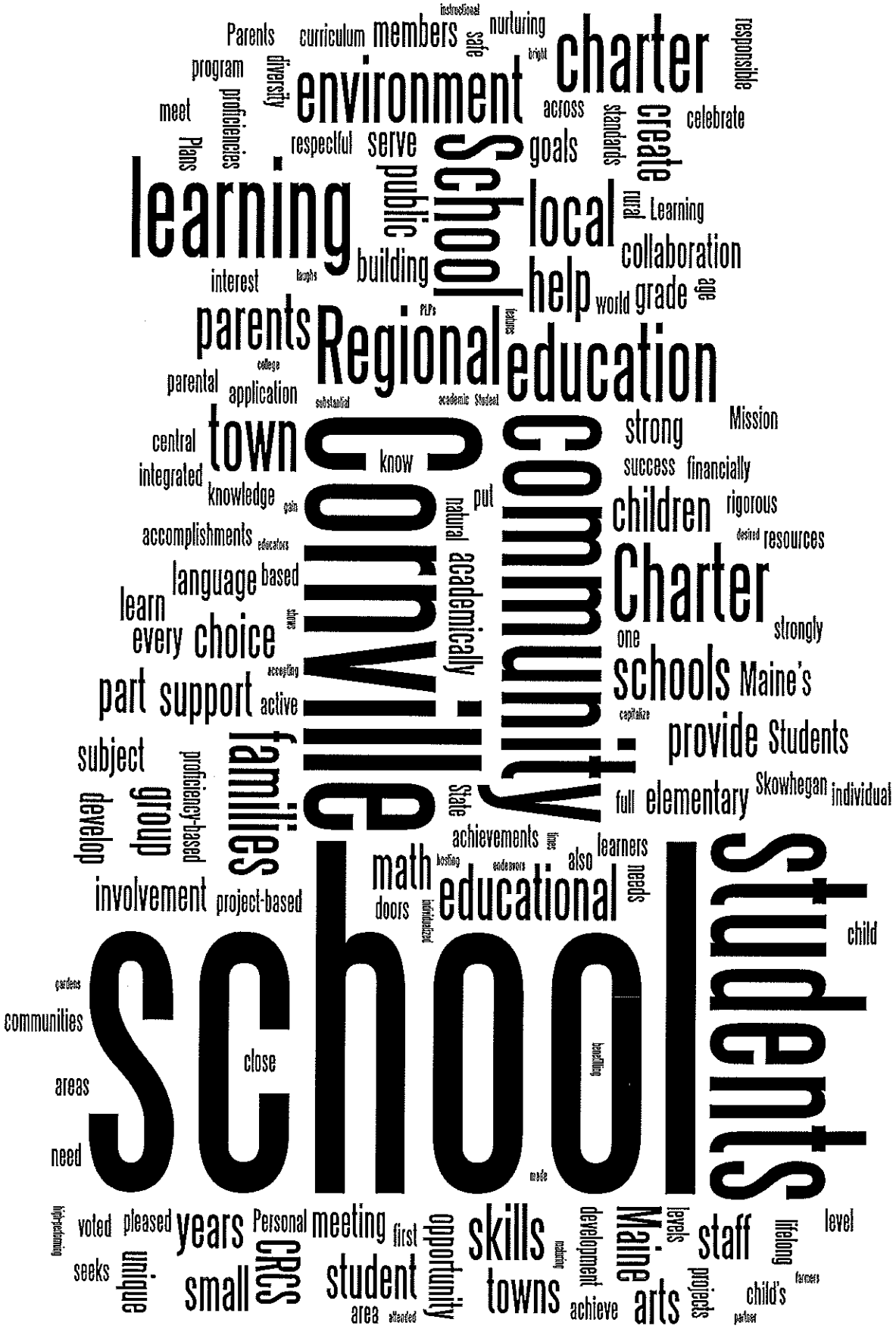
0 2 4 8 Miles

Cornville Regional Charter School

Educational Service Providers

E.1 EDUCATION SERVICE PROVIDERS

We do not intend to contract with an education service provider.



Parents
curriculum
members
instructional
safe
nurturing
bright
charter
responsible
program
diversity
environment
meet
proficiencies
across
standards
create
celebrate
Plans
respectful
serve
goals
learning
public
School
local
rural
Learning
collaboration
building
interest
laughs
help
world
grade
age
parents
PLPs
features
Regional
education
college
parental
application
substantial
academic
Student
Mission
central
town
Cornville
community
strong
know
success
financially
integrated
knowledge
gain
put
natural
children
rigorous
accomplishments
educators
desired
resources
language
based
academically
Charter
learn
shows
every
choice
one
strongly
accepting
schools
Maine's
part
support
active
capitalize
provide
Students
subject
proficiency-based
families
State
full
elementary
Skowhegan
individual
develop
group
achievements
times
learners
math
hosting
endeavors
also
needs
involvement
project-based
doors
individualized
educational
Students
child
gardens
communities
school
close
benefiting
areas
need
made
high-performing
voted
pleased
years
Personal
meeting
first
opportunity
skills
development
Maine
levels
staff
lifelong
level
seeks
unique
CRCS
small
student
maturing
towns
achieve
arts
projects
child's
farmers
area
attended
partner

Curriculum Map of English / Language Arts
READING

Content Area	Strand	Measurement Topic	Number of Levels
Reading	Foundations	Print Concepts	1 2 3 4 5 6 7 8 X X X
Reading	Foundations	Phonological Awareness	1 2 3 4 5 6 7 8 X X X
Reading	Foundations	Phonics	1 2 3 4 5 6 7 8 X X X X X
Reading	Foundations	Fluency	1 2 3 4 5 6 7 8 X X X X X
Reading	Literature	Plot Development	1 2 3 4 5 6 7 8 X X X X X
Reading	Literature	Theme	1 2 3 4 5 6 7 8 X X X X
Reading	Literature	Character Development	1 2 3 4 5 6 7 8 X X X X
Reading	Literature	Use of Language	1 2 3 4 5 6 7 8 X X X X X
Reading	Informational	Central Idea	1 2 3 4 5 6 7 8 X X X X X
Reading	Informational	Text Features	1 2 3 4 5 6 7 8 X X X
Reading	Informational	Text Structures	1 2 3 4 5 6 7 8 X X X X X X
Reading	Informational	Point of View	1 2 3 4 5 6 7 8 X X X X X
Reading	Informational	Author's Reasoning	1 2 3 4 5 6 7 8 X X X X

DETAILED SCOPE AND SEQUENCE

STRAND: Reading: Literature MEASUREMENT TOPIC: Print Concepts

PBE System	LEVEL 1	LEVEL 2	LEVEL 3
Grade Level System	K	K	K
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT			
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands words on a page go from left to right, top to bottom, and page by page	Understands spoken words are represented in written language by a series of letters Understands the difference between words and pictures	Knows the names of all upper- and lower-case letters of the alphabet
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the front and back of a book Knows the title and title page of a book Knows where to start reading	Knows the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation) Knows that words are separated by spaces in print	Knows the names of upper-and lower-case letters of the alphabet in familiar words (e.g. letters in their name, "Mom")

DETAILED SCOPE AND SEQUENCE

STRAND: Reading: Literature MEASUREMENT TOPIC: Phonological Awareness

PBE System	LEVEL 1	LEVEL 2	LEVEL 3
Grade Level System	K	K	1st
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT			
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Is skilled at producing rhyming words Is skilled at counting, blending, or pronouncing syllables in spoken words	Understands the concept of blending letter sounds to make simple three-phoneme words (CVC)	Understands the concept of blending single/syllable words including consonant blends
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the following terms: rhyming, Knows that words are made up of segments called syllables	Knows the following terms: beginning sound, ending sound Knows words with the same beginning sounds	Knows the following consonant blends

DETAILED SCOPE AND SEQUENCE

STRAND: Reading: Foundations MEASUREMENT TOPIC: Phonics

PBE System	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Grade Level System	1st	1st	2nd	3rd	3rd
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT					
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands the one-to-one correspondence with consonant letters Understands the long and short sounds for the five vowels	Is skilled at decoding regularly spelled one-syllable words includes consonant digraphs and blends Understands final -e and vowel team rules for representing long vowel sounds	Is skilled at decoding two syllable words with short vowels Is skilled at decoding regularly spelled two-syllable words with long vowels	Is skilled at decoding multi-syllable words	Knows the meaning of prefixes and suffixes Knows the meaning of Latin prefixes and suffixes
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the terms: consonants, vowels	Knows that every syllable must have a vowel sound to determine the number of syllables in a word Knows the spelling-sound correspondences for consonant diagraphs and blends.	Knows spelling-sound correspondence for vowel teams	Knows words with inconsistent spelling-sound correspondences	Knows the terms: prefix, suffix

DETAILED SCOPE AND SEQUENCE

STRAND: Reading: Foundations MEASUREMENT TOPIC: Fluency

PBE System	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Grade Level System	3rd	4th			
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT					
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	With prose and poetry in a Lexile range of 450-790 or a comparable metric for text complexity (i.e. Common Core): Reads orally with accuracy, appropriate rate, and expression	With prose and poetry in a Lexile range of 770-980 or a comparable metric for text complexity (i.e. Common Core): Reads orally with accuracy, appropriate rate, and expression	With prose and poetry in a Lexile range of 955-1155 or a comparable metric for text complexity (i.e. Common Core): Reads orally with accuracy, appropriate rate, and expression	With prose and poetry in a Lexile range of 1080-1305 or a comparable metric for text complexity (i.e. Common Core): Reads orally with accuracy, appropriate rate, and expression	With prose and poetry in a Lexile range of 1215-1355 or a comparable metric for text complexity (i.e. Common Core): Reads orally with accuracy, appropriate rate, and expression
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows that context aids reading Is skilled at rereading and self-correcting	Knows that context aids reading Is skilled at rereading and self-correcting	Knows that context aids reading Is skilled at rereading and self-correcting	Knows that context aids reading Is skilled at rereading and self-correcting	Knows that context aids reading Is skilled at rereading and self-correcting

DETAILED SCOPE AND SEQUENCE

STRAND: Reading: Literature MEASUREMENT TOPIC: Plot Development

PBE System	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Grade Level System	1st	2nd	3rd	5th
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT				
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands that stories are made up of parts which make up the whole Understands that reading is making meaning of text	Understands the plot of the story beyond the literal details Understands how the plot of the story connects with their life experiences	With literature in a Lexile range of 450-790 or a comparable metric for text complexity (i.e. Common Core Appendix B): Understands that plot development creates story meaning Understands the plot of the story beyond the literal details Understands how the plot of the story connects with their life experiences	With literature in a Lexile range of 770-980 or a comparable metric for text complexity (i.e. Common Core Appendix B): Understands the plot of the story beyond the literal details Understands the interactions among the plot and subplots
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the terms: beginning, middle, end, sequencing Knows basic details/timeline of a story	Knows the specific who, what, where, when, why, and how of story Knows the term: plot	Knows the specific who, what, where, when, why, and how of story Knows the term: plot	Knows the terms: beginning, middle, end, sequencing Knows key events and sequences in the plot and subplots

DETAILED SCOPE AND SEQUENCE

STRAND: Reading: Literature MEASUREMENT TOPIC: Plot Development

PBE System	LEVEL 5
Grade Level System	8th
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT	
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	With literature in a Lexile range of 955-1155 or a comparable metric for text complexity (i.e. Common Core Appendix B): Understands the basic elements of plot within a story Understands how the plot of the story relates to their lives and the world at large
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the terms: Introduction, rising action, climax, falling action, resolution

DETAILED SCOPE AND SEQUENCE

STRAND: Reading: Literature MEASUREMENT TOPIC: Theme

PBE System	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Grade Level System	3rd	4th	5th	8th
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT				
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	With literature typical for Beginning Readers *: Understands the central message or lesson in familiar stories, fables, folktales	With literature in a Lexile range of 450-790 or a comparable metric for text complexity (i.e. Common Core Appendix B): Understands the theme or lesson or moral of a story, drama, or poem Understands common themes (e.g. good/evil) or patterns of events (e.g. quest) in many stories, dramas, or poems	With literature in a Lexile range of 770-980 or a comparable metric for text complexity (i.e. Common Core Appendix B): Understands the theme or lesson or moral of a story, drama, or poem Understands common themes (e.g. good/evil) or patterns of events (e.g. quest) in many stories, dramas, or poems	With literature in a Lexile range of 955-1155 or a comparable metric for text complexity (i.e. Common Core Appendix B): Understands the relationship between the theme and the characters, setting, and plot Understands the connections of the theme to one's personal experiences and real world contexts
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows that stories contain a message	Knows the terms: theme, lesson, moral Knows the key details that convey the theme, lesson, or moral of a story	Knows the terms: theme, lesson, moral Knows the key details that convey the theme, lesson, or moral of a story	Understands how specific details that develop the theme or central message Understands how the theme emerges and is refined by specifics throughout different forms or genres

DETAILED SCOPE AND SEQUENCE

STRAND: Reading: Literature MEASUREMENT TOPIC: Character Development

PBE System	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Grade Level System	2nd	3rd	5th	8th
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT				
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands the thoughts, feelings, words, and actions of characters in a story Understands how characters change over the course of the story Understands the interactions among characters in familiar stories	With literature in a Lexile range of 450-790 or a comparable metric for text complexity (i.e. Common Core Appendix B): Understands the thoughts, feelings, words, and actions of characters in a story Understands how characters change over the course of the story Understands the interactions among characters in familiar stories	With literature in a Lexile range of 770-980 or a comparable metric for text complexity (i.e. Common Core Appendix B): Understands the thoughts, feelings, words, and actions of characters in a story Understands how characters change over the course of the story Understands the interactions among characters in familiar stories	With literature in a Lexile range of 955-1155 or a comparable metric for text complexity (i.e. Common Core Appendix B): Understands the thoughts, feelings, words, actions, goals, and motivation of characters in a story Understands the internal and external challenges and conflicts of characters Understands how and why characters change over time Understands the interactions among characters in stories
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the main and supporting characters in a story Knows specific traits of characters (physical, emotional)	Knows the main and supporting characters in a story Knows specific traits of characters (physical, emotional)	Knows the main and supporting characters in a story Knows specific traits of characters (physical, emotional)	Knows the terms: protagonist, antagonist, dynamic, static) Knows the major/dynamic characters (protagonist, antagonist) in a story Knows the minor characters Knows the static characters Knows specific traits of characters (physical, emotional)

DETAILED SCOPE AND SEQUENCE

STRAND: Reading: Literature MEASUREMENT TOPIC: Use of Language

PBE System	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Grade Level System	2nd	4th	5th	8th
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT				
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands that words and phrases in texts provide meaning, mood, and tone for the text: rhythm and feeling Understands how the context provides clues to word meaning	Understands how the author's use of the following literary devices provides meaning and sets the mood and tone for the text: imagery, onomatopoeia Understands that words can have multiple meanings, literal and implied.	Understands how the author's use of the following literary devices provides meaning and sets the mood and tone for the text: simile, metaphor Understands that words and phrases can have literal or figurative meanings	Understands how the author's use of the following literary devices provides meaning and sets the mood and tone for the text: symbolism, hyperbole
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the terms: rhythm, regular beats, repeated lines, mood, tone Knows rhythmic patterns in familiar stories, fables, folktales, poems Knows words and phrases that suggest feelings or appeals to senses Knows strategies to construct the literal meaning of unfamiliar words	Knows the terms: imagery, onomatopoeia, literal Knows examples of imagery and onomatopoeia in stories Knows strategies to construct the literal meaning of unfamiliar words and phrases	Knows the terms: simile, metaphor, figurative Knows examples of simile and metaphor in stories Knows common words and phrases with figurative meanings	Knows the terms: symbolism, hyperbole Knows examples of symbolism and hyperbole in stories

DETAILED SCOPE AND SEQUENCE

STRAND: Reading: Literature MEASUREMENT TOPIC: Use of Language

PBE System	LEVEL 5
Grade Level System	8th
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT	
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands how the author's use of the following literary devices provides meaning and sets the mood and tone for the text: paradox, oxymoron
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the terms: paradox, oxymoron Knows examples of paradox and oxymoron in stories

DETAILED SCOPE AND SEQUENCE

STRAND: Informational MEASUREMENT TOPIC: Central Idea

PBE System	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Grade Level System	2nd	3rd	4th	5th	8th
4 *In addition to the 3.0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT					
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands key details of text: who, what, where, when, why, how Understands connections between information/ people/ideas/events	Understands the main idea of a paragraph Understands the main idea is supported	Understands literal comprehension and inferences with references to the text Understands how to summarize the text	Understands multiple main ideas and supporting details in the same text Understands the relationship or interactions among individuals, events, ideas and concepts	Understands the central idea and its development over the course of the text. Understands how evidence from the text is used to support analysis and inferences. Understands how to summarize text with textual evidence and support.
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the term: main topic Knows main topic of text	Knows the term: paragraph	Knows the sequence of events, ideas, or concepts Knows the steps of technical procedures of a text	Knows the term: main idea Knows a text may have multiple main ideas Knows the relationships and interaction among individuals, events and ideas will have an impact on the text	Knows the term: Central Idea Knows the central idea and the details used to support it

DETAILED SCOPE AND SEQUENCE

STRAND: Informational

MEASUREMENT TOPIC: Text Features

PBE System	LEVEL 1	LEVEL 2	LEVEL 3
Grade Level System	2nd	3rd	3rd
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT			
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Is skilled at using text features: covers, headings, table of contents, glossaries, sub headings.	Is skilled at using text features to locate facts and information (index, electronic menu, icon)	Is skilled at using text features and search tools (key words, sidebars, and hyperlinks)
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the terms: cover, glossary, table of contents, heading, sub heading	Knows the terms: index, electronic menu, icon	Knows the terms: key words, sidebars, and hyperlinks

DETAILED SCOPE AND SEQUENCE

STRAND: Reading: Informational MEASUREMENT TOPIC: Point of View

PBE System	LEVEL 1	LEVEL 2	LEVEL 3
Grade Level System	4th	5th	7th
4 *In addition to the 3.0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT			
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understand points of view for the same topic or event. Understand firsthand and secondhand account of the same topic or event.	Understands differences between multiple accounts of the same of event and/or subject	Understands how an author distinguishes his or her position from that of others. Understands how different authors have different presentations, key information and conclusions of the same topic.
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Know the terms: Point of view Firsthand Secondhand	Knows the multiple points of view on an event or topic	Knows examples of how an author distinguishes his or her position

DETAILED SCOPE AND SEQUENCE

STRAND: Reading: Informational MEASUREMENT TOPIC: Point of View

PBE System	LEVEL 4	LEVEL 5
Grade Level System	7th	8th
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT		
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands how an author acknowledges and responds to conflicting evidence and viewpoints	Understands how and/or why two or more texts can have conflicting information on the same topic. Understands disagreements on the same topics: matters of fact or interpretation
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE		

DETAILED SCOPE AND SEQUENCE

STRAND: Reading: Informational MEASUREMENT TOPIC: Author's Reasoning

PBE System	LEVEL 1	LEVEL 2	LEVEL 3
Grade Level System	2nd	4th	5th
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT			
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands the main purpose of a text	Understands how an author uses reasons and evidence to support particular points	Understands arguments are supported by reasons and evidence.
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows that a text has a main purpose	Knows the author's reason Knows how an author uses reasoning. Terms: reasons evidence	Knows arguments are supported with examples

DETAILED SCOPE AND SEQUENCE

STRAND: Reading: Informational MEASUREMENT TOPIC: Author's Reasoning

PBE System	LEVEL 4
Grade Level System	7th
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT	
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands the difference between sound/unsound reasoning and relevant/irrelevant details of evidence that is used to support particular points.
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows how claims are supported (by reasons and evidence)

CONTENT AREA: **ELA**		STANDARD/STRAND: **Reading**	
LEVEL: 1		MEASUREMENT TOPIC: **Print Concepts**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands words on a page go from left to right, top to bottom, and page by page	*Taxonomy Level* **Comprehension**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Follow words with finger from left to right, top to bottom, and page by page
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the front and back of a book Knows the title and title page of a book Knows where to start reading	*Taxonomy Level* **Retrieval**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Show the front and back of a book Show the title and title page of book Show where to start reading
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA**		STANDARD/STRAND: **Reading**	
LEVEL: 2		MEASUREMENT TOPIC: **Print Concepts**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands spoken words are represented in written language by a series of letters Understands the difference between words and pictures	*Taxonomy Level* **Comprehension**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Show location of letter or word in a text Show the location of a picture in a text that has both words and pictures Show the location of words in a text that has both words and pictures
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation) Knows that words are separated by spaces in print	*Taxonomy Level* **Retrieval**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Show the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation) Use a tool to show words are separated by spaces in print
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA**		STANDARD/STRAND: **Reading**	
LEVEL: 3		MEASUREMENT TOPIC: **Print Concepts**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Knows the names of all upper- and lower- case letters of the alphabet	*Taxonomy Level* **Retrieval**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Calibri font 10
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the names of upper-and lower-case letters of the alphabet in familiar words (e.g. letters in their name, "Mom")	*Taxonomy Level* **Retrieval**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Calibri font 10
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Foundations**	
LEVEL: **1**		MEASUREMENT TOPIC: **Phonological Awareness**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at producing rhyming words Is skilled at counting, blending, or pronouncing syllables in spoken words	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Generate rhyming words Demonstrate knowledge of syllables by counting, blending or pronouncing
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the following terms: rhyming, Knows that words are made up of segments called syllables	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Explains the definition of rhyming Demonstrates knowledge of syllables (clapping, tapping, naming...)
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Foundations**	
LEVEL: **2**		MEASUREMENT TOPIC: **Phonological Awareness**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the concept of blending letter sounds to make simple three-phoneme words (CVC)	*Taxonomy Level* **COMPREHENSION**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Generate CVC words
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the following terms: beginning sound, ending sound Knows words with the same beginning sounds	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Demonstrate knowledge of beginning sound and ending sound locations Generate words with the same beginning sound
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Foundations**	
LEVEL: **3**		MEASUREMENT TOPIC: **Phonological Awareness**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the concept of blending single/syllable words including consonant blends	*Taxonomy Level* **COMPREHENSION**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Manipulates sounds in single syllable words including those with consonant blends
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the following consonant blends	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Produces the following constant blends
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Foundations**	
LEVEL: **1**		MEASUREMENT TOPIC: **Phonics**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the one-to-one correspondence with consonant letters Understands the long and short sounds for the five vowels	*Taxonomy Level* **RETRIEVAL**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Identify the consonant letter and the corresponding sound or sounds Identify the long and short sounds of the five vowels
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: consonants, vowels	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify all consonants and vowels, upper and lower case Name all consonants and vowels, upper and lower case
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Foundations**	
LEVEL: **2**		MEASUREMENT TOPIC: **Phonics**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at decoding regularly spelled one-syllable words includes consonant digraphs and blends Understands final -e and vowel team rules for representing long vowel sounds	*Taxonomy Level* **RETRIEVAL** **Comprehension**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Uses decoding skills to read regularly spelled one-syllable words includes consonant digraphs and blends Describe the relationship between the long vowel sound and the final –e Apply the rule of the long vowel sound in vowel teams and the final –e
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows that every syllable must have a vowel sound to determine the number of syllables in a word Knows the spelling-sound correspondences for consonant diagraphs and blends.	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Demonstrates the number of syllables in a word (through clapping, tapping...) and names the vowel in each syllable Produces the sound for the spelling-sound correspondences for given consonant diagraphs and blends
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Foundations**	
LEVEL: **3**		MEASUREMENT TOPIC: **Phonics**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at decoding two syllable words with short vowels Is skilled at decoding regularly spelled two-syllable words with long vowels	*Taxonomy Level* **RETRIEVAL**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Uses decoding skills to read two syllable words with short vowels Uses decoding skills to read two syllable words with long vowels
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows spelling-sound correspondence for vowel teams	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Name the sounds for the given vowel teams
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Foundations**	
LEVEL: **4**		MEASUREMENT TOPIC: **Phonics**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at decoding multi-syllable words	*Taxonomy Level* **COMPREHENSION**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Read multi-syllable words in appropriate level text
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows words with inconsistent spelling-sound correspondences	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Read words with inconsistent spelling-sound (not to including multi-syllable words) in appropriate level text
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Foundations**	
LEVEL: **5**		MEASUREMENT TOPIC: **Phonics**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Knows the meaning of prefixes and suffixes Knows the meaning of Latin prefixes and suffixes	*Taxonomy Level* **COMPREHENSION**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Use common prefixes and suffixes to determine the meaning/relationship of words Use common Latin prefixes and suffixes to determine the meaning/relationship of words
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: prefix, suffix	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify prefixes and suffixes within a word in an appropriate level text
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Foundations**	
LEVEL: **1**		MEASUREMENT TOPIC: **Fluency**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* In prose, poetry *(all text)* in a Lexile range of 450-790 (?) or a comparable metric for text complexity (i.e. Common Core): Reads orally with accuracy, appropriate rate, and expression	*Taxonomy Level*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Reads with increasing fluency on repeated readings to support comprehension.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows context aids in reading Is skilled at rereading and self-correcting	*Taxonomy Level*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Uses context to confirm or self-correct word recognition
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Foundations**	
LEVEL: **2**		MEASUREMENT TOPIC: **Fluency**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	With prose and poetry in a Lexile range of 770-980 or a comparable metric for text complexity (i.e. Common Core): Reads orally with accuracy, appropriate rate, and expression	*Taxonomy Level*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Reads with increasing fluency on repeated readings to support comprehension.
2.0	With prose and poetry in a Lexile range of 770-980 or a comparable metric for text complexity (i.e. Common Core): Knows context aids in reading Is skilled at rereading and self-correcting	*Taxonomy Level*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Uses context to confirm or self-correct word recognition and understanding.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Foundations**	
LEVEL: **3**		MEASUREMENT TOPIC: **Fluency**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	With prose and poetry in a Lexile range of 955-1155 or a comparable metric for text complexity (i.e. Common Core): Reads orally with accuracy, appropriate rate, and expression	*Taxonomy Level*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Reads with increasing fluency on repeated readings to support comprehension.
2.0	With prose and poetry in a Lexile range of 955-1155 or a comparable metric for text complexity (i.e. Common Core): Knows context aids in reading Is skilled at rereading and self-correcting	*Taxonomy Level*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Uses context to confirm or self-correct word recognition
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Foundations**	
LEVEL: **4**		MEASUREMENT TOPIC: **Fluency**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	With prose and poetry in a Lexile range of 1080-1305 or a comparable metric for text complexity (i.e. Common Core): Reads orally with accuracy, appropriate rate, and expression	*Taxonomy Level*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Reads with increasing fluency on repeated readings to support comprehension.
2.0	With prose and poetry in a Lexile range of 1080-1305 or a comparable metric for text complexity (i.e. Common Core): Knows context aids in reading Is skilled at rereading and self-correcting	*Taxonomy Level*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Uses context to confirm or self-correct word recognition
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Foundations**	
LEVEL: **5**		MEASUREMENT TOPIC: **Fluency**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	With prose and poetry in a Lexile range of 1215-1355 or a comparable metric for text complexity (i.e. Common Core): Reads orally with accuracy, appropriate rate, and expression	*Taxonomy Level*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Reads with increasing fluency on repeated readings to support comprehension.
2.0	With prose and poetry in a Lexile range of 1215-1355 or a comparable metric for text complexity (i.e. Common Core): Knows context aids in reading Is skilled at rereading and self-correcting	*Taxonomy Level*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Uses context to confirm or self-correct word recognition
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Literature**	
LEVEL: **1**		MEASUREMENT TOPIC: **Plot Development**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands that stories are made up of parts which make up the whole Understands that reading is making meaning of text	*Taxonomy Level* **COMPREHENSION**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Illustrate a story by showing the beginning, middle, and end in sequence Describe the key parts of a story
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: beginning, middle, end, sequencing Knows basic details/timeline of a story	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* State the definition of beginning, middle, end, and sequencing Show basic details or timeline of a story
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Literature**	
LEVEL: **2**		MEASUREMENT TOPIC: **Plot Development**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the plot of the story beyond the literal details Understands how the plot of the story connects with their life experiences * See CC for range of literature	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Use details in the story to predict plot changes Compare and contrast one's life to the plot of the story
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the specific who, what, where, when, why, and how of a story Knows the term: plot	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Name the who, what, where, when, why, and how of a story State the definition of the term plot
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Literature**	
LEVEL: **3**		MEASUREMENT TOPIC: **Plot Development**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* With literature in a Lexile range of 450-790 a comparable metric for text complexity (i.e. Common Core Appendix B): Understands that plot development creates story meaning Understands the plot of the story beyond the literal details Understands how the plot of the story connects with their life experiences	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Form conclusions about the plot based on the meaning of the story Use details in the story to predict plot changes Compare and contrast one's life to the plot of the story
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the specific who, what, where, when, why, and how of story	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Name the who, what, where, when, why, and how of a story
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND:	**Literature**
LEVEL: **4**		MEASUREMENT TOPIC:	**Plot Development**
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* With literature in a Lexile range of 770-980 a comparable metric for text complexity (i.e. Common Core Appendix B): Understands the plot of the story beyond the literal details Understands the interactions among the plot and subplots	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Make inferences about the plot of the story beyond the literal details Evaluate the interactions between the plot and subplots in a story
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows key events and sequences in the plot and subplots	*Taxonomy Level* **COMPREHENSION**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Trace the development of key events and sequences in the plot and subplots of the story
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Literature**	
LEVEL: **5**		MEASUREMENT TOPIC: **Plot Development**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* With literature in a Lexile range of 955-1155 a comparable metric for text complexity (i.e. Common Core Appendix B): Understands the plot of the story beyond the literal details Understands the interactions among the plot and subplots Understands how the plot of the story relates to their lives and the world at large	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Make and defend inferences about the plot of the story beyond the literal details citing textual evidence to support the inferences Compare and contrast the interactions among the plot and subplots Evaluate the connections between the plot of the story, personal connections, and the world at large
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: Introduction, rising action, climax, falling action, resolution	*Taxonomy Level* **COMPREHENSION**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Explain the meaning of introduction, rising action, climax, falling action, resolution
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Literature**	
LEVEL: **1**		MEASUREMENT TOPIC: **Theme**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the central message or lesson in familiar stories, fables, folktales	*Taxonomy Level* **COMPREHENSION**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Recount stories, fables and folktales, using key details to demonstrate their central message or lesson
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows that stories contain a message	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify the message in the story
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Literature**	
LEVEL: **1**		MEASUREMENT TOPIC: **Character Development**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the thoughts, feelings, words, and actions of characters in a story Understands how characters change over the course of the story Understands the interactions among characters in familiar stories	*Taxonomy Level* **COMPREHENSION**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Describes the thoughts, feelings, words, and actions of each character in a story. Explain ways in which a character changes during a story. Explain ways in which the characters interact in a story.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the main and supporting characters in a story Knows specific traits of characters (physical, emotional)	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Name the main and supporting characters in a story. List physical and emotional characteristics.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Literature**	
LEVEL: **2**		MEASUREMENT TOPIC: **Character Development**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* With literature in a Lexile range of 450-790 or a comparable metric for text complexity (i.e. Common Core Appendix B): Understands the thoughts, feelings, words, and actions of characters in a story Understands how characters change over the course of the story Understands the interactions among characters in familiar stories	*Taxonomy Level* **COMPREHENSION**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Describes how the thoughts, feelings, words, and actions of each character affect a story. Explain ways in which a character changes during a story. Explain ways in which the characters interact in a story
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the main and supporting characters in a story Knows specific traits of characters (physical, emotional)	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Name the main and supporting characters in a story. List physical and emotional characteristics.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Literature**	
LEVEL: **3**		MEASUREMENT TOPIC: **Character Development**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* With literature in a Lexile range of 770-980 or a comparable metric for text complexity (i.e. Common Core Appendix B): Understands the thoughts, feelings, words, and actions of characters in a story Understands how characters change over the course of the story Understands the interactions among characters in familiar stories	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Compare and contrast the thoughts, feelings, words, and actions of two characters in a story. Trace the development of a character's changes throughout a story. Evaluate interactions between the characters in a story.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the main and supporting characters in a story Knows specific traits of characters (physical, emotional)	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Name the main and supporting characters in a story. List physical and emotional characteristics.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Literature**	
LEVEL: **4**		MEASUREMENT TOPIC: **Character Development**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* With literature in a Lexile range of 955-1155 or a comparable metric for text complexity (i.e. Common Core Appendix B): Understands the thoughts, feelings, words, actions, goals, and motivation of characters in a story Understands the internal and external challenges and conflicts of characters Understands how and why characters change over time Understands the interactions among characters in stories	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Compare and contrast the thoughts, feelings, words, actions, goals and motivation of two characters in a story. Discriminate between the internal and external challenges and conflicts of characters. Trace the development of a character's changes throughout a story. Evaluate interactions between the characters in a story
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: protagonist, antagonist, dynamic, static) Knows the major/dynamic characters (protagonist, antagonist) in a story Knows the minor characters Knows the static characters Knows specific traits of characters (physical, emotional)	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Describe the terms protagonist, antagonist, dynamic, static Identify the protagonist and antagonist in a story Name the minor characters Name the static characters List physical and emotional characteristics.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Literature**	
LEVEL: **1**		MEASUREMENT TOPIC: **Use of Language**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands that words and phrases in texts provide meaning, mood, and tone for the text: rhythm and feeling Understands how the context provides clues to word meaning	*Taxonomy Level* **COMPREHENSION**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. Describe how the context clues provide word meaning.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: rhythm, regular beats, repeated lines, mood, tone Knows rhythmic patterns in familiar stories, fables, folktales, poems Knows words and phrases that suggest feelings or appeals to senses Knows strategies to construct the literal meaning of unfamiliar words	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Defines the terms rhythm, regular beats, repeated lines, mood, tone. Show rhythmic patterns in familiar stories, fables, folktales, poems. Identify words and phrases that suggest feelings or appeals to senses. Demonstrate use of a strategy to construct the literal meaning of unfamiliar words.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Literature**	
LEVEL: **2**		MEASUREMENT TOPIC: **Use of Language**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands how the author's use of the following literary devices provides meaning and sets the mood and tone for the text: imagery, onomatopoeia Understands that words can have multiple meanings, literal and implied.	*Taxonomy Level* **COMPREHENSION**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Describe how imagery and onomatopoeia provide meaning and set mood and tone in a text. Determine the multiple meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: imagery, onomatopoeia, literal Knows examples of imagery and onomatopoeia in stories Knows strategies to construct the literal meaning of unfamiliar words and phrases	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define the terms imagery, onomatopoeia, literal. Identify examples of imagery and onomatopoeia in stories. Demonstrate the use of strategies to construct the literal meaning of unfamiliar words and phrases.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Literature**	
LEVEL: **3**		MEASUREMENT TOPIC: **Use of Language**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands how the author's use of the following literary devices provides meaning and sets the mood and tone for the text: simile, metaphor Understands that words and phrases can have literal or figurative meanings	*Taxonomy Level* **COMPREHENSION**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Describe how simile and metaphor provide meaning and set mood and tone in a text. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphor and simile.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: simile, metaphor, figurative Knows examples of simile and metaphor in stories Knows common words and phrases with figurative meanings	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define the terms simile, metaphor, figurative. Identify examples of simile and metaphor in stories. List common words and phrases with figurative meanings.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Literature**	
LEVEL: **4**		MEASUREMENT TOPIC: **Use of Language**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands how the author's use of the following literary devices provides meaning and sets the mood and tone for the text: symbolism, hyperbole	*Taxonomy Level* **COMPREHENSION**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Describe how symbolism and hyperbole provide meaning and set mood and tone in a text.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: symbolism, hyperbole Knows examples of symbolism and hyperbole in stories Knows figurative and connotative meanings of words and phrases	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define the terms symbolism and hyperbole. Identify examples of symbolism and hyperbole in stories. State figurative and connotative meanings of words and phrases.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Literature**	
LEVEL: **5**		MEASUREMENT TOPIC: **Use of Language**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands how the author's use of the following literary devices provides meaning and sets the mood and tone for the text: paradox, oxymoron	*Taxonomy Level* **COMPREHENSION**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Describe how paradox and oxymoron provide meaning and set mood and tone in a text.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: paradox, oxymoron Knows examples of paradox and oxymoron in stories Knows figurative and connotative meanings of words and phrases	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define the terms paradox and oxymoron. Identify examples of paradox and oxymoron in stories. State figurative and connotative meanings of words and phrases.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Informational**	
LEVEL: **1**		MEASUREMENT TOPIC: **Central Idea**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands key details of text: who, what, where, when, why, how Understands connections between information/ people/ideas/events.	*Taxonomy Level* **COMPREHENSION (INTEGRATING)**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Describe key details in text by asking and answering such questions as who, what, where, when, why, how Describe the connections between two individuals, events, ideas or pieces of information in a text.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the term: main topic Knows main topic of text	*Taxonomy Level* **COMPREHENSION (SYMBOLIZING)**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Illustrate the main topic of the text
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Reading**		STANDARD/STRAND: **Informational**	
LEVEL: **2**		MEASUREMENT TOPIC: **Central Idea**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the main idea of a paragraph. Understands the main idea is supported	*Taxonomy Level* **COMPREHENSION (INTEGRATING)**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Determine the main idea of a text, recount the key details and explain how they support the main idea
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the term: paragraph	*Taxonomy Level* **RETRIEVAL (RECALLING)**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Describe the term paragraph
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Reading**		STANDARD/STRAND: **Informational**	
LEVEL: **3**		MEASUREMENT TOPIC: **Central Idea**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands literal comprehension and inferences with references to the text Understands how to summarize the text	*Taxonomy Level* **Comprehension (INTEGRATING)**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Use details and examples from the text to summarize what the text says explicitly and when drawing inferences from the text
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the sequence of events, ideas, or concepts Knows the steps of technical procedures of a text	*Taxonomy Level* **COMPREHENSION (SYMBOLIZING)** **RETRIEVAL (RECALLING)**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Illustrate the sequence of events, ideas or concepts of a text List the steps of technical procedures of a text
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Reading**		STANDARD/STRAND: **Informational**	
LEVEL: **4**		MEASUREMENT TOPIC: **Central Idea**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands multiple main ideas and supporting details in the same text Understands the relationship or interactions among individuals, events, ideas and concepts	*Taxonomy Level* **ANALYSIS (MATCHING)**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Sort the main ideas of the same text and identify supporting details for each main idea Compare and contrast the relationship or interactions among individuals, events, ideas, and concepts
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the term: main idea Knows a text may have multiple main ideas Knows the relationships and interaction among individuals, events and ideas will have an impact on the text	*Taxonomy Level* **COMPREHENSION (INTEGRATING)**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Summarize the text by identifying the main idea or main ideas of the text. Explain the relationship or interactions among individuals, events, or ideas and the impact they have on the text
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Reading**		STANDARD/STRAND: **Informational**	
LEVEL: **5**		MEASUREMENT TOPIC: **Central Idea**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the central idea and its development over the course of the text. Understands how evidence from the text is used to support analysis and inferences. Understands how to summarize text with textual evidence and support.	*Taxonomy Level* **Analysis**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Determine the central idea of the text. Provide a summary of how the central idea is developed distinct from personal opinion and judgment. Cite textual evidence to support analysis of the text as well as inferences drawn from the text Provide an objective summary of the text citing several examples of textual evidence.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the term: Central Idea Knows the central idea and the details used to support it	*Taxonomy Level* **Comprehension (Integrating)**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Describe the central idea of a text and how details are used to support it
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Informational**	
LEVEL: **1**		MEASUREMENT TOPIC: **Text Features**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at using text features: covers, headings, table of contents, glossaries, sub headings.	*Taxonomy Level* **COMPREHENSION**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Explain ways in which each of the text features (covers, headings, table of contents, glossaries, sub headings) are used.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Know the terms: cover, glossary, table of contents, heading, sub heading	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify the text feature: cover, glossary, table of contents, heading, sub heading
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Informational**	
LEVEL: **2**		MEASUREMENT TOPIC: **Text Features**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at using text features to locate facts and information (indexes, electronic menus, icons and bold print)	*Taxonomy Level* **COMPREHENSION**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Describe how each text feature (indexes, electronic menus, icons and bold print) would be used to locate information.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: index, electronic menu, icon	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify the text feature: index, electronic menu, icon
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Informational**	
LEVEL: **3**		MEASUREMENT TOPIC: **Text Features**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at using text features and search tools (key words, sidebars, and hyperlinks)	*Taxonomy Level* COMPREHENSION (INTEGRATING)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Describe how each text feature (key words, sidebars, and hyperlinks) would be used to locate information.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: key words, sidebars, and hyperlinks	*Taxonomy Level* RETRIEVAL	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify the text feature: key words, sidebars, and hyperlinks
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Informational**	
LEVEL: **1**		MEASUREMENT TOPIC: **Text Structures**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands relationship between illustrations and text. Understands how images (diagrams) contribute to and clarify a text.	*Taxonomy Level* **COMPREHENSION (INTEGRATING)**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Describe the relationship between illustrations and text Describe how images (diagrams) contribute to the meaning and clarity of text
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows information is presented with words and illustrations	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Explain how the information in a text can be presented in words or illustrations
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Informational**	
LEVEL: **2**		MEASUREMENT TOPIC: **Text Structures**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the similarities and differences in how information is presented in two texts on the same topic	*Taxonomy Level* **Comprehension (Symbolizing)**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Use a Venn diagram to show the similarities and differences of information on the same topic presented by two texts.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: similarities, differences	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify and give examples of the terms: similarities, differences
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Informational**	
LEVEL: **3**		MEASUREMENT TOPIC: **Text Structures**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands text structures are used to convey information (Chronology, comparison, cause/effect, problem/solution, question/answer)	*Taxonomy Level* **COMPREHENSION (INTEGRATING)**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Describe the overall structure (Chronology, comparison, cause/effect, problem/solution, question/answer) of events, ideas, concepts, or information used to convey information in a text.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: Chronology, comparison, cause/effect, problem/solution question/answer	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify from a list the terms: Chronology, comparison, cause/effect, problem/solution, question/answer
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Informational**	
LEVEL: **4**		MEASUREMENT TOPIC: **Text Structures**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands how information presented visually, orally or quantitatively helps to construct meaning. Understands how charts, diagrams, time lines animations or interactive elements, contributes to understanding the text	*Taxonomy Level* **COMPREHENSION (INTEGRATING)**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Describe how the information presented visually, orally or quantitatively helps construct the meaning of the text. Interpret information from charts, diagrams, time lines animations or interactive elements and explain how the information contributes to the meaning of the text
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the key features of charts, graphs, time lines, animations or interactive elements	*Taxonomy Level* **RETRIEVAL (RECALL)**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify the key features of charts, graphs, time lines, animations or interactive elements
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Informational**	
LEVEL: **5**		MEASUREMENT TOPIC: **Text Structures**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the advantage and disadvantages of using different mediums.	*Taxonomy Level* **ANALYSIS (ANALYZE)**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a topic or idea
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows key characteristics of different mediums used to convey information	*Taxonomy Level* **COMPREHENSION (INTEGRATING)**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Describe the key characteristics of different mediums (e.g., print or digital text, video, multimedia) used to convey information
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Informational**	
LEVEL: **6**		MEASUREMENT TOPIC: **Text Structures**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands how an author uses structure (sentences, paragraphs, sections, chapters, visual or quantitative) in his or her exposition or argument.	*Taxonomy Level* **ANALYSIS (ANALYZE)**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Evaluate the effectiveness of the structure an author uses (sentences, paragraphs, sections, chapters, visual or quantitative) in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows author's purpose	*Taxonomy Level* **RETRIEVAL (RECALLING)**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* State the author's purpose
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Informational**	
LEVEL: **1**		MEASUREMENT TOPIC: **Point of View**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understand points of view for the same topic or event. Understand firsthand and secondhand account of the same topic or event.	*Taxonomy Level* **COMPREHENSION**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Illustrates different points of view for the same topic or event. Depicts both firsthand and secondhand accounts of the same topic or event.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Know the terms: Point of view Firsthand Secondhand	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define the terms point of view, firsthand, and secondhand.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Informational**	
LEVEL: **2**		MEASUREMENT TOPIC: **Point of View**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands differences between multiple accounts of the same event and/or subject	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Compare and contrast multiple accounts of the same event and/or subject.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the multiple points of view on an event or topic	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Recognizes the multiple points of view on an event or topic.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Informational**	
LEVEL: **3**		MEASUREMENT TOPIC: **Point of View**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands how an author distinguishes his or her position from that of others. Understands how different authors have different presentations, key information and conclusions of the same topic.	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Compare and contrast one author's presentation of events with that of another. Distinguish how two or more authors writing about the same topic shape their presentations of key information by emphasizing evidence or advancing different interpretations of facts.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows examples of how an author distinguishes his or her position	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Lists examples of how an author distinguishes his or her position.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Informational**	
LEVEL: **4**		MEASUREMENT TOPIC: **Point of View**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands how an author acknowledges and responds to conflicting evidence and viewpoints	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Critique how an author acknowledges and responds to conflicting evidence and viewpoints.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*	*Taxonomy Level*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Calibri font 10
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Informational**	
LEVEL: **5**		MEASUREMENT TOPIC: **Point of View**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands how and/or why two or more texts can have conflicting information on the same topic. Understands disagreements on the same topics: matters of fact or interpretation	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Make inferences about a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*	*Taxonomy Level*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Calibri font 10
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Informational**	
LEVEL: **1**		MEASUREMENT TOPIC: **Author's Reasoning**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the main purpose of a text	*Taxonomy Level* **COMPREHENSION**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Explain the main purpose of a text.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows that a text has a main purpose	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify the main purpose of a text.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Informational**	
LEVEL: **2**		MEASUREMENT TOPIC: **Author's Reasoning**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands how an author uses reasons and evidence to support particular points	*Taxonomy Level* **COMPREHENSION**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Describe how reasons support specific points the author makes in a text.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the author's reason Knows how an author uses reasoning. Terms: reasons evidence	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify the reasons an author gives to support points in a text.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Informational**	
LEVEL: **3**		MEASUREMENT TOPIC: **Author's Reasoning**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands arguments are supported by reasons and evidence.	*Taxonomy Level* **COMPREHENSION**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Shows reasons and evidence for arguments in a text.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows arguments are supported with examples	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Recognizes that arguments are supported with examples.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Informational**	
LEVEL: **4**		MEASUREMENT TOPIC: **Author's Reasoning**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the difference between sound/unsound reasoning and relevant/irrelevant details of evidence that is used to support particular points.	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Distinguish between sound/unsound reasoning and relevant/irrelevant details of evidence that is used to support particular points.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows how claims are supported (by reasons and evidence)	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify the reasons an author gives to support points in a text.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

Curriculum Map of English / Language Arts
WRITING

Content Area	Strand	Measurement Topic	Number of Levels
Writing	Types and Purposes	Opinion/Argument	1 2 3 4 5 6 7 8 X X X X X X X
Writing	Types and Purposes	Information/Explanatory	1 2 3 4 5 6 7 8 X X X X X X X X
Writing	Types and Purposes	Narratives	1 2 3 4 5 6 7 8 X X X X X
Writing	Writing Process	Writing Process	1 2 3 4 5 6 7 8 X X X X X
Writing	Research	Research Process	1 2 3 4 5 6 7 8 X X X X X X X

DETAILED SCOPE AND SEQUENCE

STRAND: Language: **Writing** MEASUREMENT TOPIC: **Opinion/Argument**

PBE System	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Grade Level System	K	1st	2nd	3rd
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT				
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Is skilled at drawing, dictating, and writing opinion pieces on a book	Is skilled at writing opinion pieces on a book as follows: • introduces the topic or name of the book • states an opinion • supplies a reason for the opinion, and • provides a closing	Is skilled at writing opinion pieces on a book as follows: • introduces the topic or name of the book • states an opinion • supplies a reason for the opinion, • links the opinion and reason • provides a closing	Is skilled at writing opinion pieces on topics or texts, supporting a point of view with reasons: • introduces the topic, states the opinion, creates an organizational structure that lists the reasons • provides the reasons that support the opinion • uses linking words and phrases to connect opinion and reasons • provides a concluding statement or section
2 *No major errors or gaps in the* SIMPLER, KNOWLEDGE	Knows the term: opinion Knows basic "opinion" words: favorite, like Knows the author of, name of, and topic of particular books	Knows the characteristics of writing an opinion (introduction, stating the opinion, supporting the opinion, providing a closing)	Knows linking words: because, also, and	Knows linking words: therefore, since, for example

DETAILED SCOPE AND SEQUENCE

STRAND: Language: **Writing**

MEASUREMENT TOPIC: **Opinion/Argument**

PBE System	LEVEL 5	LEVEL 6	LEVEL 7
Grade Level System	5th	6th	8th
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT			
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Is skilled at writing opinion pieces on topics or texts, supporting a point of view with reasons and information: • introduces the topic, states the opinion, groups ideas to support the opinion • provides logically ordered reasons supported by facts and details • links opinions and reasons with words, phrases, clauses • provides a concluding statement or section related to the stated opinion	Is skilled writing arguments to support claims with clear reasons and relevant evidence • introduces the claim(s) and organizes the reasons and evidence • supports the claim(s)with clear reasons and relevant evidence using credible sources • uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons • maintains a formal style • provides a concluding statement or section that follows from the argument presented	Is skilled writing arguments to support claims with clear reasons and relevant evidence • introduces the claim(s), acknowledges alternate or opposing claims, and organizes the reasons and evidence • supports the claim(s)with logical reasoning and relevant evidence using credible sources • uses words, phrases, and clauses to clarify the relationships among claim(s), counterclaims, reasons, and evidence • maintains a formal style • provides a concluding statement or section that follows from the argument presented
2 *No major errors or gaps in the* SIMPLER,	Knows transition words and phrases: for instance, in order to, in addition, consequently, specifically	Knows the following terms: Formal style	Knows the following terms: logical reasoning, credible sources

DETAILED SCOPE AND SEQUENCE

STRAND: Language: **Writing** MEASUREMENT TOPIC: Information/Explanatory

PBE System	LEVEL 1	LEVEL 2	LEVEL 3	Level 4
Grade Level System	K	1st	2nd	3rd
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT				
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Is skilled at drawing, dictating, and writing informative/explanatory texts: • name what they are writing about • supply at least 2 facts about the topic	Is skilled at writing informative/explanatory texts: • name a topic • supply multiple facts about the topic • provide a sense of closure	Is skilled at writing informative/explanatory texts: • introduce a topic • use facts and definitions to develop points • provide a concluding statement or section	Is skilled at writing informative/explanatory texts to examine a topic: • introduces a topic and group related information together, include illustrations when useful to aid comprehension • develops the topic with facts, definitions, and details • uses linking words and phrases within categories • provides a concluding statement or section
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the terms: informative, explanatory, topic, facts	Knows the terms: closure,	Knows the following terms: definitions, concluding statement	Knows the following linking words: also, another, and, more, but

DETAILED SCOPE AND SEQUENCE

STRAND: Writing MEASUREMENT TOPIC: Information/Explanatory

PBE System	LEVEL 5	LEVEL 6	LEVEL 7
Grade Level System	4th	5th	6th
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT			
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Is skilled at writing informative/explanatory texts to examine a topic, convey ideas and information: • introduces a topic and groups related information in paragraphs and sections including formatting, illustrations, multimedia when use to aiding comprehension • develops the topic with facts, definitions, concrete details, quotations, and other information • links ideas within categories of information • uses precise language and domain-specific vocabulary provides a concluding statement or section related to the information or explanation	Is skilled at writing informative/explanatory texts to examine a topic, convey ideas and information: • introduces a topic, provides a general observation and focus, and groups related information in paragraphs and sections including formatting, illustrations, multimedia when use to aiding comprehension • develops the topic with facts, definitions, concrete details, quotations, and other information • links ideas within and across categories of information • uses precise language and domain-specific vocabulary • provides a concluding statement or section related to the information or explanation	Is skilled writing informative/explanatory texts to examine a topic, convey ideas, concepts and information: • introduces a topic; organizes ideas, concepts and information, using definitions, classification, comparison/contrast, cause/effect; includes formatting, graphics, and multimedia when useful to aiding comprehension • develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples • uses transitions to clarify the relationships among ideas and concepts • uses precise language and domain-specific vocabulary • maintains a formal style • provides a concluding statement or section that follows from the information and explanation presented
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the following linking words: another, for example, also, because Knows the terms: transition words, formatting, media, and precise language. Knows how to use formatting to aid comprehension and quotations.	Knows the following linking words: in contrast, especially	Knows the following linking words: in contrast, especially Knows the terms: headings, charts, tables Knows how to create headings, charts, tables and integrate into writing.

DETAILED SCOPE AND SEQUENCE

STRAND: Writing MEASUREMENT TOPIC: Information/Explanatory

PBE System	LEVEL 8
Grade Level System	7th
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT	
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Is skilled writing informative/explanatory texts to examine a topic, convey ideas, concepts and information: • introduces a topic; organizes complex ideas, concepts and information to make important connections and distinctions, includes formatting, graphics, and multimedia when useful to aiding comprehension • develops the topic with relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic • uses varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts • uses precise language and domain-specific vocabulary • maintains a formal style provides a concluding statement or section that follows from the information and explanation presented.
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows terms: syntax, cohesion Knows the difference between relevant and sufficient tasks

DETAILED SCOPE AND SEQUENCE

STRAND: Writing MEASUREMENT TOPIC: Narrative

PBE System	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Grade Level System	K	1st	2nd	5th
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT				
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Is skilled at drawing, dictating, and writing to: • narrate a single event or several events • tell about the events in order in which they occurred • provide a reaction to what happened	Is skilled at writing narratives: • recounts a well-elaborated event or short sequence of events • includes details to describe actions, thoughts, and feelings • provides closure	Is skilled at writing narratives to develop real or imagined experiences or events: • establishes a situation and introduces a narrator and/or characters; organizes an event sequence • uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations • uses words and phrases to signal event order • provides closure	Is skilled at writing narratives to develop real or imagined experiences or events: • engages and orients the reader by establishing a context and introducing a narrator and/or characters; • organizes an event sequence that unfolds naturally • uses narrative techniques, such as dialogue, description, and pacing to develop experiences, events, and/or characters • uses a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another *(ex. first, next, then, finally)* • uses word choice and sensory details to convey experiences and events • provides a conclusion that follows from the narrated experiences or events
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the term: narrate, event Knows beginning, middle and end sequence	Knows the terms: elaborate, sequence of events, closure. Knows the difference between main events and a detail	Knows the terms: Narrator, dialogue	Knows the terms: transition (words, clauses, phrases) conclusion, pacing, sensory details setting, foreshadowing, flashback, Knows the skills for establishing foreshadowing, flashback,

DETAILED SCOPE AND SEQUENCE

STRAND: Writing

MEASUREMENT TOPIC: Narrative

PBE System	LEVEL 5
Grade Level System	8th
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT	
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Is skilled at writing narratives to develop real or imagined experiences or events: • engages and orients the reader by establishing a context and point of view and introducing a narrator and/or characters; • organizes an event sequence that unfolds naturally • uses narrative techniques, such as dialogue, description, pacing, and reflection to develop experiences, events, and/or characters • uses a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, and show the relationships among experiences and events • uses word choice and sensory details to convey experiences and events • provides a conclusion that follows from the narrated experiences or events
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the terms: simile, metaphor

DETAILED SCOPE AND SEQUENCE

STRAND: Writing MEASUREMENT TOPIC: Writing Process

PBE System	LEVEL 1	LEVEL 2	LEVEL 3
Grade Level System	1st	2nd	3rd
4 *In addition to the 3.0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT			
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Is skilled at planning or brainstorming and writing details about a certain topic.	Understands the steps of the writing process and can take a piece of shared writing through the process with guidance and feedback Is skilled at selecting a method for planning or brainstorming. Is skilled at editing for conventions.	Is skilled at taking a piece of writing through the process and can revise for meaning and edit conventions with feedback
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the terms: plan, brainstorm, details, topic	Knows the steps of the writing process: plan/brainstorm, draft, edit, revise, conference, publish Knows multiple methods to plan/ brainstorm. Knows how to edit for conventions.	Knows how to use and respond to feedback about writing from peers and adults Knows strategies for revising for meaning.

DETAILED SCOPE AND SEQUENCE

STRAND: Writing MEASUREMENT TOPIC: Writing Process

PBE System	LEVEL 4	LEVEL 5	LEVEL 6
Grade Level System	6th	6th	
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT			
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Is skilled at taking a piece of writing through the process and can revise for meaning, audience, and purpose and can edit conventions with feedback.	Is skilled at taking a piece of writing with a focused purpose and audience from planning to publication independently or with feedback	
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows that a piece of writing needs to have a focused purpose and audience.	Knows the style of the writing is appropriate to the task. Knows how to revise and edit independently	

DETAILED SCOPE AND SEQUENCE

STRAND: Research MEASUREMENT TOPIC: Research Process

PBE System	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Grade Level System	1st	2nd	3rd	4th	5th
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT					
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands how sources on a given topic provide information to answer a question Understands the process for gathering information, making observations and reporting out on a question	Is skilled at gathering information from personal experiences & provided sources to answer a question	Is skilled at using relevant sources to conduct short research projects that answer a question	Is skilled at conducting a short research project that builds knowledge by investigating difference aspects of a topic (unpacking the research question; e.g., what do you need to research to answer the question)	Is skilled at conducting a short research project using several sources Is skilled at listing sources Is skilled at paraphrasing information
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the terms: source, topic, information, research, observation, report (e.g., visually, verbally, written)	Knows the terms: personal experience Is skilled at using text features: covers, headings, table of contents, glossaries, subheadings	Knows the terms: relevant sources Is skilled at using text features to locate facts and information (index, electronic menu, icon) Is skilled at locating relevant sources to answer a question	Is skilled at developing a research question Understands that a research question is a complex thought about a given topic Is skilled at organizing difference aspects of a topic	Understands the importance of paraphrasing information Is skilled at locating multiple, relevant sources to answer a question Understands what to do when sources conflict Understand that sources need to be acknowledged

Note: Prerequisites for level 1 is to model beginning research skills and conduct shared experiences (guided practice) with students; including how to use a graphic organizer to record thoughts/information gathered.

DETAILED SCOPE AND SEQUENCE

STRAND: MEASUREMENT TOPIC:

PBE System	LEVEL 6	LEVEL 7	LEVEL 8
Grade Level System	6th	7th	8th
4 *In addition to the 3.0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT		Is skilled at conducting a short research project to answer a question drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration	
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Is skilled at conducting a short research project to answer a question, drawing on several sources and refocusing the inquiry when appropriate Is skilled at quoting or paraphrasing the conclusions of others while avoiding plagiarism Is skilled at providing basic bibliographic information	Is skilled at conducting a short research project to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation	Is skilled at conducting a sustained research project to answer a question or solve a problem Is skilled at gathering information from multiple, authoritative, print and digital sources using advanced searches effectively
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the terms: plagiarism, bibliography Understand, as a result of new knowledge, the question may be refined Knows how to use a standard format for bibliographic citations	Knows how to determine the credibility and accuracy of a source Knows how to avoid over reliance on any one source	Knows how to conduct an advanced search

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Types and Purposes**	
LEVEL: **1**		MEASUREMENT TOPIC: **Opinion/Argument**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at drawing, dictating, and writing opinion pieces on a book	*Taxonomy Level* **RETRIEVAL**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Use a combination of drawing, dictating or writing, to state the topic or name of the book and to state an opinion or preference about the topic or book
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the term: opinion Knows basic "opinion" words: favorite, like Knows the author of, name of, and topic of particular books	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Demonstrate the use of the terms: opinion, favorite, like Identify the author, title and topic of a given book
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Types and Purposes**	
LEVEL: **2**		MEASUREMENT TOPIC: **Opinion/Argument**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at writing opinion pieces on a book as follows: • introduces the topic or name of the book • states an opinion • supplies a reason for the opinion, and • provides some sense of closure	*Taxonomy Level* **RETRIEVAL**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Write the name of your book State your opinion of the book in writing and give a reason for the opinion
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the characteristics of writing an opinion (introduction, stating the opinion, supporting the opinion, providing a closing)	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Demonstrates knowledge of the characteristics of writing an opinion with the help of a graphic organizer *(student should be provided with multiple choices of organizers)*
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Types and Purposes**	
LEVEL: **3**		MEASUREMENT TOPIC: **Opinion/Argument**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at writing opinion pieces on a book as follows: • introduces the topic or name of the book • states an opinion • supplies a reason for the opinion, • links the opinion and reason • provides a closing	*Taxonomy Level* **COMPREHENSION (INTEGRATING)**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Write a short paragraph that states the topic or name of the book, your opinion of the topic or book, gives a reason to support your opinion, and includes a concluding statement.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows linking words: because, also, and	*Taxonomy Level* **RETRIEVAL (EXECUTING)**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Uses linking words: because, also, and correctly in written work.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Types and Purposes**	
LEVEL: **4**		MEASUREMENT TOPIC: **Opinion/Argument**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at writing opinion pieces on topics or texts, supporting a point of view with reasons: • introduces the topic, states the opinion, creates an organizational structure that lists the reasons • provides the reasons that support the opinion • uses linking words and phrases to connect opinion and reasons • provides a concluding statement or section	*Taxonomy Level* **ANALYSIS (SPECIFYING)**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* In writing make and defend your opinion about a topic or text, giving reasons that support the opinion and conclude the piece with a final statement. In your written piece use multiple linking words to connect your opinion and reasons.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows linking words: therefore, since, for example	*Taxonomy Level* **RETRIEVAL (RECALLING)**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Uses linking words: therefore, since, for example, correctly in written work.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Types and Purposes**	
LEVEL: **5**		MEASUREMENT TOPIC: **Opinion/Argument**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at writing opinion pieces on topics or texts, supporting a point of view with reasons and information: • introduces the topic, states the opinion, groups ideas to support the opinion • provides logically ordered reasons supported by facts and details • links opinions and reasons with words, phrases, clauses • provides a concluding statement or section related to the stated opinion	*Taxonomy Level* **ANALYSIS (SPECIFYING)**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* In writing make and defend your opinion about a topic or text, giving several connected reasons that support the opinion, organized into paragraphs or sections with headings, backed by facts and details from texts, and conclude the piece with a final statement or section related to the opinion presented. In your written piece use multiple linking words to connect your opinion and reasons.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows transition words and phrases: for instance, in order to, in addition, consequently, specifically	*Taxonomy Level* **RETRIEVAL (RECALLING)**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Uses linking words and phrases: for instance, in order to, in addition, consequently, specifically correctly in written work.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Types and Purposes**	
LEVEL: **6**		MEASUREMENT TOPIC: **Opinion/Argument**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at writing arguments to support claims with clear reasons and relevant evidence • introduces the claim(s) and organizes the reasons and evidence • supports the claim(s)with clear reasons and relevant evidence using credible sources • uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons • maintains a formal style • provides a concluding statement or section that follows from the argument presented	*Taxonomy Level* **ANALYSIS (SPECIFYING)**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Develop a written argument about a topic or issue of interest supporting claims with logical reasoning and relevant accurate evidence using credible sources. Use words, phrases and clauses to create cohesion and clarify the relationship among claims. The written argument maintains a formal style and concludes with a statement or section that follows the argument presented.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Understands the structure of formal style	*Taxonomy Level* **COMPREHENSION (SYMBOLIZING)**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Represents information in a formal style.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing** STANDARD/STRAND: **Types and Purposes**

LEVEL: **7** MEASUREMENT TOPIC: **Opinion/Argument**

4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled writing arguments to support claims with clear reasons and relevant evidence • introduces the claim(s), acknowledges alternate or opposing claims, and organizes the reasons and evidence • supports the claim(s)with logical reasoning and relevant evidence using credible sources • uses words, phrases, and clauses to clarify the relationships among claim(s), counterclaims, reasons, and evidence • maintains a formal style • provides a concluding statement or section that follows from the argument presented	*Taxonomy Level* **ANALYSIS (ANALYZING)**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Critique alternate or opposing claims to an argument. Organize the reasons and evidence for the claim, with logical support from relevant evidence and credible sources. In your writing use words, phrases, and clauses to clarify the relationships among claim(s), counterclaims, reasons, and evidence. The written argument maintains a formal style and concludes with a statement or section that follows the argument presented.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Understands the following terms: logical reasoning, credible sources	*Taxonomy Level* **COMPREHENSION (INTEGRATING)**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Explain ways in which logical reasoning is used to support a claim or opinion. Describes how or why a source is credible.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Types and Purposes**	
LEVEL: **1**		MEASUREMENT TOPIC: **Informative/Explanatory**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at drawing, dictating, and writing informative/explanatory texts: • name what they are writing about • supply at least 2 facts about the topic	*Taxonomy Level* **COMPREHENSION (SYMBOLIZING)**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Represent through drawing, dictation or writing, the name of a topic and 2 facts about the topic. *(Integrate into topics from other content areas)*
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: informative, explanatory, topic, facts	*Taxonomy Level* **RETRIEVAL (RECALLING)**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Describe or define: informative, explanatory, topic, facts
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Types and Purposes**	
LEVEL: **2**		MEASUREMENT TOPIC: **Informative/Explanatory**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at writing informative/explanatory texts: • name a topic • supply multiple facts about the topic • provide a sense of closure	*Taxonomy Level* **COMPREHENSION (INTEGRATING)**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Choose a topic from a unit of study. Write about the topic including: the name of the topic, multiple facts about the topic, and closure to your piece of writing. *(Integrate into topics from other content area. The writing can take on different formats)*
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: closure	*Taxonomy Level* **RETRIEVAL (RECALLING)**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* State what closure is in a piece of writing.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Types and Purposes**	
LEVEL: **3**		MEASUREMENT TOPIC: **Informative/Explanatory**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at writing informative/explanatory texts: • introduce a topic • use facts and definitions to develop points • provide a concluding statement or section	*Taxonomy Level* **COMPREHENSION (INTEGRATING)**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Summarize information about a topic in a format of your choice (small poster, brochure, article, etc). Your information needs to include: the name of the topic, definitions and facts and a concluding statement or section. *(Integrate into topics from other content areas)*
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the following terms: definitions, concluding statement	*Taxonomy Level* **RETRIEVAL (RECOGNIZING)**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify definitions and the concluding statement in a given piece of writing (article, section of text)
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Types and Purposes**	
LEVEL: **4**		MEASUREMENT TOPIC: **Informative/Explanatory**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at writing informative/explanatory texts to examine a topic: • Introduces a topic and group related information together, include illustrations when useful to aid comprehension • develops the topic with facts, definitions, and details • uses linking words and phrases within categories • provides a concluding statement or section	*Taxonomy Level* **COMPREHENSION (SYMBOLIZING)**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Represent information about a topic in a format of your choice (small poster, brochure, article, etc). Your information needs to include: the name of the topic, related information that is grouped or organized by section, illustrations to help build understanding about the topic, definitions and facts to develop the topic, and a concluding statement or section. *(Integrate into topics from other content areas)*
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the following linking words: also, another, and, more, but	*Taxonomy Level* **RETRIEVAL (RECOGNIZING)**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify linking words and how they are used in a given piece of writing (article, section of text)
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Types and Purposes**	
LEVEL: **5**		MEASUREMENT TOPIC: **Informative/Explanatory**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at writing informative/explanatory texts to examine a topic, convey ideas and information: • introduces a topic and groups related information in paragraphs and sections including formatting, illustrations, multimedia when use to aiding comprehension • develops the topic with facts, definitions, concrete details, quotations, and other information • links ideas within categories of information • uses precise language and domain-specific vocabulary • provides a concluding statement or section related to the information or explanation	*Taxonomy Level* KNOWLEDGE UTILIZATION (INVESTIGATING)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Research a topic and present the information in a format from a list of choices (paper, project, multimedia). In your presentation of the information include: the topic with information arranged in sections (paragraphs, illustrations, multimedia); facts, definitions, details, and quotations; content related vocabulary; a concluding statement or section related to the information or explanation. *(Integrate into topics from other content area. The writing can take on different formats)*
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the following linking words: another, for example, also, because Knows the terms: transition words, formatting, media, domain specific (content related) vocabulary. Knows how to use quotations and formatting to aid comprehension.	*Taxonomy Level* RETRIEVAL (RECOGNIZING) RETRIEVAL (RECOGNIZING) COMPREHENSION (INTEGRATING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify linking words (another, for example, also, because) and tell how they are used in a given piece of writing (article, section of a text) Describe the purpose of transition words, formatting, media, domain specific (content related) vocabulary in an informational piece of writing. Explain how quotations and formatting are used to aid the understanding of informational writing.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Types and Purposes**	
LEVEL: **6**		MEASUREMENT TOPIC: **Informative/Explanatory**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at writing informative/explanatory texts to examine a topic, convey ideas and information: • introduces a topic, provides a general observation and focus, and groups related information in paragraphs and sections including formatting, illustrations, multimedia when use to aiding comprehension • develops the topic with facts, definitions, concrete details, quotations, and other information • links ideas within and across categories of information • uses precise language and domain-specific vocabulary • provides a concluding statement or section related to the information or explanation	*Taxonomy Level* **KNOWLEDGE UTILIZATION (INVESTIGATING)**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Research a topic and present the information in a format from a list of choices (paper, project, multimedia). In your presentation of the information include: an introduction of the topic with a general observation or focus, information arranged in sections (paragraphs, illustrations, multimedia); facts, definitions, details, and quotations; link ideas within the categories of information; content related vocabulary; a concluding statement or section related to the information or explanation. *(Integrate into topics from other content area. The writing can take on different formats)*
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the following linking words: in contrast, especially	*Taxonomy Level* **RETRIEVAL (RECOGNIZING)**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify the following linking words (in contrast, especially) and explain their purpose in a piece of writing.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Types and Purposes**	
LEVEL: **7**		MEASUREMENT TOPIC: **Informative/Explanatory**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled writing informative/explanatory texts to examine a topic, convey ideas, concepts and information: • introduces a topic; organizes ideas, concepts and information, using definitions, classification, comparison/contrast, cause/effect; includes formatting, graphics, and multimedia when useful to aiding comprehension • develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples • uses transitions to clarify the relationships among ideas and concepts • uses precise language and domain-specific vocabulary • maintains a formal style • provides a concluding statement or section that follows from the information and explanation presented	*Taxonomy Level* **KNOWLEDGE UTILIZATION (INVESTIGATING)**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Find out about a topic and present the information in a format from a list of choices (paper, project, multimedia). In your presentation of the information include: an introduction of the topic; information organized in sections (paragraphs, illustrations, multimedia); classification, comparison, or cause/effect; facts, definitions, details, and quotations and other examples; transitions to show relationships among concepts; content related vocabulary; a concluding statement or section related to the information or explanation. *(Integrate into topics from other content area. The writing can take on different formats)*
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: headings, charts, tables Knows how to create headings, charts, tables and integrate into writing.	*Taxonomy Level* **RETRIEVAL (RECOGNIZING)** **COMPREHENSION (INTEGRATING)**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify the heading, charts and tables in a given piece of writing or section of text. Explain how to use headings, charts, tables in an informational piece of writing to help build understanding about the information.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Types and Purposes**	
LEVEL: **8**		MEASUREMENT TOPIC: **Informative/Explanatory**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled writing informative/explanatory texts to examine a topic, convey ideas, concepts and information: • introduces a topic; organizes complex ideas, concepts and information to make important connections and distinctions, includes formatting, graphics, and multimedia when useful to aiding comprehension • develops the topic with relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic • uses varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts • uses precise language and domain-specific vocabulary • maintains a formal style • provides a concluding statement or section that follows from the information and explanation presented.	*Taxonomy Level* **KNOWLEDGE UTILIZATION (INVESTIGATING)**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Investigate a topic and present the information in a format from a list of choices (paper, project, multimedia). In your presentation of the information include: an introduction of the topic; complex ideas organized in sections (paragraphs, illustrations, multimedia); develop the topic with relevant facts, definitions, details, and quotations and other examples; use a variety of transitions and syntax to show relationships among ideas and concepts to create cohesion; content related vocabulary; a concluding statement or section related to the information or explanation. *(Integrate into topics from other content area. The writing can take on different formats)*
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows terms: syntax, cohesion Knows the difference between relevant and sufficient tasks	*Taxonomy Level* **RETRIEVAL (RECALLING)** **COMPREHENSION (INTEGRATING)**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define the following terms: syntax and cohesion Describe the difference between relevant and sufficient tasks
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Types and Purposes**	
LEVEL: **1**		MEASUREMENT TOPIC: **Narratives**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at drawing, dictating, and writing to: • narrate a single event or several events • tell about the events in order in which they occurred • provide a reaction to what happened	*Taxonomy Level* **COMPREHENSION (SYMBOLIZING OR INTEGRATING)**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Represent a response to a prompt or question through drawing, dictation or writing that tells about an event in order and tell how you felt about the event.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: narrate, event Knows beginning, middle and end sequence	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define the terms: narrate and event Draw state the beginning, middle and end of a shared writing.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Types and Purposes**	
LEVEL: **2**		MEASUREMENT TOPIC: **Narratives**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at writing narratives: • recounts a well-elaborated event or short sequence of events • includes details to describe actions, thoughts, and feelings • provides closure	*Taxonomy Level* **COMPREHENSION (INTEGRATING)**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Respond to a prompt or question through writing that recounts a well-elaborated event, including details, thoughts, and feelings in a sequential order and with a sense of closure.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the following terms: sequence of events, closure, elaborate Knows the difference between main events and a detail	*Taxonomy Level* **RETRIEVAL (RECALLING)**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* List the order of events in a given piece of writing. Identify the closing of a given piece of writing. Describe the difference between a main event and a detail.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Types and Purposes**	
LEVEL: **3**		MEASUREMENT TOPIC: **Narratives**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at writing narratives to develop real or imagined experiences or events: • establishes a situation and introduces a narrator and/or characters; organizes an event sequence • uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations • uses words and phrases to signal event order • provides closure	*Taxonomy Level* **COMPREHENSION (INTEGRATING)**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* In response to a prompt, question, reflection on text, or personal experience, write a narrative. In your narrative (story); introduce the situation and characters, use dialogue and descriptions of actions, thoughts and/or feelings to provide detail, use words to show the order of the event, and provide closure to your narrative (story)
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: narrator, dialogue	*Taxonomy Level* **RETRIEVAL (RECALLING)**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Describe the role of a narrator in a story. Describe why dialogue is used in a story.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Types and Purposes**	
LEVEL: **4**		MEASUREMENT TOPIC: **Narratives**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at writing narratives to develop real or imagined experiences or events: • engages and orients the reader by establishing a context and introducing a narrator and/or characters; • organizes an event sequence that unfolds naturally • uses narrative techniques, such as dialogue, description, and pacing to develop experiences, events, and/or characters • uses a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another events (ex. first, next, then, finally) • uses word choice and sensory details to convey experiences and events • provides a conclusion that follows from the narrated experiences or events	*Taxonomy Level* **COMPREHENSION (INTEGRATING)**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* In response to a prompt, question, reflection on text, or personal experience, write a narrative. In your narrative (story); engage the reader through the introduction of the situation and/or characters, use dialogue and description to develop the event, use word choice and sensory details, use a variety of transitional words, (first, next, then, finally) to show the order of the event, and provide closure to your narrative (story)
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: transition (words, clauses, phrases) conclusion, pacing, sensory details, setting, foreshadowing, flashback Knows the skills for establishing foreshadowing, flashback	*Taxonomy Level* **RETRIEVAL (RECOGNIZING)** **RETRIEVAL (RECALLING)**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* In a given piece of writing, identify evidence of the following components: transition words, setting, sensory details, foreshadowing, flashback, and conclusion Describe how foreshadowing and flashback can be used to engage a reader.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Types and Purposes**	
LEVEL: **5**		MEASUREMENT TOPIC: **Narratives**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at writing narratives to develop real or imagined experiences or events: • engages and orients the reader by establishing a context and point of view and introducing a narrator and/or characters; • organizes an event sequence that unfolds naturally • uses narrative techniques, such as dialogue, description, pacing, and reflection to develop experiences, events, and/or characters • uses a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, and show the relationships among experiences and events • uses word choice and sensory details to convey experiences and events • provides a conclusion that follows from the narrated experiences or events	*Taxonomy Level* **COMPREHENSION (INTEGRATING)**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* In response to a prompt, question, reflection on text, or personal experience, write a narrative. In your narrative (story); engage the reader through the introduction of the situation and/or characters, use dialogue and description to develop the event, use word choice and sensory details, use a variety of transitional words, (first, next, then, finally) to show the order of the event, and provide closure to your narrative (story)
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: simile, metaphor	*Taxonomy Level* **RETRIEVAL (RECOGNIZING)**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify examples of similes and metaphors in a piece of writing (story, article, section of text)
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Writing**	
LEVEL: **1**		MEASUREMENT TOPIC: **Writing Process**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at planning or brainstorming and writing details about a certain topic.	*Taxonomy Level* RETRIEVAL (EXECUTING)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Demonstrate ways in which your ideas for writing about a topic are organized (brainstorm into an organizer, make a list, talk with a peer, illustrate)
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: plan brainstorm details topic	*Taxonomy Level* RETRIEVAL (RECALLING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define and give examples of the terms: planning, brainstorming, details, topic
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Writing Process**	
LEVEL: **2**		MEASUREMENT TOPIC: **Writing Process**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes*	*Taxonomy Level*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:*
	Understands the steps of the writing process and can take a piece of shared writing through the process with guidance and feedback	COMPREHENSION (INTEGRATING)	Explain ways in which a piece of shared writing can be revised with guidance and feedback through teacher modeling
	Is skilled at selecting a method for planning or brainstorming.	COMPREHENSION (SYMBOLIZING)	Represent ideas about the writing in an organized form (brainstorm into an organizer, make a list, talk with a peer, illustrate)
	Is skilled at editing for conventions.	RETRIEVAL (EXECUTING)	Make corrections to convention errors (spelling, punctuation, capitalization)
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*	*Taxonomy Level*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:*
	Knows the steps of the writing process: plan/brainstorm, draft, edit, revise, conference, publish	RETRIEVAL (EXECUTING/RECALLING)	List and describe the steps for the writing process
	Knows multiple methods to plan/ brainstorm.		List tools and ways to plan/brainstorm ideas for writing
	Knows how to edit for conventions.		Make corrections/edits to given pieces of writing
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Writing Process**	
LEVEL: **3**		MEASUREMENT TOPIC: **Writing Process**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at taking a piece of writing through the process and can revise for meaning and edit conventions with feedback.	*Taxonomy Level* ANALYSIS (ANALYZING ERRORS)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Revise and edit a piece of writing (e.g.,narrative, informational, explanatory) for meaning and conventions based on feedback provided by a teacher, peer, or group. *(Technology could be used for this process)*
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows how to use and respond to feedback about writing from peers and adults Knows strategies for revising for meaning.	*Taxonomy Level* COMPREHENSION (INTEGRATING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Use suggestions from others to strengthen writing and gives relevant feedback to help others strengthen their writing. Explain ways in which a piece can be revised for meaning
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Writing Process**	
LEVEL: **4**		MEASUREMENT TOPIC: **Writing Process**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* **Is skilled at taking a piece of writing through the process and can revise for meaning, audience, and purpose and can edit conventions with feedback.**	*Taxonomy Level* ANALYSIS (CLASSIFYING)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Organize and strengthen a piece of writing by planning, revising, editing, rewriting or trying a new approach (consider audience, purpose, meaning) with guidance from peers and adults. (Technology could be used to produce and publish the writing).
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* **Knows that a piece of writing needs to have a focused purpose and audience.**	*Taxonomy Level* COMPREHENSION (INTEGRATING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* **Describe the effects of a focused purpose and audience for a piece of writing**
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Writing Process**	
LEVEL: **5**		MEASUREMENT TOPIC: **Writing Process**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at taking a piece of writing with a focused purpose and audience from planning to publication independently or with feedback	*Taxonomy Level* ANALYSIS (GENERALIZING)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Generate a piece of writing (narrative, informational, explanatory) with a focused purpose and audience. Use the steps of the writing process to plan, revise, edit, rewrite and publish the writing. (Technology could be used to produce and publish the writing).
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the style of the writing is appropriate to the task. Knows how to revise and edit independently	*Taxonomy Level* *COMPREHENSION (INTEGRATING)* RETRIEVAL (EXECUTING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Explain ways in which the style for a piece of writing is appropriate to the task Show revisions and edits have been made to a piece of writing.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Research**	
LEVEL: **1**		MEASUREMENT TOPIC: **Research Process**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands how sources on a given topic provide information to answer a question Understands the process for gathering information, making observations and reporting out on a question	*Taxonomy Level* RETRIEVAL (Recall) RETRIEVAL (Executing)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Through a shared research and writing, names information from sources to answer a question (teacher/adults uses anecdotal records) Makes observations and reports out on a question in a shared research and writing project.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: source, topic, information, research, observation, report (e.g., visually, verbally, written)	*Taxonomy Level* RETRIEVAL (Recall)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Uses the terms: source, topic, information, research, observation, report (e.g., visually, verbally, written)
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Research**	
LEVEL: **2**		MEASUREMENT TOPIC: **Research Process**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at gathering information from personal experiences & provided sources to answer a question	*Taxonomy Level* RETRIEVAL	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Makes a list or uses a organizer to gather personal experiences and information from sources to answer a question
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: personal experience Is skilled at using text features: covers, headings, table of contents, glossaries, subheadings	*Taxonomy Level* RETRIEVAL	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Describes the term: personal experience Knows and uses various text features (covers, headings, table of contents, glossaries, subheadings) to locate key facts or information in a text.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Research**	
LEVEL: **3**		MEASUREMENT TOPIC: **Research Process**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at using relevant sources to conduct short research projects that answer a question	*Taxonomy Level* Comprehension	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Represent information to answer a question, using relevant sources (representation can be oral, visual, written)
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: relevant sources Is skilled at using text features to locate facts and information (index, electronic menu, icon) Is skilled at locating relevant sources to answer a question	*Taxonomy Level* Retrieval	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define the term: relevant sources Knows and uses various text features (index, electronic menu, icon) to locate key facts or information in a text. Recognize relevant sources from a collection of resources provided that will answer the question.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Research**	
LEVEL: **4**		MEASUREMENT TOPIC: **Research Process**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at conducting a short research project that builds knowledge by investigating difference aspects of a topic (unpacking the research question; e.g., what do you need to research to answer the question)	*Taxonomy Level* Analysis (Classifying)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Identify different aspects of a topic (what do you need to research to answer the question), organize the information to answer a research question (take notes) represent the information orally, visually or in writing
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Is skilled at developing a research question Understands that a research question is a complex thought about a given topic Is skilled at organizing difference aspects of a topic	*Taxonomy Level* Retrieval	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Draft a research question Describe the key parts of a research question Identifies categories to organize different aspects of a topic (could be in the form of a list or organizer. Note taking)
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Research**	
LEVEL: **5**		MEASUREMENT TOPIC: **Research Process**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at conducting a short research project using several sources and is skilled at listing the sources used Is skilled at paraphrasing information	*Taxonomy Level* COMPREHENSION (SYMBOLIZING) (INTEGRATING)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Represent information of a short research project, using several sources (representation can be oral, visual, written) Provide a list of the sources used in the short research project Paraphrase information in notes or finished work/short research project.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Understands the importance of paraphrasing information Is skilled at locating multiple, relevant sources to answer a question Understands what to do when sources conflict Understand that sources need to be acknowledged	*Taxonomy Level* RETRIEVAL (RECALLING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Describe why it is important to paraphrase information List relevant sources that could be used to answer the question Describe the process used for what to do what sources conflict. Describe why it is important to acknowledge the sources used during research
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Research**	
LEVEL: **6**		MEASUREMENT TOPIC: **Research Process**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at conducting a short research project to answer a question, drawing on several sources and refocusing the inquiry when appropriate Is skilled at quoting or paraphrasing the conclusions of others while avoiding plagiarism Is skilled at providing basic bibliographic information	*Taxonomy Level* COMPREHENSION (SYMBOLIZING)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Represent information of a short research project, using several sources (representation can be oral, visual, written). As part of the research project: • Explain if the inquiry needed to be refined • Explain ways in which quotes or paraphrasing were used to avoid plagiarism • Provide a list of the sources used in the short research project, in a basic bibliographic format
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: plagiarism, bibliography Understand, as a result of new knowledge, the question may be refined Knows how to use a standard format for bibliographic citations	*Taxonomy Level* RETRIEVAL (EXECUTING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define the terms: plagiarism, bibliography Show examples of how new knowledge may lead to the research question being refined Demonstrate how to cite a source in a standard, bibliographic format
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Writing**		STANDARD/STRAND: **Research**	
LEVEL: **7**		MEASUREMENT TOPIC: **Research Process**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught* Is skilled at conducting a short research project to answer a question drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration	*Taxonomy Level* KNOWLEDGE UTILIZATION (INVESTIGATING)	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at conducting a short research project to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation	*Taxonomy Level* KNOWLEDGE UTILIZATION (INVESTIGATING)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Research and Investigate a topic of interest to answer a research question. As part of the research & investigation: • Identify different types sources • Identify additional questions and/or categories for further research
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows how to determine the credibility and accuracy of a source Knows how to avoid over reliance on any one source	*Taxonomy Level* COMPREHENSION (INTEGRATING) (SYMBOLIZING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Describe the key characteristics for a credible and accurate source Show (with a graphic organizer, note cards, or another way) the use of more than one source while gathering information
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

Curriculum Map of English / Language Arts
LANGUAGE

Content Area	Strand	Measurement Topic	Number of Levels
Language	Conventions	Nouns, Pronouns, Verbs	1 2 3 4 5 6 7 8 X X X X X X X
Language	Conventions	Adjectives, Adverbs, Conjunctions, Prepositions	1 2 3 4 5 6 7 8 X X X X X
Language	Conventions	Sentences	1 2 3 4 5 6 7 8 X X X X X
Language	Conventions	Capitalization	1 2 3 4 5 6 7 8 X X X X
Language	Conventions	Punctuation	1 2 3 4 5 6 7 8 X X X X X X X
Language	Conventions	Spelling	1 2 3 4 5 6 7 8 X X X
Language	Vocabulary	Vocabulary	1 2 3 4 5 6 7 8 X X X X X X

DETAILED SCOPE AND SEQUENCE

STRAND: Conventions MEASUREMENT TOPIC: Nouns, Pronouns, Verbs

PBE System	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Grade Level System	K	1st	2nd	3rd
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT				
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands the correct grammar/usage/rules for: - singular and plural nouns - regular plural nouns (s, es)	Understands the correct grammar/usage/rules for: common and proper nouns possessive nouns noun verb agreement in basic sentences personal possessive and indefinite pronouns (I, me, my; they, them, their; anyone, everything) articles and demonstrative pronouns verbs to convey past, present, future	Understands the correct grammar/usage/rules for: collective nouns (group) irregular plural nouns (fee, children, teeth, mice, fish) reflective pronouns (myself, ourselves) past tense of frequently occurring irregular verbs (sat, hid, told) Understand the function of nouns, pronouns, and verbs in particular sentences	Understands the function of nouns, pronouns and verbs in general and in their function in particular sentences. Understands the correct grammar/usage/rules for: regular and irregular plural nouns abstract nouns (childhood) regular and irregular verbs simple verb tenses Understands noun-verb agreement in a sentence
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows that a noun is a name for a person, place, or thing Knows that a verb is an action word Knows frequently occurring nouns and verbs			

DETAILED SCOPE AND SEQUENCE

STRAND: Conventions MEASUREMENT TOPIC: Nouns, Pronouns, Verbs

PBE System	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8
Grade Level System	4th	5th	6th	8th
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT				
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands the correct grammar/usage/rules for: relative pronouns (who, whose, whom, which, that) progressive verbs (I was walking, I am walking, I will be walking) auxiliary (helping) verbs (can, may, must	Understands that verb tense conveys various times, sequences, states, and conditions Understands the correct grammar/usage/rules for: - the perfect verb tense (I had walked, I have walked, I will have walked) - irregular plural nouns (fee, children, teeth, mice, fish) - reflective pronouns (myself, ourselves) - past tense of frequently occurring irregular verbs (sat, hid, told)	Understands the correct grammar/usage/rules for: - case of pronouns (subjective, objective, possessive) - intensive pronouns (myself, ourselves)	Understands the correct grammar/usage/rules for: - gerunds, participles, infinitives - active and passive voice of verbs
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE			Knows the terms: subjective pronoun, objective pronoun, possive pronouns, intensive pronouns	nows the terms: gerund, participles, infinitives, active/passive voice.

DETAILED SCOPE AND SEQUENCE

STRAND: Language: Conventions MEASUREMENT TOPIC: Adjectives, Adverbs, Conjunctions, Prepositions

PBE System	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Grade Level System	K	1st	3rd	4th	5th
4 *In addition to the 3.0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT					
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands the correct grammar/usage/rules for: - most frequently occurring prepositions (to, from, in, out, on, off, for, of, by, with)	Understands the correct grammar/usage/rules for: - frequently occurring prepositions (during, beyond, toward) - frequently occurring adjectives - frequently occurring conjunctions (and, but, or, so, because)	Understands the role of adjectives and adverbs in modifying nouns and verbs and their function in particular sentences	Understands the correct grammar/usage/rules for: - relative adverbs (where, when, why) - prepositional phrases - coordinating and subordinating conjunctions	Understands the correct grammar/usage/rules for: - correlative conjunctions (either/or, neither/nor) Understands the function of conjunctions, prepositions, and interjections in general and in particular sentences
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the following term: preposition	Knows the following terms: adjectives, conjunctions	Terms: adverbs, articles	Knows the following terms: relative adverbs, prepositional phrases, coordinating/subordinating conjunctions	

DETAILED SCOPE AND SEQUENCE

STRAND: Language: Conventions MEASUREMENT TOPIC: Sentences

PBE System	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Grade Level System	K	1st	2nd	4th
4 *In addition to the 3.0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT				
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands the correct usage of or rules for: - interrogatives: who, what, where, when, why, how - complete sentences (in shared language activities)	Understands the correct usage of and rules for: - complete simple sentences - declarative sentences - interrogative sentences - imperative sentences - exclamatory sentences	Understands the correct usage of and rules for: - simple sentences - compound sentences	Understands the correct usage of and rules for: - complex sentences - complex-compound sentences
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Terms: Interrogatives	Knows the following terms: complete simple sentences, declarative sentences, interrogative sentences, imperative sentences, exclamatory sentences	Knows the following terms: simple sentences, compound sentences	Knows the following terms: complex sentences, complex-compound sentences

DETAILED SCOPE AND SEQUENCE

STRAND: Language: Conventions MEASUREMENT TOPIC: Sentences

PBE System	LEVEL 5
Grade Level System	7th
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT	
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands the function of phrases and clauses in general and their function in specific sentences Understands how simple, compound, complex, and compound-complex sentences signal differing relationships among ideas
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the following terms: phrases, clauses

DETAILED SCOPE AND SEQUENCE

STRAND: Language: Conventions MEASUREMENT TOPIC: Capitalization

PBE System	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Grade Level System	K	1st	2nd	3rd
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT				
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands the correct usage of or rules for: - capitalizing the first word in a sentence - capitalizing the word "I"	Understands the correct usage of or rules for: - capitalizing dates and names of people - capitalizing the word "I"	Understands the correct usage of and rules for: - capitalizing holidays, product names, and geographic names	Understands the correct usage of and rules for: - capitalizing appropriate words in titles
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE				

DETAILED SCOPE AND SEQUENCE

STRAND: Language: Conventions MEASUREMENT TOPIC: Punctuation

PBE System	LEVEL 1	LEVEL 2	LEVEL 3
Grade Level System	1st	1st	2nd
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT			
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands the ending punctuation	Understands the correct usage of or rules for: - end punctuation for sentences - commas in dates - commas to separate words in a series	Understands the correct usage of and rules for: - commas in greetings and closings of letters - apostrophe to form contractions and frequently occurring possessives
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the names of end punctuation	Knows the following terms: series	Knows the following terms: apostrophe, contractions, possessives

DETAILED SCOPE AND SEQUENCE

STRAND: Language: Conventions MEASUREMENT TOPIC: Punctuation

PBE System	LEVEL 4	LEVEL 5	LEVEL 6
Grade Level System	3rd	5th	8th
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT			
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands the correct usage of or rules for: - commas in addresses - commas and quotation marks in dialogue - commas in possessives	Understands the correct usage of or rules for: - commas before a coordinating conjunction in a compound sentence - commas to set off the words, yes and no from the rest of a sentence - commas to indicate direct address - underlining, quotation marks, or italics to indicate titles of works	Understands the correct usage of and rules for: - commas, parentheses, dashes to set of parenthetical elements - commas, ellipsis, dash to indicate a pause or a break - ellipse to indicate an omission
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the following terms: possessives, quotation marks	Knows the following terms: coordinating conjunction, direct address, italics	Knows the following terms: parenthetical elements, ellipsis, omissions

DETAILED SCOPE AND SEQUENCE

STRAND: Language: Conventions MEASUREMENT TOPIC: Spelling

PBE System	LEVEL 1	LEVEL 2	LEVEL 3
Grade Level System	K	1st	2nd
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT			
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands the sound-letter relationships in simple words	Understands the spelling conventions for: - words with common spelling patterns - frequently occurring irregular words - new, untaught words	Understands specific spelling patterns and generalizations: - word families - syllable patterns - ending rules - word parts
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the letter or letters for most consonant and short-vowel sounds		Knows references to check or correct spellings

DETAILED SCOPE AND SEQUENCE

STRAND: Language MEASUREMENT TOPIC: Vocabulary

PBE System	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Grade Level System	2nd	3rd	4th	5th
4 *In addition to the 3.0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT				
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands tools and resources to acquire meaning of new words and phrases based on reading and content typical for Beginning Readers: - context clues - most frequently occurring affixes (ed, s, re, un, pre, ful, less) Understands word relationships and nuances in word meanings: - categories for words (e.g. shapes, foods) - word opposites - real-life connections between words and their use (e.g., note places at school that are colorful) - shades of meaning among words (e.g. walk, march, strut, prance	Understands tools and resources to acquire meaning of new words and phrases based on reading and content typical for Lexile ranges 450-790 or similar: context clues - prefixes and suffixes - root words - glossaries and dictionaries, both print and digital Understands word relationships and nuances in word meanings: - literal and non-literal meaning of words and phrases in context (eg take steps) - real-life connections between words and their use (e.g., note places at home that are cozy) - shades/degrees of meaning among verbs and adjectives (look, peek, glance, stare, glare, scowl)	Understands tools and resources to acquire meaning of new words and phrases based on reading and content typical for Lexile ranges 790-980 or similar: - context (definitions, examples, restatements) - Greek and Latin affixes or roots - root words - other references including thesauruses both print and digital Understands figurative language, word relationships and nuances in word meanings: - similes and metaphors - common idioms, adages, and proverbs - antonyms and synonyms	Understands tools and resources to acquire meaning of new words and phrases based on reading and content typical for Lexile ranges 790-980 or similar: - context (cause/effect relationships and comparisons in text) - Greek and Latin affixes or roots - root words Understands figurative language, word relationships and nuances in word meanings: - similes and metaphors - common idioms, adages, and proverbs - antonyms, synonyms, homographs
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the terms: context clues, affixes, opposites	Knows the term: attributes Knows literal vs. non-literal meaning and shades of meaning	Knows there are strategies for unlocking the meaning of words or phrases Knows the terms how they are used: prefixes, suffixes, similes and metaphors, common idioms, adages, and proverbs, antonyms and synonyms	Knows words can provide meaning to other words Knows the term how it is used: homograph

DETAILED SCOPE AND SEQUENCE

STRAND: Language MEASUREMENT TOPIC: Vocabulary

PBE System	LEVEL 5
Grade Level System	6th
4 *In addition to the 3.0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT	
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands tools and resources to acquire meaning of new words and phrases based on reading and content typical for Lexile ranges 955-1155 or similar: - context (overall meaning of a sentence or paragraph; a word's position in a sentence) - Greek and Latin affixes or roots - root words Understands figurative language, word relationships and nuances in word meanings: - personification - relationship between particular words (e.g. cause/effect, part/whole, item/category) - connotations (associations) versus denotations (definitions) of words
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the position of a word in a sentence can provide clues to its meaning Knows the terms how they are used: personification, connotations (associations) versus denotations (definitions) of words

CONTENT AREA: **ELA Language**		STANDARD/STRAND: **Conventions**	
LEVEL: **1**		MEASUREMENT TOPIC: **Nouns, Pronouns, Verbs**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the correct grammar/usage/rules for: - singular and plural nouns - regular plural nouns (s, es)	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Differentiate between the use of singular and plural nouns Use the correct form of regular plural nouns in writing
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows that a noun is a name for a person, place, or thing Knows that a verb is an action word Knows frequently occurring nouns and verbs	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Defines and gives examples of nouns and verbs
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language**		STANDARD/STRAND: **Conventions**	
LEVEL: **2**		MEASUREMENT TOPIC: **Nouns, Pronouns, Verbs**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the correct grammar/usage for: - common and proper nouns - possessive nouns - noun verb agreement in basic sentences - personal possessive and indefinite pronouns (I, me, my; they, them, their; anyone, everything) - articles and demonstrative pronouns - verbs to convey past, present, future	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Identify errors by editing a piece of writing to demonstrate the correct grammar/usage for: - common and proper nouns - possessive nouns - noun verb agreement in basic sentences - personal possessive and indefinite pronouns (I, me, my; they, them, their; anyone, everything) - articles and demonstrative pronouns - verbs to convey past, present, future
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: proper noun, personal possessive and indefinite pronouns (I, me, my; they, them, their; anyone, everything), articles and demonstrative pronouns	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identifies: proper nouns, personal possessive and indefinite pronouns (I, me, my; they, them, their; anyone, everything), articles and demonstrative pronoun
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language** STANDARD/STRAND: **Conventions**

LEVEL: **3** MEASUREMENT TOPIC: **Nouns, Pronouns, Verbs**

4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the correct grammar/usage/rules for: - collective nouns (group) - irregular plural nouns (fee, children, teeth, mice, fish) - past tense of frequently occurring irregular verbs (sat, hid, told) Understand the function of nouns, pronouns, and verbs in particular sentences	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* In everyday writing, journal writing, or when responding to a prompt, apply the correct grammar/usage/rules for: collective nouns (group) irregular plural nouns (fee, children, teeth, mice, fish) past tense of frequently occurring irregular verbs (sat, hid, told) Evaluate the function of nouns, pronouns, and verbs in particular sentences
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: collective nouns (group), irregular plural nouns (fee, children, teeth, mice, fish), past tense of frequently occurring irregular, verbs (sat, hid, told)	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identifies and gives examples of: collective nouns (group), irregular plural nouns (fee, children, teeth, mice, fish), and past tense of frequently occurring irregular verbs (sat, hid, told)
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language** STANDARD/STRAND: **Conventions**

LEVEL: **4** MEASUREMENT TOPIC: **Nouns, Pronouns, Verbs**

4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the function of nouns, pronouns and verbs in general and in their function in particular sentences. Understands the correct grammar/usage/rules for: - regular and irregular plural nouns - abstract nouns (childhood) - regular and irregular verbs - simple verb tenses Understands noun-verb agreement in a sentence	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Evaluate the function of nouns, pronouns, and verbs in general and their function in particular sentences Form and use regular and irregular plural nouns, abstract nouns (childhood), regular and irregular verbs, simple verb tenses in everyday writing, journal writing or in response to a prompt. Identify errors and revise noun-verb agreement in sentences.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: regular and irregular plural nouns, abstract nouns (childhood), regular and irregular verbs, verb tenses	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify and give examples of: regular and irregular plural nouns, abstract nouns (childhood), regular and irregular verbs, verb tenses
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language**		STANDARD/STRAND: **Conventions**	
LEVEL: **5**		MEASUREMENT TOPIC: **Nouns, Pronouns, Verbs**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the correct grammar/usage/rules for: - relative pronouns (who, whose, whom, which, that) - progressive verbs (I was walking, I am walking, I will be walking) - auxiliary (helping) verbs (can, may, must)	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Form and use relative pronouns (who, whose, whom, which, that), progressive verbs (I was walking, I am walking, I will be walking) and auxiliary (helping) verbs (can, may, must) in everyday writing, journal writing or in response to a prompt.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: relative pronoun, progressive verb, auxiliary (helping) verb	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify and give examples of: relative pronouns, progressive verbs, auxiliary (helping) verbs
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language**		STANDARD/STRAND: **Conventions**	
LEVEL: **6**		MEASUREMENT TOPIC: **Nouns, Pronouns, Verbs**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands what verb tense conveys (various times, sequences, states, and conditions) Understands the correct grammar/usage/rules for the perfect verb tense (I had walked, I have walked, I will have walked)	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Identify errors and correct inappropriate shifts in verb tense Differentiate among the use of verb tense that conveys various times, sequences, states and conditions. Form and use the perfect verb tense in everyday writing, journal writing or in response to a prompt.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the term: perfect verb tense,	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify and give examples of perfect verb tense
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language**		STANDARD/STRAND: **Conventions**	
LEVEL: **7**		MEASUREMENT TOPIC: **Nouns, Pronouns, Verbs**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the correct grammar/usage/rules for: - pronouns (subjective, objective, possessive) - intensive pronouns (myself, ourselves)	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Demonstrate through writing or speaking the correct grammar/usage/rules for pronouns (subjective, objective, possessive) and intensive pronouns (myself, ourselves)
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: subjective pronoun, objective pronoun, possessive pronouns, intensive pronouns.	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify and give examples of subjective pronouns, objective pronouns, possessive pronouns, and intensive pronouns
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language** STANDARD/STRAND: **Conventions**

LEVEL: **1** MEASUREMENT TOPIC: **Adjectives, Adverbs, Conjunctions, Prepositions**

4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the correct grammar/usage/rules for: - most frequently occurring prepositions (to, from, in, out, on, off, for, of, by, with)	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Use the most frequently occurring prepositions (to, from, in, out, on, off, for, of, by, with) correctly when writing and/or speaking
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the following term: preposition	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identifies prepositions
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language** STANDARD/STRAND: **Conventions**

LEVEL: **2** MEASUREMENT TOPIC: **Adjectives, Adverbs, Conjunctions, Prepositions**

4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the correct grammar/usage/rules for: - frequently occurring prepositions (during, beyond, toward) - frequently occurring adjectives - frequently occurring conjunctions (and, but, or, so, because)	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Demonstrate the correct grammar/usage/rules for: frequently occurring prepositions (during, beyond, toward), frequently occurring adjectives, and frequently occurring conjunctions (and, but, or, so, because) in an assigned piece of writing.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the following terms: adjectives, conjunctions	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Defines the terms and gives examples of adjectives and conjunctions
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language** STANDARD/STRAND: **Conventions** LEVEL: **3** MEASUREMENT TOPIC: **Adjectives, adverbs, Conjunctions, Prepositions**			
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the role of adjectives and adverbs in modifying nouns and verbs and their function in particular sentences	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Evaluate the role of adjectives and adverbs in modifying nouns and verbs and their function in particular sentences in a piece of writing.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Terms: adverbs, adjectives	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define and give examples of adverbs, adjectives
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language** STANDARD/STRAND: **Conventions** LEVEL: **4** MEASUREMENT TOPIC: **Adjectives, adverbs, Conjunctions, Prepositions**			
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the correct grammar/usage/rules for: - relative adverbs (where, when, why) - prepositional phrases - coordinating and subordinating conjunctions	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Demonstrate the correct grammar/usage/rules for: relative adverbs (where, when, why), prepositional phrases, and coordinating and subordinating conjunctions in an assigned piece of writing.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the following terms: relative adverbs, prepositional phrases, coordinating/subordinating conjunctions	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify the terms: : relative adverbs, prepositional phrases, coordinating/subordinating conjunctions
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language** STANDARD/STRAND: **Conventions** LEVEL: **5** MEASUREMENT TOPIC: **Adjectives, adverbs, Conjunctions, Prepositions**			
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the correct grammar/usage/rules for: - correlative conjunctions (either/or, neither/nor) Understands the function of conjunctions, prepositions, and interjections in general and in particular sentences	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Evaluate the function of conjunctions, prepositions, and interjections in general and in particular sentences in a piece of writing.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the term: interjection	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Explains the term: interjection
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language**		STANDARD/STRAND: **Conventions**	
LEVEL: **1**		MEASUREMENT TOPIC: **Sentences**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the correct usage of: - interrogatives: who, what, where, when, why, how - complete sentences (in shared language activities)	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Use question words correctly when writing or speaking Produce and expand complete sentences in shared language activities.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the term: Interrogatives Knows the rules for:	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identifies the meaning of interrogative in the form of naming the words who, what, where, when, why, how
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language**		STANDARD/STRAND: **Conventions**	
LEVEL: **2**		MEASUREMENT TOPIC: **Sentences**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the correct usage of and rules for: - complete simple sentences - declarative sentences - interrogative sentences - imperative sentences - exclamatory sentences	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Produce and expand complete simple sentences, declarative sentences, interrogative sentences, imperative sentences, and exclamatory sentences in response to prompts
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the following terms: complete simple sentences, declarative sentences, interrogative sentences, imperative sentences, exclamatory sentences	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Give an example of each type of sentence: complete simple sentences, declarative sentences, interrogative sentences, imperative sentences, exclamatory sentences
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language**		STANDARD/STRAND: **Conventions**	
LEVEL: **3**		MEASUREMENT TOPIC: **Sentences**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the correct usage of and rules for: - simple sentences - compound sentences	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Edit and revise simple and compound sentences when writing or speaking.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the following terms: simple sentences, compound sentences	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Explains the difference between a simple and compound sentence.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language**		STANDARD/STRAND: **Conventions**	
LEVEL: **4**		MEASUREMENT TOPIC: **Sentences**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the correct usage of and rules for: - complex sentences - complex-compound sentences	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Use complex sentences and complex-compound sentences correctly when writing or speaking.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the following terms: complex sentences, complex-compound sentences	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Explains the difference between complex and compound-complex sentences.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language**		STANDARD/STRAND: **Conventions**	
LEVEL: **5**		MEASUREMENT TOPIC: **Sentences**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the function of phrases and clauses in general and their function in specific sentences Understands how simple, compound, complex, and compound-complex sentences signal differing relationships among ideas	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Explain the function of phrases and clauses in general and their function in specific sentences Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the following terms: phrases, clauses	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify phrases and clauses
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language**		STANDARD/STRAND: **Conventions**	
LEVEL: **1**		MEASUREMENT TOPIC: **Capitalization**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the correct usage of or rules for: - capitalizing the first word in a sentence - capitalizing the word "I	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Uses a capital for the first word in a sentence and the word 'I' in daily writing
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the correct usage of or rules for: - capitalizing the first word in a sentence - capitalizing the word "I	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Explains the usage rules for capitalizing the first word in a sentence and the word 'I'
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language**		STANDARD/STRAND: **Conventions**	
LEVEL: **2**		MEASUREMENT TOPIC: **Capitalization**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the correct usage of or rules for: - capitalizing dates and names of people	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Uses capitals for the first letter in names of people and dates in daily writing
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*	*Taxonomy Level*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Calibri font 10
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language**		STANDARD/STRAND: **Conventions**	
LEVEL: **3**		MEASUREMENT TOPIC: **Capitalization**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the correct usage of and rules for: - capitalizing holidays, product names, and geographic names	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Uses capitals for the first letter of holidays, product names, and geographic names in daily writing
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*	*Taxonomy Level*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Calibri font 10
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language**		STANDARD/STRAND: **Conventions**	
LEVEL: **4**		MEASUREMENT TOPIC: **Capitalization**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the correct usage of and rules for: - capitalizing appropriate words in titles	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Uses capitals for the first letter in the first word, last word, and all nouns, pronouns, verbs, adverbs, and adjectives in titles in daily writing
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*	*Taxonomy Level*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Calibri font 10
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language**		STANDARD/STRAND: **Conventions**	
LEVEL: **1**		MEASUREMENT TOPIC: **Punctuation**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the ending punctuation	*Taxonomy Level* **COMPREHENSION**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Write sentences using end punctuation
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the names of end punctuation	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Recognize and name end punctuation
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language**		STANDARD/STRAND: **Conventions**	
LEVEL: **2**		MEASUREMENT TOPIC: **Punctuation**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the correct usage of or rules for: - end punctuation for sentences - commas in dates - commas to separate words in a series	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Identify errors and make corrections when using end punctuation in sentences. Use commas when writing dates and to separate single words in a series
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the following terms: series	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Explains the term series as it applies to comma use
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language**		STANDARD/STRAND: **Conventions**	
LEVEL: **3**		MEASUREMENT TOPIC: **Punctuation**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the correct usage of and rules for: - commas in greetings and closings of letters - apostrophe to form contractions and frequently occurring possessives	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Write a letter using commas correctly in the greeting and closing Apply the correct use of apostrophes to form contractions and possessives in everyday writing
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the following terms: apostrophe, contractions, possessives	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Explains the use of apostrophes in contractions and possessives
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language**		STANDARD/STRAND: **Conventions**	
LEVEL: **4**		MEASUREMENT TOPIC: **Punctuation**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the correct usage of or rules for: - commas in addresses - commas and quotation marks in dialogue - forming possessives	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Identify errors and revise the use of commas when writing addresses Create a dialogue between characters, using commas and quotation marks correctly. Demonstrate the use of possessives in your writing
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the following terms: possessives, quotation marks	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Explain the terms possessive and quotation mark
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language**		STANDARD/STRAND: **Conventions**	
LEVEL: **5**		MEASUREMENT TOPIC: **Punctuation**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the correct usage of or rules for: - commas before a coordinating conjunction in a compound sentence - commas to set off the words, yes and no from the rest of a sentence - commas to indicate direct address - underlining, quotation marks, or italics to indicate titles of works	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Given a piece of writing, identify errors of comma use and revise by applying the correct use of commas in: commas before a coordinating conjunction in a compound sentence, commas to set off the words, yes and no from the rest of a sentence, and commas to indicate direct address Cite references used in research in the correct format- underlining, quotation marks, or italics to indicate titles of works
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the following terms: coordinating conjunction, direct address, italics	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Explains the terms: coordinating conjunction, direct address, italics
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language**		STANDARD/STRAND: **Conventions**	
LEVEL: **6**		MEASUREMENT TOPIC: **Punctuation**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the correct usage of and rules for: - commas, parentheses, dashes to set of parenthetical elements - commas, ellipsis, dash to indicate a pause or a break - ellipse to indicate an omission	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Identify the errors in a given piece of writing and make revisions demonstrating the correct usage of and rules for: - commas, parentheses, dashes to set of parenthetical elements - commas, ellipsis, dash to indicate a pause or a break - ellipse to indicate an omission
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the following terms: parenthetical elements, ellipsis, omissions	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Explain the terms: parenthetical elements, ellipsis, omissions
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language**		STANDARD/STRAND: **Conventions**	
LEVEL: **7**		MEASUREMENT TOPIC: **Punctuation**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the correct usage of and rules for: - semicolon to link two or more closely related independent clauses - colon to introduce a list or quotation	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Apply the correct use of semicolons and colons related to independent clauses, lists and quotations in everyday writing
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the following terms: semicolon, colon	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define the terms: semicolon, colon
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language**		STANDARD/STRAND: **Conventions**	
LEVEL: **1**		MEASUREMENT TOPIC: **Spelling**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the sound-letter relationships in simple words	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Uses letters and letter sounds in the beginning, middle and ending position to read and write words
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the letter or letters consonant and short-vowel sounds	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Represent the consonant and short-vowel sounds in writing
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language** STANDARD/STRAND: **Conventions**

LEVEL: **2** MEASUREMENT TOPIC: **Spelling**

4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the spelling conventions for: - words with common spelling patterns - frequently occurring irregular Words - new, untaught words	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Spell level appropriate words with common spelling patterns correctly Spells level appropriate irregular words correctly Spells level appropriate untaught words using knowledge of spelling patterns and letter sound relationships
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*	*Taxonomy Level*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Calibri font 10
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language**		STANDARD/STRAND: **Conventions**	
LEVEL: **3**		MEASUREMENT TOPIC: **Spelling**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands specific spelling patterns and generalizations: - word families - syllable patterns - ending rules - word parts	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Uses level appropriate specific spelling patterns and generalizations in daily writing to monitor spelling accuracy
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows references to check or correct spellings	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Uses reference tools (word wall, dictionary, spell check...) to edit for conventional spelling of level appropriate words
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language**		STANDARD/STRAND: **Vocabulary**	
LEVEL: **1**		MEASUREMENT TOPIC: **Vocabulary**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands tools and resources to acquire meaning of new words and phrases based on reading and content typical for Beginning Readers: • context clues • most frequently occurring affixes (ed, s, re, un, pre, ful, less) Understands word relationships and nuances in word meanings: • categories for words (e.g. shapes, foods) • word opposites • real-life connections between words and their use (e.g., note places at school that are colorful) • shades of meaning among words (e.g. walk, march, strut, prance	*Taxonomy Level* COMPREHENSION (INTEGRATING)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Determine or clarify the meaning of unknown words and phrases based on the reading and content Use the most frequently occurring inflections and affixes as clues to the meaning of unknown words Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent Identify real-life connections between words and their use Distinguish shades of meaning among verbs describing the same general action
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: context clues, affixes, nuances, opposites	*Taxonomy Level* RETRIEVAL (RECALLING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define and give examples of the terms: context clues, affixes, nuances, opposites
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language**		STANDARD/STRAND: **Vocabulary**	
LEVEL: **2**		MEASUREMENT TOPIC: **Vocabulary**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands tools and resources to acquire meaning of new words and phrases based on reading and content typical for Lexile ranges 450-790 or similar: • context clues • prefixes and suffixes • root words • glossaries and dictionaries, both print and digital Understands word relationships and nuances in word meanings: • literal and non-literal meaning of words and phrases in context (eg take steps) • real-life connections between words and their use (e.g., note places at home that are cozy) • shades/degrees of meaning among verbs and adjectives (look, peek, glance, stare, glare, scowl)	*Taxonomy Level* COMPREHENSION (INTEGRATING)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Determine or clarify the meaning of unknown and multiple meaning words and phrases using a variety of strategies (use sentence level context as a clue to the meaning of a word or phrase, use frequently occurring affixes, identify frequently occurring root words and their inflectional forms, use glossaries and beginning dictionaries to determine and clarify meaning of words/phrases) Differentiate between the literal and non-literal meaning of words and phrases in context Identify real life connections between words and their uses Distinguish shades of meanings among verbs or adjectives by defining or choosing them or by acting out the meanings
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: attributes Knows literal vs. non-literal meaning and shades of meaning	*Taxonomy Level* RETRIEVAL (RECALLING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define the term: attribute Define and give examples of literal vs. non-literal meaning and shades of meaning
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language**		STANDARD/STRAND: **Vocabulary**	
LEVEL: **3**		MEASUREMENT TOPIC: **Vocabulary**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands tools and resources to acquire meaning of new words and phrases based on reading and content typical for Lexile ranges 790-980 or similar: • context (definitions, examples, restatements) • Greek and Latin affixes or roots • root words • other references including thesauruses both print and digital Understands figurative language, word relationships and nuances in word meanings: • similes and metaphors • common idioms, adages, and proverbs • antonyms and synonyms	*Taxonomy Level* COMPREHENSION (INTEGRATING) COMPREHENSION (SYMBOLIZING)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Summarize the meaning of new words through restatement, examples or definitions based on context clues. Describe how the meaning of the Greek or Latin affix effects the meaning of the new word. Consult reference materials, both print and digital, to determine or clarify the meaning of key words and phrases. Explain the meaning of similes and metaphors in context Recognize and explain the meaning of common idioms, adages and proverbs. Illustrate to show the understanding of words by relating them to their opposites (antonyms) and to words with similar, but not identical, meanings (synonyms)
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows there are strategies for unlocking the meaning of words or phrases Knows the terms how they are used: prefixes, suffixes, similes and metaphors, common idioms, adages, and proverbs, antonyms	*Taxonomy Level* RETRIEVAL (RECALLING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Describe the strategies for unlocking the meaning of words and phrases Define and give examples of the terms: : prefixes, suffixes, similes and metaphors, common idioms, adages, and proverbs, antonyms
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language** STANDARD/STRAND: **Vocabulary**

LEVEL: **4** MEASUREMENT TOPIC: **Vocabulary**

4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands tools and resources to acquire meaning of new words and phrases based on reading and content typical for Lexile ranges 790-980 or similar: • context (cause/effect relationships and comparisons in text) • Greek and Latin affixes or roots • root words Understands figurative language, word relationships and nuances in word meanings: • similes and metaphors • common idioms, adages, and proverbs • antonyms, synonyms, homographs	*Taxonomy Level* COMPREHENSION (INTEGRATING) COMPREHENSION (SYMBOLIZING)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Using cause and effect and comparisons in text to determine the meanings of new words and phrases Describe how the meaning of the Greek or Latin affix effects the meaning of the new word. Represent the meaning of similes and metaphors in context
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows words can provide meaning to other words Knows the term how it is used: homograph	*Taxonomy Level* RETRIEVAL (RECALLING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Describe how words can provide meaning to other words by giving examples Define and give examples of homographs used in text
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language** STANDARD/STRAND: **Vocabulary**

LEVEL: **5** MEASUREMENT TOPIC: **Vocabulary**

4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands tools and resources to acquire meaning of new words and phrases based on reading and content typical for Lexile ranges 955-1155 or similar: • context (overall meaning of a sentence or paragraph; a word's position in a sentence) • Greek and Latin affixes or roots • root words Understands figurative language, word relationships and nuances in word meanings: • personification • relationship between particular words (e.g. cause/effect, part/whole, item/category) • connotations (associations) versus denotations (definitions) of words	*Taxonomy Level* COMPREHENSION (SYMBOLIZING) COMPREHENSION (SYMBOLIZING)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Show through illustrations or diagrams the meaning of a sentence or paragraph; a word's position in a sentence through the use of context. Use a chart to show Greek and Latin affixes or roots to determine meaning of words Describe the effects of personification in context Use the relationship between words through cause/effect, part/whole, item/category, to depict the meaning of the words. Describe the relationship between the connotations and denotations of words.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the position of a word in a sentence can provide clues to its meaning Knows the terms how they are used: personification, connotations (associations) versus denotations (definitions) of words	*Taxonomy Level* COMPREHENSION (INTEGRATING) RETRIEVAL (RECALLING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Explain how the position of a word in a sentence can provide clues to its meaning Define and give examples of personification, connotations (associations) versus denotations (definitions) of words
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **ELA Language**		STANDARD/STRAND: **Vocabulary**	
LEVEL: **6**		MEASUREMENT TOPIC: **Vocabulary**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands tools and resources to acquire meaning of new words and phrases based on reading and content typical for Lexile ranges 1215-1355 or similar: • context (overall meaning of a sentence or paragraph; a word's position in a sentence) • Greek and Latin affixes or roots • root words Understands figurative language, word relationships and nuances in word meanings: • irony • relationship between particular words (e.g. analogy) • connotations (associations) versus denotations (definitions) of words	*Taxonomy Level* COMPREHENSION (INTEGRATING) COMPREHENSION (INTEGRATING)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Explain how to use context (overall meaning of a sentence or paragraph; a word's position in a sentence as a clue to the meaning of a word or phrase Interpret figures of speech (irony) and analyze their role in the text. Explain the relationship between the words used in an analogy
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms how they are used: analogy, irony	*Taxonomy Level* RETRIEVAL (RECALLING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define and provide examples of analogy, irony
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

Curriculum Map of Mathematics

Content Area	Strand	Measurement Topic	Number of Levels
Mathematics	Operations	Addition and Subtraction	1 2 3 4 5 6 7 8 X X X X
Mathematics	Operations	Multiplication and Division	1 2 3 4 5 6 7 8 X X X X X X X
Mathematics	Number Sense	Counting and Cardinality	1 2 3 4 5 6 7 8 X X
Mathematics	Number Sense	Place Value	1 2 3 4 5 6 7 8 X X X X X X X
Mathematics	Number Sense	Fractions, Decimals and Percents	1 2 3 4 5 6 7 8 X X X X X X X X
Mathematics	Number and Quantity	Number Systems	1 2 3 4 5 6 7 8 X X X X X X
Mathematics	Geometry	Attributes and Properties 2D and 3D	1 2 3 4 5 6 7 8 X X X X X X X
Mathematics	Geometry	Geometric Measurement	1 2 3 4 5 6 7 8 9 X X X X X X X X X
Mathematics	Geometry	Coordinate System	1 2 3 4 5 6 7 8 X X X
Mathematics	Algebra	Expressions, Equations and Inequalities	1 2 3 4 5 6 7 8 X X X X X
Mathematics	Algebra	Foundational Algebra	1 2 3 4 5 6 7 8 X X X
Mathematics	Algebra	Interpreting Functions	1 2 3 4 5 6 7 8 X X X
Mathematics	Statistics/Probability and Measurement	Measurement	1 2 3 4 5 6 7 8 X X X X X X
Mathematics	Statistics/Probability and Measurement	Data Analysis	1 2 3 4 5 6 7 8 X X X X X X X X
Mathematics	Statistics/Probability and Measurement	Probability	1 2 3 4 5 6 7 8 X

DETAILED SCOPE AND SEQUENCE

STRAND: Operations	MEASUREMENT TOPIC: Addition & Subtraction (Whole Numbers)			
PBE System	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Grade Level System	K	1st	2nd	3rd
4 *In addition to the 3.0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT				
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands that numbers to 10 can be decomposed in more than one way Understands addition and subtraction equations within 10 using a variety of strategies	Understands addition as putting together and adding to within 20 Understands subtraction as taking apart and taking from within 20 Understands various ways to represent addition and subtraction Is skilled at addition and subtraction equations within 20	Understands the commutative, identity and associative properties of addition Understands the relationship between addition and subtraction Is skilled at addition within 100; one digit with two digit numbers and two digit with two digit numbers	Is skilled at addition and subtraction of whole numbers with three or more digits
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the terms: addition, subtraction, solve, problems, pairs Knows the meaning of a number sentence Knows addition & subtraction facts within 5	Knows the meaning of the following symbol/sign: =, +, - Knows the terms: adding to, taking from, putting together, taking apart, ordering, grouping, sum, difference Knows that counting relates to adding (eg counting by twos, adds 2) Knows addition and subtraction facts within 20	Knows the term: property, unknown Knows the concept of borrowing and carrying (regrouping) Knows the concepts of ten more or ten less Knows the steps to adding: - one digit with two digit numbers - two digit with two digit numbers	

DETAILED SCOPE AND SEQUENCE

STRAND: Operations MEASUREMENT TOPIC: Multiplication & Division (Whole Numbers)

PBE System	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Grade Level System	2nd	3rd	3rd	4th
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT				
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands a group is odd or even through pairing or counting by 2s. Understands the relationship between multiplication and addition Understands various ways to represent multiplication	Understands the Commutative, Associative and Distributive Properties of multiplication Is skilled at multiplication of one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 ×80, 5× 60)	Is skilled at solving multiplication word problems within 10	Understands that a whole number is a multiple of each of its factors Understands the relationship between multiplication and division
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the terms: solve, problems, pairs, product , array Knows multiplication facts through 5	Knows the terms: factor Knows examples of the Commutative, Associative, & Distributive Property Knows various ways to compose or decompose numbers Knows multiplication facts through 10	Knows signal words/phrases in word problems for multiplication and division	Knows the terms: factor, whole number, prime number, composite number Knows factor pairs for prime and composite numbers up to 100

DETAILED SCOPE AND SEQUENCE

STRAND: Operations MEASUREMENT TOPIC: Multiplication & Division (Whole Numbers)

PBE System	LEVEL 5	LEVEL 6	LEVEL 7
Grade Level System	4th	5th	5th
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT			
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Is skilled at the algorithm of multiplying a multi-digit number by a one digit number and multiply two by two-digit numbers Is skilled at solving multiplication and division word problems within 100	Is skilled at using the standard algorithm for multiplying multi-digit whole numbers Is skilled at finding whole number quotients w/ remainders up to a 4-digit dividend by a one digit divisor using multiple strategies	Is skilled at using the standards algorithm for dividing multi-digit whole number four-digit dividend by a two-digit divisor
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the term: algorithm	Knows the steps to using the standard algorithm for multiplication and division Knows the terms: divisor, dividend, quotient, remainder	

DETAILED SCOPE AND SEQUENCE

Strand: Number Sense		**Measurement Topic:** Counting & Cardinality
PBE System	LEVEL 1	LEVEL 2
Grade Level System	K	K
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT		
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands the relationship between numbers and quantities; one to one Understands the number of objects is the same regardless of arrangement or order in which they were counted	Understands greater than, less than, or equal to for objects Understands each successive number name refers to a quantity that is one larger Understands counting forward beginning from a given number
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the symbol and names for numerals 0 to 20 Knows that the last number named tells the number of objects counted	Knows the terms and symbols: less than, greater than, equal to (<, >, =) Knows the sequence of numbers 1 to 100 Knows skip counting by 5, 10, 100

DETAILED SCOPE AND SEQUENCE

STRAND: Number Sense		MEASUREMENT TOPIC: Place Value		
PBE System	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Grade Level System	K	1st	2nd	3rd
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT				
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands the concept of place value for numbers 1 to 19	Understand that the two digits of a two digit number represent amounts of tens and ones	Understands that the three digits of a three-digit number represent amount of hundreds, tens, and ones	Understands the concept of rounding whole numbers to any place using place value
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the terms: tens place, ones place Knows 10 can be thought of as a bundle of ten ones-called a "ten" Knows the numbers from 11-19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones	Knows the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one....nine tens and zero ones	Knows that 100 can be thought of as a bundle of ten tens-called a "hundred" Knows the numbers 100-900 refer to one, two.....nine hundreds and zero tens and zero ones Knows the term: expanded notation,	Knows place value names beyond hundreds Knows the rules for rounding whole numbers

DETAILED SCOPE AND SEQUENCE

STRAND: Number Sense		MEASUREMENT TOPIC: Place Value	
PBE System	LEVEL 5	LEVEL 6	LEVEL 7
Grade Level System	4th	5th	5th
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT			
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understand the place value system: that a digit in one place represents 10 times as much as it represents in the place to its right	Understand the place value system: that a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left	Understands the concept of rounding decimals to any place using place value
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows properties of multiplication Knows place value names to thousandths	Knows the patterns in the number of zeroes in the product when multiplying a number by powers of 10	

DETAILED SCOPE AND SEQUENCE

STRAND: Number Sense MEASUREMENT TOPIC: Fractions, Decimals, & Percents

PBE System	LEVEL 1	LEVEL 2	LEVEL 3
Grade Level System	1st	3rd	3rd
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT			
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands how to partition a circle and rectangle into two, three and four equal parts	Understand a fraction as a number on a number line Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts Is skilled at adding fractions with like denominators	Understand two fractions are equivalent (equal) if they are the same size or the same point on a number line
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Know terms: part, whole, halves, thirds, fourths, quarters, numerator, denominator	Knows the steps to adding fractions with like denominators	Knows term: equivalent Knows simple equivalent fractions for half, thirds, fourths Knows the steps for generating equivalent fractions

DETAILED SCOPE AND SEQUENCE

STRAND: Number Sense MEASUREMENT TOPIC: Fractions, Decimals, & Percents

PBE System Grade Level System	LEVEL 4 4th	LEVEL 5 5th	LEVEL 6 5th
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT			
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole Is skilled at addition and subtraction of mixed numbers	Is skilled at multiplying fractions Understands division of a unit fraction by a whole number and a whole number by a unit fraction Understands fraction word problems with addition, subtraction and multiplication by whole number	Understands decimal notation for fractions with a denominator of 10 and 100. Understand the process for converting fractions to decimals in the tenths and hundredths place Is skilled at addition and subtraction of decimals to hundredths place
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the steps for setting up addition and subtraction of fractions Knows the term: mixed number, improper fractions		Know terms: place value for decimals (tenths, hundredths, thousandths) Know the steps for setting up operations of addition and subtraction with decimals

DETAILED SCOPE AND SEQUENCE

STRAND: Number Sense MEASUREMENT TOPIC: Fractions, Decimals, & Percents

PBE System	LEVEL 7	LEVEL 8
Grade Level System	6th	7th
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT		
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands that a ratio is a relationship between two quantities Is skilled at finding the percent of a quantity Is skilled at multiplication, and division of decimals to hundredths place	Understands the relationships among fractions, decimals and percent Understands the concepts of proportion and ratio
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the terms: ratio, rate, percent Knows there is a relationship between division and fractions Know term: least common denominator (lcd), complex fraction Know the steps for setting up operations of multiplication and division with decimals	Know terms: ratio, units of measure, percent, quantity, terminating or repeating decimal, bar notation, proportion

DETAILED SCOPE AND SEQUENCE

STRAND: Number and Quantity MEASUREMENT TOPIC: Number Systems

PBE System	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Grade Level System	6th	7th	7th	8th
4 *In addition to the 3.0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT				
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understand that positive and negative numbers are used together to describe quantities having opposite directions	Is skilled at adding and subtracting integers	Understand the relationship between multiplication and positive exponents Is skilled at multiplying and dividing integers	Understand the properties of exponents (i.e power of product, product of a power, power of a power) Understand the relationship between multiplication and negative exponents
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Know terms: opposite, inverse Knows the order of rational numbers on a number line	Know terms: integer, absolute value, magnitude Knows the steps of adding and subtracting integers	Know terms: exponent, base, exponential form, power, expanded form, square, cube Knows the steps of multiplying and dividing integers Know rule: signs for multiplication/division (i.e. same sign is positive, different signs are negative)	Know terms: properties of exponents

DETAILED SCOPE AND SEQUENCE

STRAND: Number and Quantity MEASUREMENT TOPIC: Number Systems

PBE System	LEVEL 5	LEVEL 6
Grade Level System	8th	8th
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT		
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understand scientific notation Is skilled at basic operations using scientific notation	Understands the relationship between rational and irrational numbers
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Understands scientific notation	Know terms: irrational number, rational number, relative position

DETAILED SCOPE AND SEQUENCE

STRAND: Geometry	MEASUREMENT TOPIC: Attributes & Properties – 2D/3D			
PBE System	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Grade Level System	K	K	K	3rd
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT				
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands the concepts of directionality and location of objects	Understands defining attributes of the following shapes: triangle, quadrilateral, pentagon, hexagon, cube	Understands the similarities and differences between or among two-dimensional and three-dimensional shapes	Understands that shapes in different categories may share attributes and that the shared attributes can define a larger category (e.g. quadrilaterals) Understands the symmetry in shapes or figures
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows terms such as above, below, beside, in front of, behind, and next to.	Knows terms: circle, square, triangle, rectangle, hexagon, cube, cone, cylinder, sphere Knows non-defining attributes (color, size, orientation)	Knows the following details: - 2-dimensional shapes are lying in a plane (flat) - 3-dimensional shapes are solid	Knows the term: quadrilaterals, rhombus, rectangle, square Knows the term: symmetry

DETAILED SCOPE AND SEQUENCE

STRAND: Geometry MEASUREMENT TOPIC: Attributes & Properties – 2D/3D

PBE System	LEVEL 5	LEVEL 6	LEVEL 7
Grade Level System	4th	7th	8th
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT			
3 *No major errors or gaps in the* TARGETED; COMPLEX KNOWLEDGE	Understands the concept of angle measurement Understands the similarities and differences among angles and lines of shapes Understands how to compose a geometric shape with given conditions Understands the relationship between three-dimensional figures and their corresponding nets (flat patterns) for circles, rectangles, and/or triangles	Understands how to use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem Understand angle relationships such as parallel lines cut by a transversal, angle sum and exterior angles of a triangle.	Understand that a two-dimensional figure is ***congruent*** to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; Understand that a two-dimensional figure is ***similar*** to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations;
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the terms: parallel lines, perpendicular lines, points, lines, line segments, rays, angles (right, acute, obtuse), protractor	Knows the terms supplementary, complementary, vertical, and adjacent angles, transversal, exterior angle, interior angle,	Knows the terms: rotation, reflection, translations, dilations, congruent, similar

DETAILED SCOPE AND SEQUENCE

STRAND: Geometry MEASUREMENT TOPIC: Geometric Measurement					
PBE System	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Grade Level System	3rd	4th	4th	5th	6th
4 *In addition to the 3.0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT					
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Is skilled at finding the perimeter of a polygon Is skilled at finding area by counting unit squares Is skilled at finding area of a polygon with all right angles (rectilinear figures) by decomposing them into non overlapping rectangles	Is skilled at using perimeter and area formula for rectangles in real world and mathematical problems.	Is skilled at measuring angles using a protractor Is skilled at sketching angles Is skilled at finding a missing angle measure	Understands volume as an attribute of a solid figure. Is skilled at finding volume using unit cubes Understands the relationship between unit cubes and the formula for finding volume of a right rectangular prism with whole number edge lengths	Is skilled at finding the area of right triangles, other triangles, quadrilaterals, and polygons by composing and decomposing into simpler figures. Is skilled at finding the volume of right rectangular prism with fractional edge lengths
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the terms: length, width, unit square, square units, area Knows area can be measured by counting unit squares using concrete models called tiling. Knows perimeter is an attribute of plane figures Knows polygons with right angles can be decomposed into non-overlapping rectangles	Knows the formulas for perimeter and area of rectangles	Knows the terms: rays, endpoint, degree, vertex, angle, protractor	Knows that volume can be measures by counting unit cubes Knows the terms: length, width, base and height; unit cube; cubic units	

DETAILED SCOPE AND SEQUENCE

STRAND: Geometry MEASUREMENT TOPIC: Geometric Measurement

PBE System	LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9
Grade Level System	6th	6th	7th	8th
4 *In addition to the 3.0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT				
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Is skilled at finding area of triangles parallelograms trapezoids and polygons Understands how to find surface area of three dimensional figures using nets made up of triangles and rectangles	Is skilled at finding area and circumference of circles	Is skilled at finding volume of cubes, prisms, pyramids, cones, cylinders, spheres Is skilled at finding surface area of prisms, cylinders, and pyramids	Is skilled at making formal geometric constructions with a variety of tools and methods (compass, straightedge, string, paper folding, software)
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the formula for finding area of triangles parallelograms and trapezoids Knows the terms: nets, surface area,	Knows the formula for area and circumference of a circle Know the terms: circumference, radius diameter, pi Knows that pi can be approximated by 3.14 and 22/7 Knows the relationship between the radius and diameter of a circle	Knows the formulas for finding volume of cubes, prisms, pyramids, cones, cylinders, spheres Knows the formulas for finding surface area of prisms, cylinders, and pyramids	Knows the term geometric construction Knows tools for making geometric constructions (compass, straightedge, string, paper folding, software)

STRAND: Geometry		MEASUREMENT TOPIC: Coordinate Systems		
PBE System	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Grade Level System	5th	6th	8th	
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT				
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands that a pair of perpendicular lines can be called axes to define a coordinate system, where the intersection of the lines, called the origin, coincides with 0. Is skilled at plotting points (ordered pairs) in quadrant 1.	In any quadrant: Understands how to plot a point. Is skilled at plotting polygons in the coordinate plane given coordinates for the vertices. Understands how to use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate	Is skilled at using coordinates to prove simple geometric theorems algebraically *(e.g., Pythagorean Theorem)* Is skilled at using coordinates to find perimeter of polygons and areas of triangles and rectangles	
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the components of the Cartesian coordinate systems; ordered pair, quadrant, axis, origin Knows the first number in an ordered pair indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	Knows terms: polygon, vertices	Knows the term: theorem Knows the Pythagorean Theorem.	

DETAILED SCOPE AND SEQUENCE

STRAND: Algebra MEASUREMENT TOPIC: Expressions, Equations, & Inequalities

PBE System	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Grade Level System	6th	6th	6th	7th	8th
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT				Knows when the solution for a given problem is reasonable using mental computation and estimation strategies.	Justify through algebraic proof the process for solving multi-step linear equations (A-REI.1)
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	*Is skilled at* converting between written and numerical expressions Understand how to evaluate a numerical expression (including exponents) given specific values for the unknown (6EE)	Is skilled at solving an equation or inequality as a process of substitution that makes the statement true Is skilled at solving one step equations using positive, rational numbers (6EE) Knows the solution to an inequality results in an infinite set of answers as plotted on a number line	Understand the relationship between independent and dependent variables as representative of real-life situations Understand how to connect the independent and dependent variables with an equation (6EE) Is skilled at solving one step equations using rational numbers (positive, negative) (7EE)	Understand how to apply properties of operations (i.e. commutative, associative, etc.) to add, subtract, factor (numbers), expand (distributive property) linear expressions with rational coefficients Understand the process for solving multi-step equations using rational numbers in any form (positive, negative, whole, fractions, etc.) Is skilled at constructing equations and inequalities from real world situations (7EE)	Understand the process for solving multi-step linear equations (using algebraic properties) with one solution, infinitely many solutions, or no solutions (8EE)
2 *No major errors or*	Know terms: expression, substitution	Knows that a variable represents an unknown value (concept)	Know terms: independent variable, dependent variable, relationship	Know terms: commutative property, associative property, distributive property,	Know terms: solution, no solution, identity (infinitely many solutions), conditional solution

DETAILED SCOPE AND SEQUENCE

STRAND: Algebra MEASUREMENT TOPIC: Expressions, Equations, & Inequalities

gaps in the SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the parts of an expression using mathematical terms, such as, variable base, coefficient, exponent, (6EE)	Know terms: set, solution, solution set, equation, inequality (6EE)	Knows the difference between the independent and dependent variables	factor, expand, linear expression, coefficient, like terms (7EE)	Knows algebraic properties including identity for addition/multiplication, properties of equality, multiplicative property of zero, property of reciprocals, additive inverse, etc. (8EE)

DETAILED SCOPE AND SEQUENCE

STRAND: Algebra MEASUREMENT TOPIC: Foundational Algebra

PBE System	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Grade Level System	3rd	4th	5th		
4 *In addition to the 3.0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT					
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands arithmetic patterns	Understand how to generate a sequence given a rule Understand basic order of operations for add, subtract, multiply, divide	Understand how to use parentheses, brackets or braces to evaluate numerical expressions Understand how to translate arithmetic wording into numerical expression Understand commonalities among arithmetic patterns		
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the term: pattern	Knows the terms: sequence, rule Knows the rule for basic order of operations	Knows the terms: parentheses, brackets, braces, and numerical expression		

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STRAND: Algebra MEASUREMENT TOPIC: Interpreting Functions			
PBE System	LEVEL 1	LEVEL 2	LEVEL 3
Grade Level System	8th	8th	8th
4 *In addition to the 3.0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT		Understand how to compare two functions with different representations (algebraically, graphically, numerically in tables or by verbal description)	
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands the difference between a relation and a function Understand that a function is a rule that assigns to each input (domain) exactly one output (range) Understand the concepts behind rate of change, average rate of change, and initial value for a linear function with regards to the given situation it models	Understand how to describe qualitatively the functional relationship between two quantities by analyzing a graph Understand how to compare two functions (i.e. rate of change, etc.) with the same representation (algebraically, graphically, numerically in tables or by verbal description)	Understand that the graph of f is the graph of the equation $y = f(x)$ Understand how to read/use function notation, how to evaluate functions for inputs in their domains, and how to interpret function notation in terms of a context Understand how to interpret the key features of graphs and tables for a functional relationship between two quantities including intercepts, behavior (increasing, decreasing), positive, negative, relative extreme, symmetries, end behavior and periodicity

2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Terms to Know: Function, Domain (Input), Range (Output), Ordered Pair, Linear Function, Nonlinear Function, rate of change, slope	Terms to Know: Increasing (positive slope), Decreasing (negative slope), Zero Slope, No Slope (undefined), qualitative	Terms to Know: Function Notation, relative extreme, maximum, minimum, intercepts, symmetry, periodicity

DETAILED SCOPE AND SEQUENCE

STRAND: Stats./Probab & Measurement			MEASUREMENT TOPIC: Measurement		
PBE System	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Grade Level System	K	1st	2nd	3rd	4th
4 *In addition to the 3.0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT					
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands "more of", "less of" when comparing objects Is skilled at sorting, classifying and categorizing objects using the attributes of length and width	Is skilled at telling time to the hour and half hour in analog	Is skilled at estimating, measuring objects and expressing the length in terms of the unit Is skilled at telling and writing time in analog to the nearest 5 minutes, using a.m & p.m.	Understands how to add and subtract time intervals in minutes. Understands how to estimate and measure liquid volume in grams, kilograms and liters	Is skilled at making conversions from larger measurement units to smaller measurement units within a single measurement system
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the terms: length, width, more of, less of, attributes	Knows the terms and abbreviations: analog, digital, hour, minute Is skilled at telling time to the hour and half hour in digital	Knows the terms and abbreviations: ruler, yardstick, meter stick, measuring tape, inches, feet, centimeter, meter, a.m., p.m., seconds Understands when to use appropriate measurement tools Is skilled at telling and writing time in digital to the nearest 5 minutes, using a.m & p.m	Knows the term: interval, Knows the terms: gram, kilogram and liter Knows how to write time to the nearest minute and measure time intervals in minutes.	Knows the terms: km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec Understands the units within a measurement system

DETAILED SCOPE AND SEQUENCE

STRAND: Stats./Probab & Measurement	MEASUREMENT TOPIC: Measurement				
PBE System	LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9	LEVEL 10
Grade Level System	5th				
4 *In addition to the 3.0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT					
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Is skilled at conversions among different-sized standard measurement units within a given measurement system. Understands how to use measurement conversions to solve real world problems.				
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE					

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DETAILED SCOPE AND SEQUENCE

STRAND: Stats./Probab & Measurement	MEASUREMENT TOPIC: Data Analysis				
PBE System	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Grade Level System	1st	2nd	3rd	4th	6th
4 *In addition to the 3.0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT					
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Is skilled at organizing, representing and interpreting a simple set of data, with up to three categories	Understands how to represent data in a line plot to the nearest whole units Understands how to represent data with up to four categories in a picture graph or bar graph	Understands scale in a picture graph or bar graph to represent a data set with several categories.	Is skilled at making a line plot to display a data set of measurements in fractions of units (halves, fourths, eighths)	Is skilled at representing data in plots on a number line, including dot plots, histograms, and box plots. Is skilled at summarizing numerical data sets by giving quantitative measures including, median, mean, inter-quartile range, and mean absolute deviation
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the terms: organize, represent, interpret, tally marks, data, graph	Knows the terms: line plot, picture graph, bar graph	Knows the terms: scaled picture graph, scaled bar graph		Knows the terms: statistical question, distribution, center, spread, dot plots, histograms, box plots, mean, median, inter-quartile range, absolute deviation Understands the data collected with a statistical question has a distribution of data described by its center, spread and overall shape

DETAILED SCOPE AND SEQUENCE

STRAND: Stats./Probab & Measurement		MEASUREMENT TOPIC: Data Analysis		
PBE System	LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9
Grade Level System	7th	8th	HS	
4 *In addition to the 3.0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT				
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands how to use measures of center and measures of variability for numerical data distributions.	Is skilled at constructing and interpreting scatter plots between two sets of linked data. Understands to use the equation of a linear model to solve problems in the context of bivariate measurement, interpreting the slope & intercept Understands the patterns of association can be seen in bivariate categorical data	Understands how to use statistics appropriate to the shape of the data distribution Understands how to use the mean and standard deviation of a data set to fit a normal distribution and to estimate the population percentages.	
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the terms: measures of center, measures of variability, distribution	Knows the terms: scatter plot, bivariate measurement, slope, and intercept Understands how straight lines can be used to model relationships between two quantitative variables	Knows the terms: data distribution, normal distribution, categorical and quantitative variables, linear models, correlation coefficient, linear fit, standard deviation	

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DETAILED SCOPE AND SEQUENCE

STRAND: Stats./Probab & Measurement	MEASUREMENT TOPIC: Probability
PBE System	LEVEL 1
Grade Level System	7th
4 *In addition to the 3. 0 knowledge, infers or applies* BEYOND WHAT WAS TAUGHT	
3 *No major errors or gaps in the* TARGETED, COMPLEX KNOWLEDGE	Understands the concept of a probability model and uses it to find probabilities of events Is skilled at finding probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
2 *No major errors or gaps in the* SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the terms: chance, probability, compound event, equally likely Knows the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring

CONTENT AREA: **Math**		STANDARD/STRAND: **Operations**	
LEVEL: **1**		MEASUREMENT TOPIC: **Addition & Subtraction**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands that numbers to 10 can be decomposed in more than one way Understands addition and subtraction equations within 10 using a variety of strategies	*Taxonomy Level* **COMPREHENSION** (Symbolizing) *Depict, Represent, Illustrate, Draw, Show, Use models Diagram, Chart* **KNOWLEDGE** (Problem-solving)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Represent numbers less than 10 or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each number sentence with a drawing or equation (5=2+3; 5=4+1) Solve addition and subtraction equations, including word problems, within 10, by using a variety of strategies
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: addition, subtraction, solve, problems, pairs Knows the meaning of a number sentence Knows addition & subtraction facts within 5	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Describe the terms: addition, subtraction, solve, problems, pairs Demonstrates knowledge of a number sentence Uses addition and subtraction facts within 5
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**	STANDARD/STRAND: **Operations**		
LEVEL: **2**	MEASUREMENT TOPIC: **Addition & Subtraction**		
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands addition as putting together and adding to within 20 Understands subtraction as taking apart and taking from within 20 Is skilled at addition and subtraction equations within 20	*Taxonomy Level* **COMPREHENSION** (Symbolizing) *Depict, Represent, Illustrate, Draw, Show, Use models Diagram, Chart*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Use addition within 20 to solve problems, including word, involving situations of adding to and putting together by using objects, drawings and equations to represent the problem Use subtraction within 20 to solve problems, including word, involving situations of taking from and taking apart by using objects, drawings and equations to represent the problem Solve addition and subtraction equations within 20
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the meaning of the following symbol/sign: =, +, - Knows the terms: adding to, taking from, putting together, taking apart, ordering, grouping, sum, difference Knows that counting relates to adding (eg counting by twos, adds 2) Knows addition and subtraction facts within 20	*Taxonomy Level* RETRIEVAL	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Demonstrates the meaning of the following symbol/sign: =, +, - Describes the terms: adding to, taking from, putting together, taking apart, ordering, grouping, sum, difference Demonstrate that counting relates to adding (through the use of a number line, objects, drawings) Uses addition and subtraction facts within 20
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Operations**	
LEVEL: **3**		MEASUREMENT TOPIC: **Addition & Subtraction**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the commutative, identity and associative property of addition Understands the relationship between addition and subtraction Is skilled at addition within 100; one digit with two digit numbers and two digit with two digit numbers	*Taxonomy Level* COMPREHENSION *(Integrating)* *(Executing)*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Describe the relationship among commutative, identity and associative property of addition Explain ways in which addition and subtraction are related Solve addition problems within 100 involving one digit with two digit numbers and two digit with two digit numbers
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the term: property Knows the concept of borrowing and carrying (regrouping) Knows the concepts of ten more or ten less Knows the steps to adding: - one digit with two digit numbers - two digit with two digit numbers	*Taxonomy Level* *RETRIEVAL* *(Recalling)*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Defines the term property Describe the concepts of borrowing and carrying related to regrouping of numbers Identifies 10 more or ten less than a given two digit number List the steps the to adding one digit with two digit numbers, two digit with two digit numbers
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Operations**	
LEVEL: **4**		MEASUREMENT TOPIC: **Addition & Subtraction**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at addition and subtraction of whole numbers with three or more digits	*Taxonomy Level* KNOWLEDGE UNTILIZATION *(PROBLEM SOLVING)*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Solves addition and subtraction of whole numbers with three or more digits using strategies and algorithms based on the properties and/or the relationship between addition and subtraction
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*	*Taxonomy Level* *Retrieval*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Calibri font 10
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Operations**	
LEVEL: **1**		MEASUREMENT TOPIC: **Multiplication & Division**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes*	*Taxonomy Level*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:*
	Understands a group is odd or even through pairing or counting by 2s.	*COMPREHENSION (Integrating)*	Determine if a group of objects has an odd or even number of members by pairing the objects or counting them by 2s.
	Understands the relationship between multiplication and addition	*COMPREHENSION (Integrating)*	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *(For example, determine the unknown number that makes the equation true, 8 x ? =56; 56 divided by 8= ?)*
	Understands various ways to represent multiplication	*COMPREHENSION (Integrating)*	Solve multiplication problems in situations involving equal groups and arrays by using drawings and equations.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*	*Taxonomy Level*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:*
	Knows the terms: solve, problems, pairs, product , array	*Retrieval (Recalling)*	Defines the terms: solve, problems, pairs, product , array
	Knows multiplication facts through 5		Identify multiplication facts through 5
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Operations**	
LEVEL: **2**		MEASUREMENT TOPIC: **Multiplication & Division**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the Commutative, Associative and Distributive Properties of multiplication Is skilled at multiplication of one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 ,5× 60)	*Taxonomy Level* *ANALYSIS (Deductive)*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Explain and give examples of the Commutative, Associative and Distributive Properties of multiplication Solves problems involving multiplication of one-digit whole numbers by multiples of 10 in the range 10–90
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: factor Knows examples of the Commutative, Associative, & Distributive Property Knows various ways to compose or decompose numbers Knows multiplication facts through 10	*Taxonomy Level* *Retrieval (Recalling)*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define and give examples of factor Give examples of the Commutative, Associative, & Distributive Property Show how to compose or decompose numbers Identify multiplication facts through 10
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Operations**	
LEVEL: **3**		MEASUREMENT TOPIC: **Multiplication & Division**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at solving multiplication word problems within 10	*Taxonomy Level* *ANALYSIS (Deductive)*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Uses multiplication within 10 to solve word problems involving equal groups and arrays by using drawings and equations
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows signal words/phrases in word problems for multiplication	*Taxonomy Level* *Retrieval (Recalling)*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Calibri font 10
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Operations**	
LEVEL: **4**		MEASUREMENT TOPIC: **Multiplication & Division**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands that a whole number is a multiple of each of its factors Understands the relationship between multiplication and division	*Taxonomy Level* *COMPREHENSION (Symbolizing)*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Represent all factor pairs for a given whole number between 1-100 and determine if the number is prime or composite. Show the relationship between multiplication and division by expressing division as an unknown factor problem (e.g, 32 / 8 = ____ x 8 = 32)
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: factor, whole number, prime number, composite number Knows factor pairs for prime and composite numbers up to 100	*Taxonomy Level* *Retrieval (Recalling)*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify and give examples of the terms: factor, whole number, prime number, composite number
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Operations**	
LEVEL: **5**		MEASUREMENT TOPIC: **Multiplication & Division**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at the algorithm of multiplying a multi-digit number by a one digit number and multiply two by two-digit numbers Is skilled at solving multiplication and division word problems within 100	*Taxonomy Level* *ANALYSIS (Deductive)*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Solves problems using the algorithm of multiplying a multi-digit number by a one digit number and multiply two by two-digit numbers Solves word problems using multiplication and division by using drawings and equations.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the term: algorithm	*Taxonomy Level* *Retrieval (Recalling)*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define the term: algorithm
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Operations**	
LEVEL: **6**		MEASUREMENT TOPIC: **Multiplication & Division**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at using the standard algorithm for multiplying multi-digit whole numbers Is skilled at finding whole number quotients w/ remainders up to a 4-digit dividend by a one digit divisor using multiple strategies	*Taxonomy Level* *ANALYSIS (Deductive)*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Solves problems using the algorithm of multiplying multi-digit whole numbers Use multiple strategies (equations, rectangular arrays, and/or area models) to find whole number quotients w/ remainders up to a 4-digit dividend by a one digit divisor
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the steps to using the standard algorithm for multiplication and division Knows the terms: divisor, dividend, quotient, remainder	*Taxonomy Level* *Retrieval (Recalling)*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Explain the steps to using the standard algorithm for multiplication and division Identify the terms: divisor, dividend, quotient, remainder
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Operations**	
LEVEL: **7**		MEASUREMENT TOPIC: **Multiplication & Division**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at using the standards algorithm for dividing multi-digit whole number four-digit dividend by a two-digit divisor	*Taxonomy Level* *ANALYSIS (Deductive)*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Solves problems using the algorithm for dividing multi-digit whole number four-digit dividend by a two-digit divisor
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*	*Taxonomy Level* *Retrieval*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Calibri font 10
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Number Sense**	
LEVEL: **1**		MEASUREMENT TOPIC: **Counting & Cardinality**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the relationship between numbers and quantities; one to one Understands the number of objects is the same regardless of arrangement or order in which they were counted	*Taxonomy Level* *Comprehension*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Say the number names in order, pairing each object counted with one number. Demonstrate that the number of objects is the same regardless of arrangement or order in which they were counted
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the symbol and names for numerals 0 to 20 Knows that the last number named tells the number of objects counted	*Taxonomy Level* *Retrieval*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Write numbers 0 to 20 Counts to answer "how many" up to 20 objects.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Number Sense**	
LEVEL: **2**		MEASUREMENT TOPIC: **Counting & Cardinality**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands greater than, less than, or equal to for objects Understands each successive number name refers to a quantity that is one larger Understands counting forward beginning from a given number	*Taxonomy Level* *COMPREHENSION*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group by matching, or counting strategies. Compares two numbers between 1 and 10 presented as written numbers. Describe how each successive number name refers to a quantity that is one larger Show how to count forward from any given number by ones, fives and tens
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms and symbols: less than, greater than, equal to (< , > , =) Knows the sequence of numbers 1 to 100 Knows skip counting by 5, 10, 100	*Taxonomy Level* *RETRIEVAL*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Determine if the statement is true using the terms and symbols: less than, greater than, equal to (< , > , =) Count to 100 by ones and tens Count by 5, 10, 100
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Number Sense**	
LEVEL: **1**		MEASUREMENT TOPIC: **Place Value**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the concept of place value for numbers 11 to 19	*Taxonomy Level* *COMPREHENSION (Integrating)*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Compose and decompose numbers from 11 to 19 into ten ones and some further ones, using objects or drawings and record the equation
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: tens place, ones place Knows 10 can be thought of as a bundle of ten ones-called a "ten" Knows the numbers from 11-19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones	*Taxonomy Level* *Retrieval (Recalling)*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify the tens and ones place of a given number Demonstrates a bundle of ten ones-called a "ten" Show that numbers between 11 and 19 are made up of a ten and one, two, three, four, five, six, seven, eight, or nine ones
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Number Sense**	
LEVEL: **2**		MEASUREMENT TOPIC: **Place Value**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understand that the two digits of a two digit number represent amounts of tens and ones	*Taxonomy Level* *COMPREHENSION (Integrating)*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Describe the parts of a two digit number in terms of tens and ones
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one....nine tens and zero ones	*Taxonomy Level* *RETRIEVAL (Recalling)*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Describe the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 in terms of the number of tens and zero ones.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Number Sense**	
LEVEL: 3		MEASUREMENT TOPIC: **Place Value**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands that the three digits of a three-digit number represent amount of hundreds, tens, and ones	*Taxonomy Level* *COMPREHENSION (Symbolizing)*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Represents the place value of numbers within 100 in terms of hundreds, tens and ones
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows that 100 can be thought of as a bundle of ten tens-called a "hundred" Knows the numbers 100-900 refer to one, two.....nine hundreds and zero tens and zero ones Knows the term: expanded notation,	*Taxonomy Level* *Retrieval (Recallling)*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Demonstrates a bundle of ten tens is called a "hundred" Describe the numbers 100- 900 in terms of the number of hundreds, tens and zero ones. Defines and gives an example of expanded notation
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Number Sense**	
LEVEL: 4		MEASUREMENT TOPIC: **Place Value**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the concept of rounding whole numbers to any place using place value	*Taxonomy Level* *ANALYSIS* *(Deductive)*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Apply place value understanding to round whole numbers to any place
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows place value names beyond hundreds Knows the rules for rounding whole numbers	*Taxonomy Level* *Retrieval (Recalling)*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify place value names beyond 100 Explain the rules for rounding whole numbers
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Number Sense**	
LEVEL: 5		MEASUREMENT TOPIC: **Place Value**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understand the place value system: that a digit in one place represents 10 times as much as it represents in the place to its right	*Taxonomy Level* *ANALYSIS*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Generalize in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right (700/70 = 10)
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the term: base ten	*Taxonomy Level* *RETRIEVAL (Recalling)*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define the term base ten
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Number Sense**	
LEVEL: **6**		MEASUREMENT TOPIC: **Place Value**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understand the place value system: that a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left	*Taxonomy Level* *ANALYSIS*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Generalize that a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the patterns in the number of zeroes in the product when multiplying a number by powers of 10 Knows place value names to the thousandths	*Taxonomy Level* *RETRIEVAL (Recalling)*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Explain the pattern of the number zeros when multiplying a number by powers of 10 Identify place value names to the thousandths
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Number Sense**	
LEVEL: 7		MEASUREMENT TOPIC: **Place Value**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the concept of rounding decimals to any place using place value	*Taxonomy Level* *COMPREHENSION (Integrating)*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Apply place value understanding to round decimals numbers to any place
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*	*Taxonomy Level* *Retrieval*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:*
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Number Sense**	
LEVEL: **1**		MEASUREMENT TOPIC: **Fractions, Decimals & Percents**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands how to partition a circle and rectangle into two, three, and four equal parts	*Taxonomy Level* *Comprehension*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Partition circles and rectangles into two, three , and four equal parts. Describe the parts using the words halves, thirds, fourths and quarters.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Know terms: part, whole, halves, thirds, fourths, quarters, numerator, denominator	*Taxonomy Level* *Retrieval*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Label the terms: part, whole, halves, thirds, fourths, quarters, numerator, denominator
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Number Sense**	
LEVEL: **2**		MEASUREMENT TOPIC: **Fractions, Decimals & Percents**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes*	*Taxonomy Level*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:*
	Understand a fraction as a number on a number line	***COMPREHENSION*** *(Integrating)*	Represent a fraction on a number line.
	Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts	***COMPREHENSION*** *(Integrating)*	Represent a fraction 1/b visually and in words demonstrating the quantity formed by 1 part when a whole is partitioned into b equal parts
	Is skilled at adding fractions with like denominators	***EXECUTING***	Solve equations involving the addition of fractions with like denominators.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*	*Taxonomy Level*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:*
	Knows the steps to adding fractions with like denominators	*Retrieval (Recalling)*	List the steps to the addition of fractions with like denominators.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND:	**Number Sense**
LEVEL: **3**		MEASUREMENT TOPIC:	**Fractions, Decimals & Percents**
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understand two fractions are equivalent (equal) if they are the same size or the same point on a number line	*Taxonomy Level* ***COMPREHENSION*** *(INTEGRATING)*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Generate equivalent fractions and represent them on a number line. Describe why they are at the same point on the number line. Explain why fractions are equivalent using a visual model.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows term: equivalent Knows simple equivalent fractions for half, thirds, fourths Knows the steps for generating equivalent fractions	*Taxonomy Level* *RETRIEVAL (Recall)*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define the term: equivalent List fractions equivalent to one half, one third, two thirds, one fourth, three fourths Explain the steps to finding equivalent fractions
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Number Sense**	
LEVEL: **4**		MEASUREMENT TOPIC: **Fractions, Decimals & Percents**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understand addition and subtraction of fractions as joining and separating parts referring to the same whole Is skilled at addition and subtraction of mixed numbers	*Taxonomy Level* *Comprehension (Integrating)* *RETRIEVAL Executing*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Decompose a fraction into a sum of fractions with the same denominator in more than one way. Record each decomposition Solves equations involving addition and subtraction of mixed numbers
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the steps for setting up addition and subtraction of fractions Knows the term: mixed number	*Taxonomy Level* *Retrieval (Recalling)*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Explain the steps to adding and subtracting fractions. Identify and give examples of mixed numbers.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Number Sense**	
LEVEL: **5**		MEASUREMENT TOPIC: **Fractions, Decimals & Percents**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at multiplying fractions Understands division of a unit fraction by a whole number and a whole number by a unit fraction Understands fraction word problems with addition, subtraction and multiplication by whole number	*Taxonomy Level* *Executing* *ANALYSIS (Deductive)* *ANALYSIS (Deductive)*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Solve equations involving multiplication of fractions Solve word problems involving the division of of a unit fraction by a whole number and a whole number by a unit fraction by using a visual fraction model to represent the problems. Solve word problems involving addition, subtraction, of fractions and multiplication of a fraction by a whole number using visual fractions models and equations.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Know term: Improper fraction	*Taxonomy Level* *Retrieval (Recalling)*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify and give examples of improper fractions
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Number Sense**	
LEVEL: **6**		MEASUREMENT TOPIC: **Fractions, Decimals & Percents**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands decimal notation for fractions with a denominator of 10 and 100. Understand the relationship between tenths and hundredths place in fractions and decimals Is skilled at addition and subtraction of decimals to hundredths place	*Taxonomy Level* *ANALYSIS (Deductive)* *Executing*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Use decimal notation for fractions with a denominator of 10 and 100 by rewriting a decimal as a fraction (for example 0.62 = 62/100) Explain ways in which a fraction with a denominator of 10 can be equal to a fraction with a denominator of 100 and how they are expressed as decimals. Converts fractions to decimals in the tenths and hundredths place Solves problems involving addition and subtraction of decimals to hundredths place using the algorithm
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Know terms: place value for decimals (tenths, hundredths, thousandths) Know the steps for setting up operations of addition and subtraction with decimals	*Taxonomy Level* *Retrieval* *(Recalling)*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify the place value of a given decimal number List the steps for the addition and subtraction of decimal numbers.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Number Sense**	
LEVEL: **7**		MEASUREMENT TOPIC: **Fractions, Decimals & Percents**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands that a ratio is a relationship between two quantities Is skilled at finding the percent of a quantity Understands the concept of division of a fraction by a fraction Is skilled at multiplication, and division of decimals to hundredths place	*Taxonomy Level* *COMPREHENSION (Integrating)* *Executing* *COMPREHENSION (Integrating)* *Executing*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Describe the relationship of two quantities as a ratio. Find a percent of a quantity as a rate per hundred. Solve problems involving finding the whole, given a part and the percent. Interpret and compute quotients of fractions. Solve word problems involving division of fractions by fractions using visual fraction models and equations to represent the problem Solves problems involving multiplication and division of decimals to hundredths place using the algorithm
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: ratio, rate, percent Knows there is a relationship between division and fractions Know term: least common denominator (lcd), complex fraction Know the rules for setting up operations of multiplication and division with decimals	*Taxonomy Level* *Retrieval (Recalling)*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define the terms: ratio, rate, percent Show that the division of two whole numbers can be expressed in fractional form. Identify least common denominators and complex fractions Explain the rules for multiplication and division of decimals.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math** STANDARD/STRAND: **Number Sense**

LEVEL: **8** MEASUREMENT TOPIC: **Fractions, Decimals & Percents**

4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the relationships among fractions, decimals and percent Understands the concepts of proportion and ratio	*Taxonomy Level* *ANALYSIS (Deductive)*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Converts given fractions to decimal and percent form. Identifies if two quantities are in a proportional relationship Use ratio language to describe a ratio relationship between two quantities. Compare two different proportional relationships Solve unit rate problems including those involving unit pricing and constant speed.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Know terms: ratio, units of measure, percent, quantity, terminating or repeating decimal, bar notation, proportion	*Taxonomy Level* *Retrieval* (Recalling)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define and give examples of the terms: ratio, units of measure, percent, quantity, terminating or repeating decimal, bar notation, proportion
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Number and Quantity**	
LEVEL: **1**		MEASUREMENT TOPIC: **Number Systems**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understand that positive and negative numbers are used together to describe quantities having opposite directions	*Taxonomy Level* COMPREHENSION (INTEGRATING)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Explain ways in which positive and negative numbers are used to represent quantities in real world contexts (temperature above and below zero; elevation above and below sea level; credit/debit
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Know terms: opposite, inverse Knows the order of rational numbers on a number line	*Taxonomy Level* RETRIEVAL (RECALLING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify the terms: opposite, inverse Orders rational numbers on a number line
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Number and Quantity**	
LEVEL: **2**		MEASUREMENT TOPIC: **Number Systems**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at adding and subtracting integers	*Taxonomy Level* ANALYSIS (DEDUCTIVE)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Represent addition and subtraction of integers on a horizontal or vertical number line
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Know terms: integer, magnitude Knows the term: absolute value Knows the rules of adding and subtracting integers	*Taxonomy Level* RETRIEVAL (RECALLING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define the terms: integer, magnitude Identify the absolute value of a rational number Explain the rules for the addition and subtraction of integers (pos + neg = neg; neg + neg=pos; pos – neg = pos)
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Number and Quantity**	
LEVEL: **3**		MEASUREMENT TOPIC: **Number Systems**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understand the relationship between multiplication and positive exponents Is skilled at multiplying and dividing integers	*Taxonomy Level* COMPREHENSION (SYMBOLIZING)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Show with examples the relationship between multiplication and positive exponents Solve problems involving the multiplication and division of integers
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Know terms: exponent, base, exponential form, power, expanded form, square, cube Knows the steps/rule of multiplying and dividing integers (i.e. same sign is positive, different signs are negative)	*Taxonomy Level* RETRIEVAL (RECALLING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify the terms: exponent, base, exponential form, power, expanded form, square, cube State the rules for multiplication/division (i.e. same sign is positive, different signs are negative)
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Number and Quantity**	
LEVEL: **4**		MEASUREMENT TOPIC: **Number Systems**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understand the rules of exponents (i.e power of product, product of a power) Understand the relationship between multiplication and negative exponents	*Taxonomy Level* ANALYSIS (DEDUCTIVE)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Solve expressions or equations using the rules of exponents (e.g., $(3x9)^2$; 9^2 ;$(0.2a^2b^3)^2$ Knows and applies the properties of integer exponents to generate equivalent numerical expressions (for example: $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the rules of exponents	*Taxonomy Level* RETRIEVAL (RECALLING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* State the rules of exponents when used in multiplication equations
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Number and Quantity**	
LEVEL: **5**		MEASUREMENT TOPIC: **Number Systems**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understand scientific notation Is skilled at basic operations using scientific notation	*Taxonomy Level* ANALYSIS (DEDUCTIVE)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Use numbers expressed in the form of scientific notation to estimate very large and very small quantities and to express how many times as much one is than the other Solves problems involving basic operations with scientific notation
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Understands scientific notation	*Taxonomy Level* COMPREHENSION (Integrating)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Converts numbers into scientific notation
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Number and Quantity**	
LEVEL: **6**		MEASUREMENT TOPIC: **Number Systems**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the relationship between rational and irrational numbers	*Taxonomy Level* ANALYSIS (DEDUCTIVE)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Plot rational and irrational numbers on a number line and describe the relationship between them.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Know terms: irrational number, rational number, relative position	*Taxonomy Level* RETRIEVAL (RECALLING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define and give examples of: irrational number, rational number, relative position
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Geometry**	
LEVEL: **1**		MEASUREMENT TOPIC: **Attributes & Properties - 2D/3D**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the concepts of directionality and location of objects	*Taxonomy Level* COMPREHENSION (INTEGRATING)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Describes objects in environment using their names and their positions using terms above, below, beside, in front of, behind, and next to.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows terms such as above, below, beside, in front of, behind, and next to.	*Taxonomy Level* RETRIEVAL (RECALLING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Demonstrate with manipulatives the terms: above, below, beside, in front of, behind, and next to (for example, "place the red block above the blue block")
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Geometry**	
LEVEL: **2**		MEASUREMENT TOPIC: **Attributes & Properties - 2D/3D**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands defining attributes of the following shapes: triangle, quadrilateral, pentagon, hexagon, cube	*Taxonomy Level* COMPREHENSION (SYMBOLIZING)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Build or draw shapes, triangle, quadrilateral, pentagon, hexagon, cube, with specific defining attributes
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows terms: circle, square, triangle, rectangle, hexagon, cube, cone, cylinder, sphere Knows non-defining attributes (color, size, orientation)	*Taxonomy Level* RETRIEVAL (RECOGNIZING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify the shapes: circle, square, triangle, hexagon, cube, cone, cylinder, sphere Identifies the attributes of specific shapes
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Geometry**	
LEVEL: **3**		MEASUREMENT TOPIC: **Attributes & Properties - 2D/3D**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the similarities and differences between or among two-dimensional and three-dimensional shapes	*Taxonomy Level* ANALYSIS (COMPARING)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Compare two and three dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ "corners") and other attributes (e.g., sides of equal length)
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the following details: - 2-dimensional shapes are lying in a plane (flat) - 3-dimensional shapes are solid Knows attributes of shapes: sides, edges, angles, vertices, faces	*Taxonomy Level* RETRIEVAL (RECOGNIZING) RETRIEVAL (RECALLING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional "solid". Label the attributes of a given shape
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Geometry**	
LEVEL: **4**		MEASUREMENT TOPIC: **Attributes & Properties - 2D/3D**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands that shapes in different categories may share attributes and that the shared attributes can define a larger category (e.g. quadrilaterals) Understands the symmetry in shapes or figures	*Taxonomy Level* ANALYSIS (CLASSIFICATION)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Classify shapes according to their attributes. Create a generalization based on the classification. Sort or classify shapes or figures according to their line(s) of symmetry
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the term: quadrilaterals, rhombus, rectangle, square Knows the term: symmetry	*Taxonomy Level* RETRIEVAL RECOGNIZING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identifies examples of quadrilaterals, rhombus, rectangle, square Determine if the given shape has a line of symmetry
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math** STANDARD/STRAND: **Geometry**

LEVEL: **5** MEASUREMENT TOPIC: **Attributes & Properties - 2D/3D**

4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes*	*Taxonomy Level*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:*
	Understands the concept of angle measurement	RETRIEVAL (RECOGNIZING)	Identify points, lines, line segments, rays, angles (right, acute, obtuse), perpendicular lines, parallel lines in 2 D figures.
	Understands the similarities and differences among the angles and lines of shapes	ANALYSIS (MATCHING)	Categorize 2 D figures based on the properties of points, lines, line segments, rays, angles (right, acute, obtuse), perpendicular lines, and parallel lines
	Understands how to compose a geometric shape with given conditions	COMPREHENSION (SYMBOLIZING)	Draw (freehand, with ruler and protractor, and technology) geometric shapes with given conditions (a triangle from 3 angle measures, or sides)
	Understands the relationship between three-dimensional figures and their corresponding nets (flat patterns) for circles, rectangles, and/or triangles	COMPREHENSION (INTEGRATING)	Describe the relationship between the 2D figures that result from slicing a 3D figure
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*	*Taxonomy Level*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:*
	Knows the terms: parallel lines, perpendicular lines, points, lines, line segments, rays, angles (right, acute, obtuse), protractor	COMPREHENSION (SYMBOLIZING)	Draw and label the terms: point, line, line segment, ray, angle (right, acute, obtuse), perpendicular lines, parallel lines
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math** STANDARD/STRAND: **Geometry**

LEVEL: **6** MEASUREMENT TOPIC: **Attributes & Properties - 2D**

4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands how to use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem Understand angle relationships such as parallel lines cut by a transversal, angle sum and exterior angles of a triangle.	*Taxonomy Level* ANALYSIS (GENERALIZING) ANALYSIS (GENERALIZING)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Write and solve equations for an unknown angle in a figure Arrange 3 copies of the same triangle so that the sum of the three angles form a line and give an argument in terms of transversals why this is true
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms supplementary, complementary, vertical, and adjacent angles, transversal, exterior angle, interior angle,	*Taxonomy Level* RETRIEVAL (RECALLING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Label the terms in a given diagram
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math** STANDARD/STRAND: **Geometry**

LEVEL: **7** MEASUREMENT TOPIC: **Attributes & Properties - 2D/3D**

4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understand that a two-dimensional figure is ***congruent*** to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; Understand that a two-dimensional figure is ***similar*** to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations;	*Taxonomy Level* ANALYSIS	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Given two congruent figures, describe a sequence that exhibits the congruence between them Given two similar two dimensional figures, describe a sequence that exhibits the similarity between them
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: rotation, reflection, translations, dilations, congruent, similar	*Taxonomy Level* RETRIEVAL (RECALLING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Label a given diagram using the terms: rotation, reflection, translations, dilations, congruent, similar
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Geometry**	
LEVEL: **1**		MEASUREMENT TOPIC: **Measurement**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes*	*Taxonomy Level*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:*
	Is skilled at finding the perimeter of a polygon		Calculate the perimeter of a polygon with whole number sides
	Is skilled at finding area by counting unit squares	RETRIEVAL (EXECUTING)	Use tiling to prove the area of a rectangle, show the number of tiles is the same as multiplying the length x width.
	Is skilled at finding area of a polygon with all right angles (rectilinear figures) by decomposing them into non overlapping rectangles		Represent a polygon as being made up of two or more non-overlapping rectangles. Find the area of each rectangle add them together to find the area of the polygon.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*	*Taxonomy Level*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:*
	Knows the terms: length, width, unit square, square units, area	RETRIEVAL (RECALLING)	Label a rectangle with the following terms: length, width, unit square, square units, area
	Knows area can be measured by counting unit squares using concrete models called tiling.		Describe the term tiling
	Knows perimeter is an attribute of plane figures		Describe and show the meaning of perimeter of plane figures
	Knows polygons with right angles can be decomposed into non-overlapping rectangles	RETRIEVAL (EXECUTING)	Show with pictures how to decompose polygons into non-overlapping rectangles
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Geometry**	
LEVEL: **2**		MEASUREMENT TOPIC: **Measurement**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at using perimeter and area formula for rectangles in real world and mathematical problems.	*Taxonomy Level* RETRIEVAL (EXECTUTING)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Find the width of a rectangular room given the area of the flooring and the length (use the formula as a multiplication equation with an unknown factor)
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the formulas for perimeter and area of rectangles	*Taxonomy Level* *RETRIEVAL* (RECALLING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* List the formulas for perimeter and area of a rectangle.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**	STANDARD/STRAND: **Geometry**		
LEVEL: **3**	MEASUREMENT TOPIC: **Measurement**		
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at measuring angles using a protractor Is skilled at sketching angles Is skilled at finding a missing angle measure	*Taxonomy Level* RETRIEVAL (EXECTUTING)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Measure angles in whole number degrees using a protractor Sketch angles of specified measures Solve addition and subtraction problems to find unknown angles on a diagram and in real world and mathematical problems
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms for parts of an angle: rays, endpoint, degree, vertex, angle, protractor	*Taxonomy Level* RETRIEVAL (RECOGNIZING) RETRIEVAL (RECALLING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify the parts of an angle: rays, endpoint, vertex Describe the terms: degree and protractor
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Geometry**	
LEVEL: **4**		MEASUREMENT TOPIC: **Measurement**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes*	*Taxonomy Level*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:*
	Understands volume as an attribute of a solid figure.	COMPREHENSION (SYMBOLIZING)	Use models or diagrams to show that volume is an attribute of a solid figure.
	Is skilled at finding volume using unit cubes	RETRIEVAL (EXECUTING)	Measure volume by counting unit cubes
	Understands the relationship between unit cubes and the formula for finding volume of a right rectangular prism with whole number edge lengths	COMPREHENSION (SYMBOLIZING)	Find the volume of a right rectangular prism with whole number side lengths by packing it with unit cubes Apply the formula V = l x w x h and V = b x h for rectangular prisms
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*	*Taxonomy Level*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:*
	Knows that volume can be measures by counting unit cubes	RETRIEVAL (EXECUTING)	Show how to measure volume with unit cubes
	Knows the terms: length, width, base and height; unit cube; cubic units	RETRIEVAL (RECOGNIZING)	Label a figure with the terms: length, width, base and height; unit cube; cubic units
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Geometry**	
LEVEL: **5**		MEASUREMENT TOPIC: **Measurement**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at finding the area of right triangles, other triangles, quadrilaterals, and polygons by composing and decomposing into simpler figures. Is skilled at finding the volume of right rectangular prism with fractional edge lengths	*Taxonomy Level* RETRIEVAL (EXECUTING)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Find the area of right triangles, other triangles, quadrilaterals and polygons by composing into rectangles or decomposing into triangles and other shapes. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes. Apply the formula V = l x w x h and V = b x h for rectangular prisms with fractional edge lengths
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*	*Taxonomy Level*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Calibri font 10
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math** STANDARD/STRAND: **Geometry**

LEVEL: **6** MEASUREMENT TOPIC: **Measurement**

4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at finding area of triangles, parallelograms, trapezoids and polygons Understands how to find surface area of three dimensional figures using nets made up of triangles and rectangles	*Taxonomy Level* COMPREHENSION (SYMBOLIZING)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Using models and formulas, solve real world and mathematical problems involving area and surface area of two and three dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the formula for finding area of triangles parallelograms and trapezoids Knows the terms: nets, surface area,	*Taxonomy Level* RETRIEVAL (RECOGNIZING) RETRIEVAL (EXECUTING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify the formulas for finding the area of a triangle, parallelogram and trapezoid) Show how a net of a figure relates to the surface area
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**	STANDARD/STRAND: **Geometry**		
LEVEL: **7**	MEASUREMENT TOPIC: **Measurement**		
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at finding area and circumference of circles	*Taxonomy Level* COMPREHENSION (SYMBOLIZING)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Use models and formulas to solve real world and mathematical problems involving area and circumference of circles
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the formula for area and circumference of a circle Know the terms: circumference, radius diameter, pi Knows that pi can be approximated by 3.14 and 22/7 Knows the relationship between the radius and diameter of a circle	*Taxonomy Level* RETRIEVAL (RECALLING/EXECUTING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Give the formula for the area and circumference of a circle Label a circle with the terms: circumference, radius diameter, pi Show how 22/7 is equal to pi Describe or show how the radius of a circle is related to the diameter
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Geometry**	
LEVEL: **8**		MEASUREMENT TOPIC: **Measurement**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at finding volume of cubes, prisms, pyramids, cones, cylinders, spheres Is skilled at finding surface area of prisms, cylinders, and pyramids	*Taxonomy Level* COMPREHENSION (SYMBOLIZING)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Use models and/or formulas to solve real world and mathematical problems, to find the volume of cones, cylinders, spheres Use models and/or formulas to solve real world and mathematical problems, to find the surface area of prisms, cylinders, and pyramids
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the formulas for finding volume of cubes, prisms, pyramids, cones, cylinders, spheres Knows the formulas for finding surface area of prisms, cylinders, and pyramids	*Taxonomy Level* RETRIEVAL (RECALLING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* List the formulas for the: • volume of cubes, prisms, pyramids, cones, cylinders, spheres • surface area of prisms, cylinders, and pyramids
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Geometry**	
LEVEL: **9**		MEASUREMENT TOPIC: **Measurement**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at making formal geometric constructions with a variety of tools and methods (compass, straightedge, string, paper folding, software)	*Taxonomy Level* COMPREHENSION (SYMBOLIZING)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Construct a given geometric figure, line, angle, or situation, using the appropriate tool
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the term geometric construction Knows tools for making geometric constructions (compass, straightedge, string, paper folding, software)	*Taxonomy Level* RETRIEVAL (RECALLING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Describe the term geometric construction Identify the appropriate tool(s) for a given geometric construction.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Geometry**	
LEVEL: **1**		MEASUREMENT TOPIC: **Coordinate Systems**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes*	*Taxonomy Level*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:*
	Understands that a pair of perpendicular lines can be called axes to define a coordinate system, where the intersection of the lines, called the origin, coincides with 0.	COMPREHENSION (INTEGRATING)	Define the key parts of the coordinate system.
	Is skilled at plotting points (ordered pairs) in quadrant 1.	COMPREHENSION (SYMBOLIZING)	Plot given ordered pairs in quadrant 1
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*	*Taxonomy Level*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:*
	Knows the components of the Cartesian coordinate systems; ordered pair, quadrant, axis, origin	*RETRIEVAL* (RECALLING)	Label the components of the Cartesian coordinate system.
	Knows the first number in an ordered pair indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	*RETRIEVAL* (RECOGNIZING)	Identify the numbers in the ordered pairs that represent x and the numbers that represent y.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math** STANDARD/STRAND: **Geometry**

LEVEL: **2** MEASUREMENT TOPIC: **Coordinate Systems**

4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* In any quadrant: Understands how to plot a point. Is skilled at plotting polygons in the coordinate plane given coordinates for the vertices. Understands how to use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate	*Taxonomy Level* COMPREHENSION (SYMBOLIZING) RETRIEVAL (EXECTUTING)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Plot points (ordered pairs in any of the four quadrants) Draw polygons in the coordinate plane given coordinates for vertices. Use coordinates plotted to find the length of a side
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows terms: polygon, vertices	*Taxonomy Level* COMPREHENSION (SYMBOLIZING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Draw a polygon and label the vertices
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**	STANDARD/STRAND: **Geometry**		
LEVEL: **3**	MEASUREMENT TOPIC: **Coordinate Systems**		
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at using coordinates to prove simple geometric theorems algebraically *(e.g., Pythagorean Theorem)* Is skilled at using coordinates to find perimeter of polygons and areas of triangles and rectangles	*Taxonomy Level* COMPREHENSION (SYMBOLIZING)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* **Use the model of the coordinate plane to:** • Prove simple geometric theorems • Find the perimeter and area of a triangle and a rectangle.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the term: theorem Knows the Pythagorean Theorem.	*Taxonomy Level* RETRIEVAL (RECALLING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Describe what a theorem is and when it is used. State the Pythagorean Theorem
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Algebra**	
LEVEL: **1**		MEASUREMENT TOPIC: **Expressions, Equations, and Inequalities**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at converting between written and numerical expressions Understand how to evaluate a numerical expression (including exponents) given specific values for the unknown	*Taxonomy Level* *RETRIEVAL (Executing)*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Translates a written expression into a numerical expression (ie: x is three less than y means x=y-3) Translates a numerical expression into a written expression (ie: x=y-3 means x is three less than y) Write, read and evaluate numerical expressions in which letters stand for numbers
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Know terms: expression, substitution Knows the parts of an expression using mathematical terms, such as variable, base, coefficient, exponent	*Taxonomy Level* *RETRIEVAL (Recalling, Recognizing)*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify parts of an expression using mathematical terms.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**	STANDARD/STRAND: **Algebra**		
LEVEL: **2**	MEASUREMENT TOPIC: **Expressions, Equations, and Inequalities**		
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at solving an equation or inequality as a process of substitution that makes the statement true Is skilled at solving one step equations using positive, rational numbers Knows the solution to an inequality results in an infinite set of answers as plotted on a number line	*Taxonomy Level* *COMPREHENSION (Integrating, Symbolizing)*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Use substitution to describe the effects of whether a given number in a specified set makes an equation or an inequality true. Solve mathematical problems by writing and solving equations in the form x + p =q and px = q where p, x, and q are positive rational numbers. Represent the solution to an inequality on a number line.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows that a variable represents an unknown value (concept) Know terms: set, solution, solution set, equation, inequality	*Taxonomy Level* *RETRIEVAL (Recalling, Recognizing)*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Write and read numerical expressions in which letters stand for numbers. Define and give an example of the terms: set, solution, solution set, equation, inequality.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math** STANDARD/STRAND: **Algebra**

LEVEL: **3** MEASUREMENT TOPIC: **Expressions, Equations, and Inequalities**

4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes*	*Taxonomy Level*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:*
	Understand the relationship between independent and dependent variables as representative of real-life situations	*COMPREHENSION*	Write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable.
	Understand how to connect the independent and dependent variables with an equation	*COMPREHENSION*	Show the relationship between the dependent variable and independent variable using graphs and/or tables.
	Is skilled at solving one step equations using rational numbers (positive, negative)	*COMPREHENSION (INTEGRATING)*	Use substitution to describe the effects of whether a given number in a specified set makes an equation true.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*	*Taxonomy Level*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:*
	Know terms: independent variable, dependent variable, relationship	*RETRIEVAL*	Define and give an example of the terms: independent variable, dependent variable, relationship
	Knows the difference between the independent and dependent variables		Explain the difference between independent and dependent variables.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Algebra**	
LEVEL: **4**		MEASUREMENT TOPIC: **Expressions, Equations, and Inequalities**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught* Knows when the solution for a given problem is reasonable using mental computation and estimation strategies.	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understand how to apply properties of operations (i.e. commutative, associative, etc.) to add, subtract, factor (numbers), expand (distributive property) linear expressions with rational coefficients Understand the process for solving multi-step equations using rational numbers in any form (positive, negative, whole, fractions, etc.) Is skilled at constructing equations and inequalities from real world situations	*Taxonomy Level* *ANALYSIS (Generalizing)* *ANALYSIS (Generalizing)* *COMPREHENSION*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$ where p, q and r are specific rational numbers. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q and r are specific rational numbers. Graph the solution set of an equation or inequality and summarize it in the context of the problem.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Know terms: commutative property, associative property, distributive property, factor, expand, linear expression, coefficient, like terms	*Taxonomy Level* *RETRIEVAL*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define and give examples of the terms: commutative property, associative property, distributive property, factor, expand, linear expression, coefficient, like terms
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Algebra**	
LEVEL: **5**		MEASUREMENT TOPIC: **Expressions, Equations, and Inequalities**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught* ?? Justify through algebraic proof the process for solving multi-step linear equations (A-REI.1)	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understand the process for solving multi-step equations (using algebraic properties) with one solution, infinitely many solutions, or no solutions	*Taxonomy Level* *ANALYSIS*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Compare and contrast the solution sets of equations that have one solution, infinitely many solutions, or no solutions.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Know terms: solution, no solution, identity (infinitely many solutions), conditional solution Knows algebraic properties including identity for addition/multiplication, properties of equality, multiplicative property of zero, property of reciprocals, additive inverse, etc.	*Taxonomy Level* *RETRIEVAL*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define and give an example of the terms: solution, no solution, identity (infinitely many solutions), conditional solution Give examples of equations in one variable with one solution, infinitely many solutions, or no solutions.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Algebra**	
LEVEL: **1**		MEASUREMENT TOPIC: **Foundational Algebra**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understand arithmetic patterns.	*Taxonomy Level* *ANALYSIS*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Explain arithmetic patterns using properties of operations, for example; use addition or multiplication tables to draw conclusions about the patterns in the tables.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the term: pattern	*Taxonomy Level* *RETRIEVAL*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define and give an example of an arithmetic pattern. For example, multiplying by two always results in an even product.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Algebra**	
LEVEL: **2**		MEASUREMENT TOPIC: **Foundational Algebra**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understand how to generate a sequence given a rule Understand basic order of operations for add, subtract, multiply, divide	*Taxonomy Level* *ANALYSIS (Classification)*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Generate a number or shape pattern that follows a given rule and identify features of the pattern that were not explicit in the rule. Simplify multistep problems/word problems posed with whole numbers and having whole number answers using four operations.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: sequence, rule Knows the rules for basic order of operations	*Taxonomy Level* *RETRIEVAL*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define and give an example of the terms: sequence, rule. Explain the rules for the basic order of operations and give an example.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Algebra**	
LEVEL: **3**		MEASUREMENT TOPIC: **Foundational Algebra**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understand how to use parentheses, brackets, or braces to evaluate numerical expressions Understand how to translate arithmetic wording into numerical expressions Understand commonalities among arithmetic patterns	*Taxonomy Level* *COMPREHENSION* *ANALYSIS*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Use parentheses, brackets or braces in numerical expressions to evaluate these expressions. Generate two numerical patterns using two given rules and identify the relationship between corresponding terms. Identify similarities among arithmetic patterns.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Know the terms: parentheses, brackets, braces, and numerical expression	*Taxonomy Level* *RETRIEVAL*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define and give an example of the terms: parentheses, brackets, braces, and numerical expression.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Algebra**	
LEVEL: **1**		MEASUREMENT TOPIC: **Interpreting Functions**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the difference between a relation and a function Understand that a function is a rule that assigns to each input (domain) exactly one output (range) Understand the concepts behind rate of change, average rate of change, and initial value for a linear function with regards to the given situation it models	*Taxonomy Level* *ANALYSIS*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Identify whether something is a function or a relation given different forms (tables, graphs, mappings, equations) Identify the domain and range when given a function Calculate average rate of change of a function over a specified interval Estimate rate of change from a graph
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Terms to Know: Function, Domain (Input), Range (Output), Ordered Pair, Linear Function, Nonlinear Function, rate of change, slope	*Taxonomy Level* *RETRIEVAL*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define and give an example of the terms: Function, Domain (Input), Range (Output), Ordered Pair, Linear Function, Nonlinear Function, rate of change, slope
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Algebra**	
LEVEL: **2**		MEASUREMENT TOPIC: **Interpreting Functions**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught* Understand how to compare two functions with different representations (algebraically, graphically, numerically in tables or by verbal description)	*Taxonomy Level* *KNOWLEDGE*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:* Create and identify similarities and differences between two functions with different representations.
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understand how to describe qualitatively the functional relationship between two quantities by analyzing a graph Understand how to compare two functions (i.e. rate of change, etc.) with the same representation (algebraically, graphically, numerically in tables or by verbal description)	*Taxonomy Level* *COMPREHENSION (Integrating)* *ANALYSIS*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Describe the relationship between two quantities by analyzing a graph (i.e. as x increases, y decreases) Identify similarities and differences between two functions with the same representation.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Terms to Know: Increasing (positive slope), Decreasing (negative slope), Zero Slope, No Slope (undefined), qualitative	*Taxonomy Level* *RETRIEVAL*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define and give an example of the terms: Increasing (positive slope), Decreasing (negative slope), Zero Slope, No Slope (undefined), qualitative
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**	STANDARD/STRAND: **Algebra**		
LEVEL: **3**	MEASUREMENT TOPIC: **Interpreting Functions**		
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understand that the graph of f is the graph of the equation y = f(x) Understand how to read/use function notation, how to evaluate functions for inputs in their domains, and how to interpret function notation in terms of a context Understand how to interpret the key features of graphs and tables for a functional relationship between two quantities including intercepts, behavior (increasing, decreasing), positive, negative, relative extreme, symmetries, end behavior and periodicity	*Taxonomy Level* *COMPREHENSION* *ANALYSIS* *ANALYSIS*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Sketch a graph with key features from a verbal description Determine an appropriate domain given the quantitative relationship it describes **Identify and describe intercepts, behavior (increasing, decreasing), positive, negative, relative extreme, symmetries, end behavior and periodicity when given a graphical representation or table of a functional relationship.**
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Terms to Know: Function Notation, relative extreme, maximum, minimum, intercepts, symmetry, periodicity	*Taxonomy Level* *RETRIEVAL*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define and give and example for the terms: Function Notation, relative extreme, maximum, minimum, intercepts, symmetry, periodicity
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Statistics-Probability-Measurement**	
LEVEL: **1**		MEASUREMENT TOPIC: **Measurement**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands "more of", "less of" when comparing objects Is skilled at sorting, classifying and categorizing objects using the attributes of length and width	*Taxonomy Level* *Comprehension*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Compare the heights of two children and identify which is taller or shorter. Classify objects into given categories. Order three objects by length, compare the lengths of the two objects indirectly by using a third object.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: length, width, more of, less of, attributes	*Taxonomy Level* *Retrieval*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define and give an example of the terms: length, width, more of, less of, attributes
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Statistics-Probability-Measurement**	
LEVEL: **2**		MEASUREMENT TOPIC: **Measurement**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at telling time to the hour and half hour in analog	*Taxonomy Level* *COMPREHENSION*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Tell time to the hour and half hour using an analog clock.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms and abbreviations: analog, digital, hour, minute Is skilled at telling time to the hour and half hour in digital	*Taxonomy Level* *RETRIEVAL* *COMPREHENSION*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define and be able to identify analog time and digital time, hour, and minute. Tell time to the hour and half hour using a digital clock.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math** STANDARD/STRAND: **Statistics-Probability-Measurement**

LEVEL: **3** MEASUREMENT TOPIC: **Measurement**

4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at estimating, measuring objects and expressing the length in terms of the unit Is skilled at telling and writing time in analog to the nearest 5 minutes, using a.m & p.m	*Taxonomy Level* *COMPREHENSION* *ANALYSIS* *EXECUTING*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* *Estimates and measures the length of objects.* *Selects the appropriate unit of measurement.* Tells time to the nearest 5 minutes using an analog clock.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms and abbreviations: ruler, yardstick, meter stick, measuring tape, inches, feet, centimeter, meter, a.m., p.m., seconds Understands when to use appropriate measurement tools Is skilled at telling and writing time in digital to the nearest 5 minutes, using a.m & p.m	*Taxonomy Level* *RETRIEVAL* *RETRIEVAL* *ANALYSIS*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define and is able to identify a ruler, yardstick, meter stick, measuring tape, inches, feet, centimeter, meter, seconds Selects the appropriate measurement tool to use when measuring classroom objects. Explain the difference between a.m. and p.m.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Statistics-Probability-Measurement**	
LEVEL: **4**		MEASUREMENT TOPIC: **Measurement**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands how to add and subtract time intervals in minutes. Understands how to estimate and measure liquid volume in grams, kilograms and liters	*Taxonomy Level* *RETRIEVAL* *COMPREHENSION*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Adds and subtracts minutes for given times. Estimates and measures liquid in various volume containers.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the term: interval Knows the terms and abbreviations: gram, kilogram and liter Knows how to write time to the nearest minute and measure time intervals in minutes.	*Taxonomy Level* *RETRIEVAL*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define and give an example of the term: Interval, Define and give an example of the term: gram, kilogram, and liter Tells time to the nearest minute using an analog clock.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Statistics-Probability-Measurement**	
LEVEL: **5**		MEASUREMENT TOPIC: **Measurement**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at making conversions from larger measurement units to smaller measurement units within a single measurement system	*Taxonomy Level* *Comprehension*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* *Describe why the length of a 4 ft. snake is the same as the length of 48".*
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms and abbreviations: km, m, cm; kg, g; lb, oz; l, ml; hr., min. sec Understands the units within a measurement system	*Taxonomy Level* *Retrieval*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define the terms and abbreviations: km, m, cm; kg, g; lb, oz; l, ml; hr., min. sec Describe the relationship between units within a measurement system.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Statistics-Probability-Measurement**	
LEVEL: **6**		MEASUREMENT TOPIC: **Measurement**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at conversions among different-sized standard measurement units within a given measurement system Understands how to use measurement conversions to solve real world problems.	*Taxonomy Level* *COMPREHENSION* *COMPREHENSION*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Convert cm to meters. For example, how many meters is 5 cm? Describe how to convert units of measurement in a real-world problem. For example: You need 38" of ribbon for a bow. How many yards do you need to buy?
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*	*Taxonomy Level*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:*
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Statistics-Probability-Measurement**	
LEVEL: **1**		MEASUREMENT TOPIC: **Data Analysis**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at organizing, representing and interpreting a simple set of data, with up to three categories	*Taxonomy Level* *COMPREHENSION*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Draw a picture or create a model to represent a simple set of data and explain the meaning of that data. For example: Within these three categories, how many students ride the bus, walk to school, or ride in a car?
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: organize, represent, interpret, tally marks, data, graph	*Taxonomy Level* *RETRIEVAL*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define and give an example of the terms: Organize, represent, interpret, tally mark, data, graph.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND:	**Statistics-Probability-Measurement**
LEVEL: **2**		MEASUREMENT TOPIC:	**Data Analysis**
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands how to represent data in a line plot to the nearest whole units Understands how to represent data with up to four categories in a picture graph or bar graph	*Taxonomy Level* *RETRIEVAL*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Create a line plot of objects measured. Create a picture or bar graph with up to 4 categories. For example: Within these four categories of color, red, yellow, blue, orange, what is your favorite color?
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: line plot, picture graph, bar graph	*Taxonomy Level* *RETRIEVAL*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define and give an example of the terms: line plot, picture graph, bar graph
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND:	**Statistics-Probability-Measurement**
LEVEL: **3**		MEASUREMENT TOPIC:	**Data Analysis**
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands scale in a picture graph or bar graph to represent a data set with several categories.	*Taxonomy Level* *RETRIEVAL (Executing)*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Draw a bar graph in which each square in a bar graph might represent 5 pets in various categories. (For example; dogs, cats, mice, fish, snakes)
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: scaled picture graph, scaled bar graph	*Taxonomy Level* *RETRIEVAL*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define and give an example of the terms: scaled picture graph, scaled bar graph
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND:	**Statistics-Probability-Measurement**
LEVEL: **4**		MEASUREMENT TOPIC:	**Data Analysis**
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at making a line plot to display a data set of measurements in fractions of units (halves, fourths, eighths)	*Taxonomy Level* *RETRIEVAL (Executing)*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* For example, from a line plot, find and interpret the difference in length between the longest and shortest specimens in an insect collection.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*	*Taxonomy Level*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:*
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Statistics-Probability-Measurement**	
LEVEL: **5**		MEASUREMENT TOPIC: **Data Analysis**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at representing data in plots on a number line, including dot plots, histograms, and box plots. Is skilled at summarizing numerical data sets by giving quantitative measures including, median, mean, inter-quartile range, and mean absolute deviation	*Taxonomy Level* *COMPREHENSION* *COMPREHENSION*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Represent a data set using a dot plot, a histogram, and a box plot. Summarizes the data set by finding quantitative measures including, median, mean, inter-quartile range, and mean absolute deviation
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: statistical question, distribution, center, spread, dot plots, histograms, box plots, mean, median, inter-quartile range, absolute deviation Understands the data collected with a statistical question has a distribution of data described by its center, spread and overall shape	*Taxonomy Level* *RETRIEVAL* *COMPREHENSION*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define and give an example of the terms: statistical question, distribution, center, spread, dot plots, histograms, box plots, mean, median, inter-quartile range, absolute deviation Given a set of data, describe its distribution using center, spread and overall shape.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND:	**Statistics-Probability-Measurement**
LEVEL: **6**		MEASUREMENT TOPIC:	**Data Analysis**
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands how to use measures of center and measures of variability for numerical data distributions.	*Taxonomy Level* *ANALYSIS*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Identify the various characteristics of a set of numerical data using the measures of center and the measures of variability.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: measures of center, measures of variability, distribution	*Taxonomy Level* *RETRIEVAL*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define and give an example of the terms: measures of center, measures of variability, distribution
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Statistics-Probability-Measurement**	
LEVEL: **7**		MEASUREMENT TOPIC: **Data Analysis**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes*	*Taxonomy Level*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:*
	Is skilled at constructing and interpreting scatter plots between two sets of linked data.	*ANALYSIS*	Construct and interpret scatter plots between two sets of linked data. For example, height and weight.
	Understands to use the equation of a linear model to solve problems in the context of bivariate measurement, interpreting the slope & intercept	*ANALYSIS*	Solves bivariate measurement problems by using the linear model and interprets the slope and intercept.
	Understands the patterns of association can be seen in bivariate categorical data	*ANALYSIS*	Display frequencies and relative frequencies in a two-way table
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*	*Taxonomy Level*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:*
	Knows the terms: scatter plot, bivariate measurement, slope, and intercept	*RETRIEVAL*	Define and give an example of the terms: scatter plot, bivariate measurement, slope, and intercept
	Understands how straight lines can be used to model relationships between two quantitative variables		
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Statistics-Probability-Measurement**	
LEVEL: **8**		MEASUREMENT TOPIC: **Data Analysis**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands how to use statistics appropriate to the shape of the data distribution Understands how to use the mean and standard deviation of a data set to fit a normal distribution and to estimate the population percentages.	*Taxonomy Level* *KNOWLEDGE* *ANALYSIS*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Decide whether to use mean/ median or interquartile range/ standard deviation for a given data distribution. Uses the mean and standard deviation of a data set to fit a normal distribution and to estimate the population percentages.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: data distribution, normal distribution, categorical and quantitative variables, linear models, correlation coefficient, linear fit, standard deviation	*Taxonomy Level* *RETRIEVAL*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define and give an example of the terms: data distribution, normal distribution, categorical and quantitative variables, linear models, correlation coefficient, linear fit, standard deviation
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

CONTENT AREA: **Math**		STANDARD/STRAND: **Statistics-Probability-Measurement**	
LEVEL: **1**		MEASUREMENT TOPIC: **Probability**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes*	*Taxonomy Level*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:*
	Understands the concept of a probability model and uses it to find probabilities of events	*ANALYSIS*	Identify the probability of an event based on simple events.
	Is skilled at finding probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	*ANALYSIS*	Identify the probability of an event based on compound events.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*	*Taxonomy Level*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:*
	Knows the terms: chance, probability, compound event, equally likely	*Retrieval*	Define and give an example of the terms: chance, probability, compound event, equally likely
	Knows the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring	*COMPREHENSION*	*Describe the probability of an event as a number between 0 and 1, whereas larger numbers indicate greater likelihood.*
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

Lesson/Learning Plan

Standards: ELA Reading

Performance Based Evaluation Level 1 / Grade Level K
Strand – Foundations Measurement Topic – Phonological Awareness

Learning Activities: Overview of Plan

Learning to recognize rhyming patterns in language is an essential skill for emergent readers. As students manipulate words and sounds to create simple rhymes, they become aware of word and letter patterns that will help them develop decoding skills. In this lesson, students become familiar with 12 rhyming pairs of one-syllable words as they create rhyming lyrics to known songs ("Down by the Bay"), give rhyming words for a given keyword in a poem, and interact with their peers to find rhyming pairs of word cards. Students then demonstrate their knowledge through an individual assessment exercise.

Students will be able to:

- Generate a rhyming word for a given keyword
- Choose a rhyming picture to match a given key picture
- Work with partners to generate and recognize rhyming pictures
- Match two rhyming pictures

Resources and Preparation:

MATERIALS

- Chart paper and markers- "Down By the Bay verses printed on the chart paper
- Index cards with rhyming pictures/words
- rhyming papers
- computer

SESSION 1

Say several rhyming words aloud and ask students what they notice about the words. Accept all responses and introduce the term "rhyming". Give a keyword (cat) and ask students to give words that rhyme with the keyword. Pass out the rhyming word pairs on index cards giving one to each student. Be sure to say the name of the picture aloud so students are clear about the word. At a given signal, have students walk around the classroom and find their "partner" with the matching rhyming word. Students should sit down with their partners when they have made a match.

Once all students have found their rhyming partners, ask them if they know the song "Mary Had a Little Lamb." Tell students that they are going to be singing a different version of the song today. The song goes as follows:

> Who has a word that rhymes with cat, rhymes with cat, rhymes with cat, Who has a word that rhymes with cat, Oh Yes! The word is bat.
>
> ____ has bat which rhymes with cat, rhymes with cat, rhymes with cat, ____ has bat which rhymes with cat. Cat and bat, they rhyme!

Sing the song with students, calling up one student from the pair and having the second student (the rhyming word) call out their word at the appropriate time in the song. Ask all students to sing along and sing 12 verses so that all partners get a chance to participate with their rhyming words.

SESSION 2

Review with students the game and song they learned in the previous session and talk about what rhyming means.

Display "Down by the Bay". Point to each of the pictures and name each one aloud so students are familiar with them. The pictures that are not inserted within the poem should be displayed at the bottom of the chart.

Read the chorus several times and have students sing or read with you to familiarize themselves with the chant.

Read the first stanza. When you get to the blank, have students raise their hands to choose the correct rhyming picture. Read the stanza again with the rhyming pair. Continue until the poem is complete. The chant can be displayed in the classroom for students to revisit at a later time.

Pass out the individual worksheet (the last worksheet in the lesson pack) to students and ask them to draw a line between each rhyming word pair.

Extensions:

Use the poem chart and notecards as an independent station task or for extra help in small groups with teacher support during reading stations.

Use the Scholastic online game Rhyming Rhino for added reinforcement.
http://teacher.scholastic.com/activities/bll/reggie/index.htm

Have students access "Construct-a-Word" **online** to manipulate letters on the screen to make rhyming words. http://www.readwritethink.org/files/resources/interactives/construct/

Student Assessment/Reflections

Assess students' understanding of rhyming words using the worksheet completed individually.

Informal observation can also be used during the activities to see if students are able to verbalize the rhyming pairs or recognize rhyming picture words.

Notes:

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Foundations**	
LEVEL: **1**		MEASUREMENT TOPIC: **Phonological Awareness**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at producing rhyming words Is skilled at counting, blending, or pronouncing syllables in spoken words	*Taxonomy Level* **ANALYSIS**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Generate rhyming words Demonstrate knowledge of syllables by counting, blending or pronouncing
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the following terms: rhyming, Knows that words are made up of segments called syllables	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Explains the definition of rhyming Demonstrates knowledge of syllables (clapping, tapping, naming...)
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

Down by the Bay

Down by the bay (echo back) Where the watermelons grow (echo back)

Back to my home (echo back) I dare not go! (echo back)

For if I do (echo back) My mother will say (echo back)

Did you ever see a (insert **gate** picture) lying on a (students should identify rhyming picture – **skate** or **plate**) Down by the bay!

Down by the bay (echo back) Where the watermelons grow (echo back)

Back to my home (echo back) I dare not go! (echo back)

For if I do (echo back) My mother will say (echo back)

Did you ever see a (insert **car** picture) lying on a (students should identify rhyming picture – **jar** or **star**) Down by the bay!

Down by the bay (echo back) Where the watermelons grow (echo back)

Back to my home (echo back) I dare not go! (echo back)

For if I do (echo back) My mother will say (echo back)

Did you ever see a (insert **key** picture) lying on a (students should identify rhyming picture – **bee** or **tree**) Down by the bay!

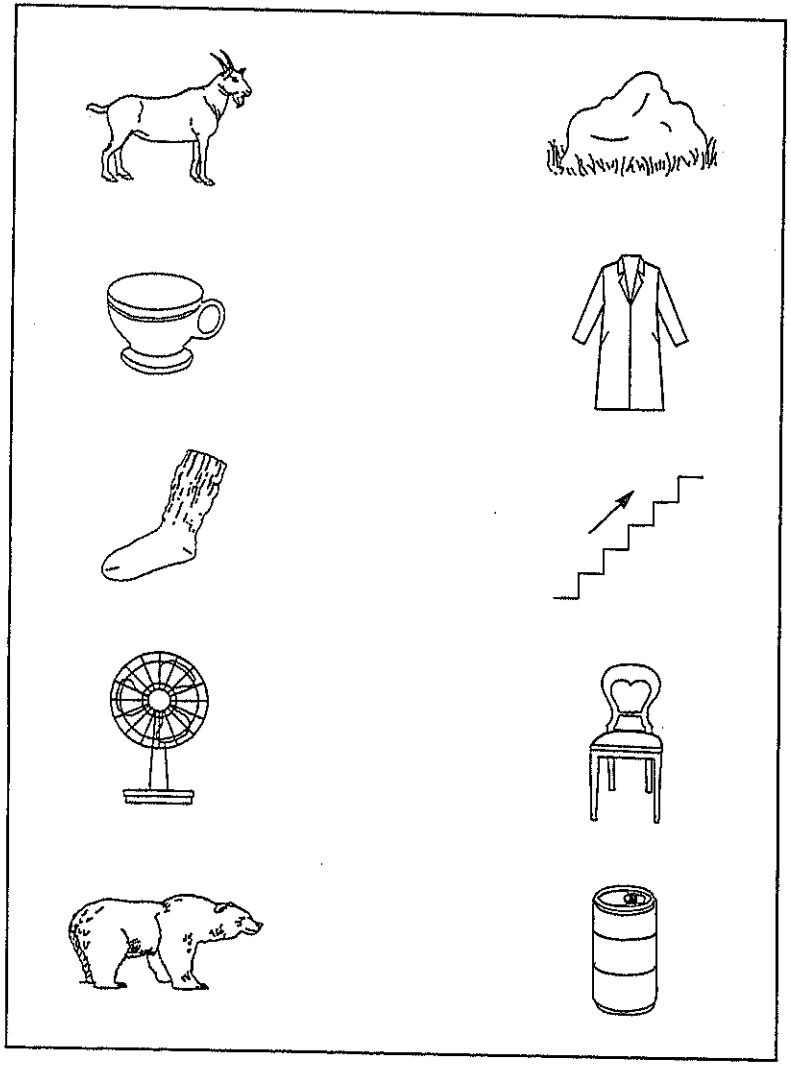
Down by the bay (echo back) Where the watermelons grow (echo back)

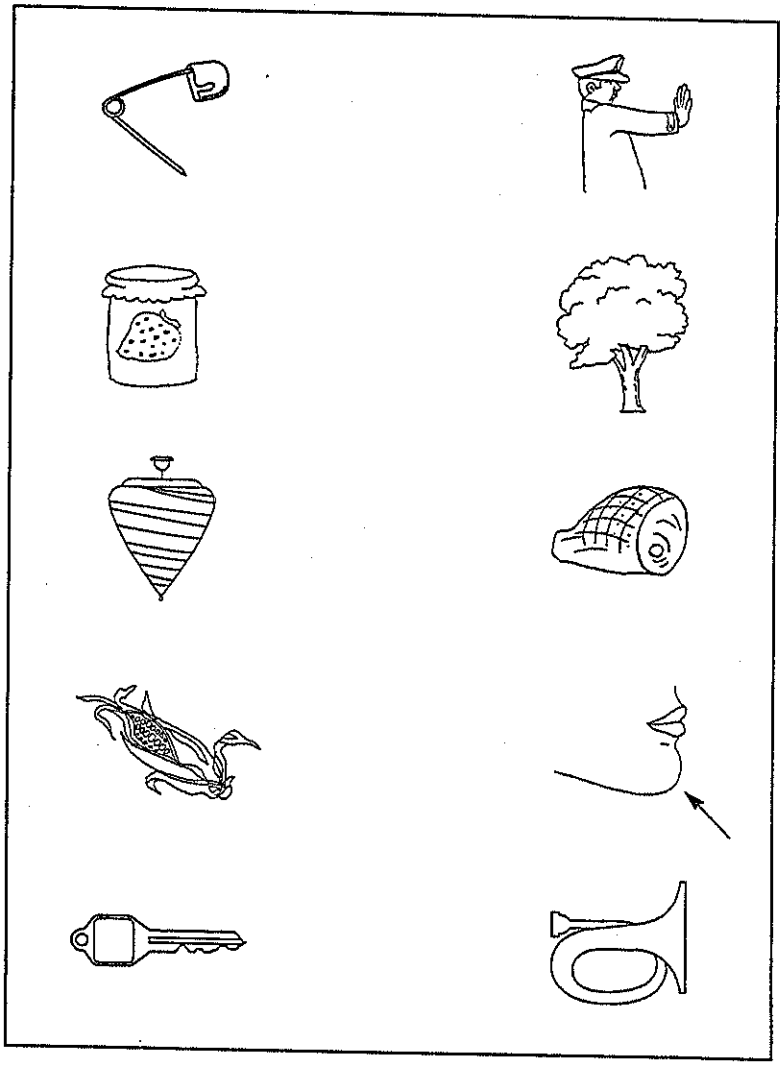
Back to my home (echo back) I dare not go! (echo back)

For if I do (echo back) My mother will say (echo back)

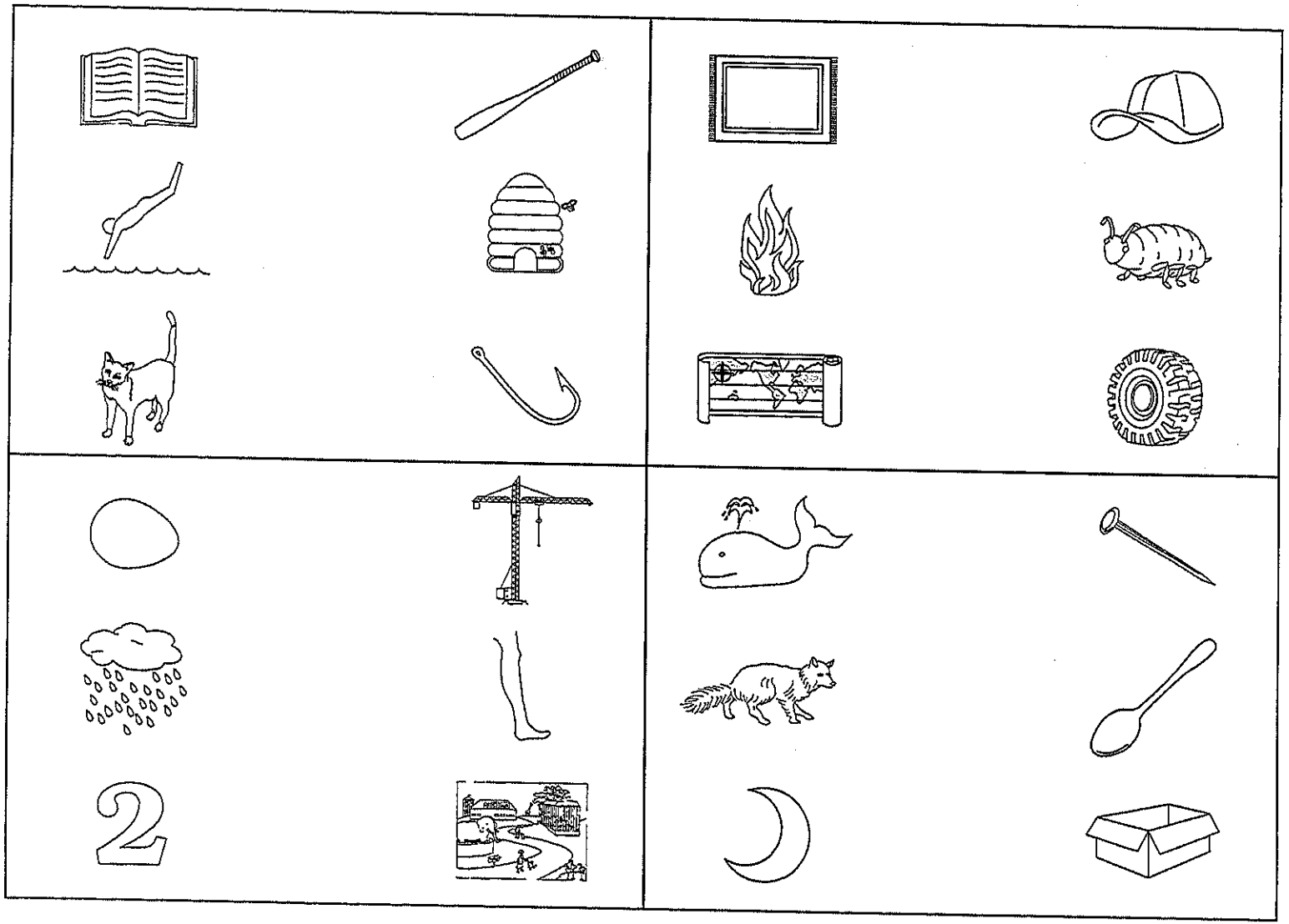
Did you ever see a (insert **ring** picture) lying on a (students should identify rhyming picture – **king** or **swing**) Down by the bay!

Draw a line between the pictures in each box that rhyme.

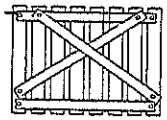
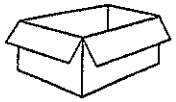
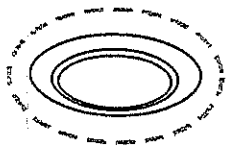
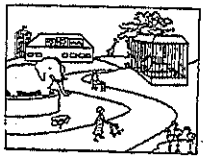
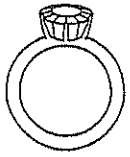
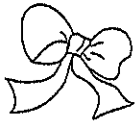
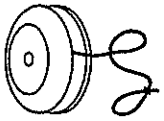
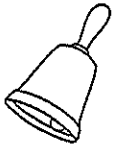
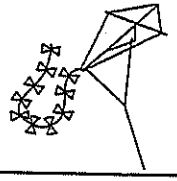




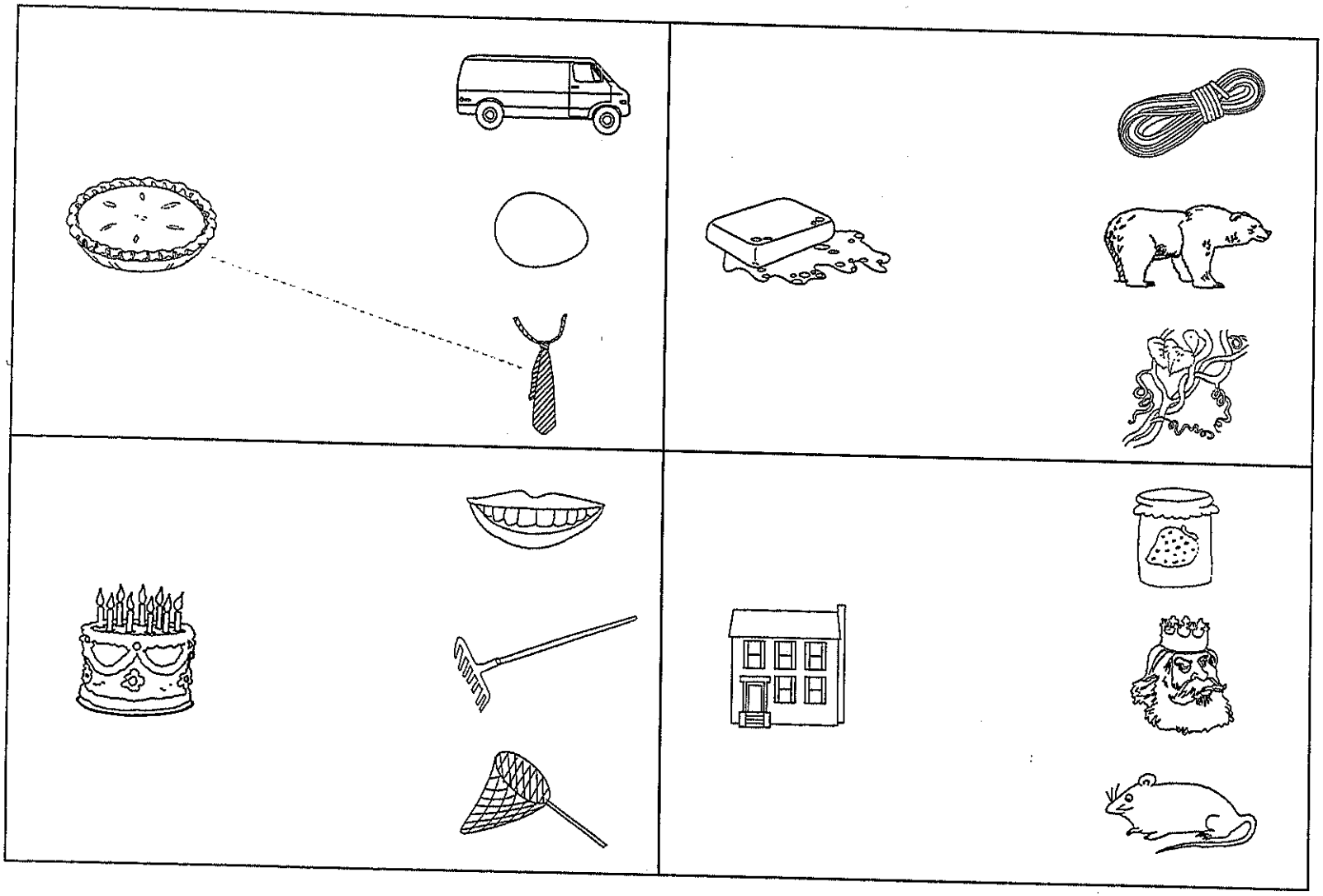
Draw a line between the pictures in each box that rhyme.



Circle the two pictures in each row that rhyme with the picture in the box.

Draw a line between the pictures in each box that rhyme.



Lesson/Learning Plan

Standards: ELA Reading

Performance Based Evaluation Level 1 / Grade Level 4
Strand – Information Measurement Topic – Point of View

Learning Activities: Overview of Plan

This lesson provides students with the opportunity to use illustrations and text to develop an understanding of the point of view of the characters. Students read the story *Two Bad Ants* by Chris Van Allsburg, work in pairs to analyze the illustrations and text, and compare and contrast points of view. After rereading the story, students apply their knowledge of point of view by writing a short story from an ant's perspective.

Students will be able to:

- Identify point of view in a story by examining the text and illustrations, thinking about how an ant "sees" the world
- Demonstrate that they understand point of view by finding specific examples or evidence from of the ant's point of view in the text
- Apply their knowledge and understanding of point of view by writing and illustrating a story from the perspective of the main character (in this case, an ant)

Resources and Preparation:

- Obtain a copy of a book by David M. Schwartz from the Look Once, Look Again series. Use a book illustrated with photographs. Some suitable titles include:
  - *Animal Eyes*
  - *Animal Feathers and Fur*
  - *In the Forest*
  - *In the Park*
- Obtain several copies of the book *Two Bad Ants* by Chris Van Allsburg.
- Photocopy the Point of View Chart so that each student can have a copy.
- Chart paper

SESSION 1

1. Explain to students that point of view refers to how a person or character looks at, or views, an object or a situation.
2. Begin with a book by David M. Schwartz from the Look Once, Look Again series. Show students the first pair of photographs. Point out that although both pictures are of the same object, they look different. Ask students, "What causes them to look different?" Lead students to conclude that the "Look Once" picture was taken from close up and that the "Look Again" picture was taken from further away. Two perspectives, or points of view, are evident in the photographs. Show students more pairs of photographs from the book, explaining the different points of view.
3. Tell students that, like in the photographs, characters may view objects from perspectives that differ from their own. To appreciate the plot of a story and understand the actions of the characters, students must understand the characters' differing points of view.
4. Show students the cover illustration from *Two Bad Ants*, a story in which the main characters are ants. Read the story aloud. Discuss how the text and the illustrations show objects from an ant's point of view. Ask students how an ant's view is different from a person's view.
   Do objects look big or small to an ant?
5. What might your shoe look like to an ant?
   What might your classroom look like to an ant?
6. Have students work together in small groups. Give each group a copy of *Two Bad Ants*. Ask them to examine the illustrations and the text to find more evidence of situations described from the ant's point of view.
7. Distribute the Point of View Chart to students. Have them work in small groups to think of everyday items that ants see one way and people see another. Have students record their findings on the chart. For example, under "A Person's Point of View," students might write "grass," and under "An Ant's Point of View," they might write "forest."

Reread *Two Bad Ants* to students. Ask them if their understanding has improved since they first listened to the story. If so, ask them to tell what aspects of point of view they understand better.

SESSION 2

1. Brainstorm with students, having them name objects that would appear differently to an ant than to a person. Record students' ideas on chart paper or on the board.
2. Have them write their own adventures about ants, using their own ideas or objects from the list described in step #1. Suggest that they use words that indicate how an object looks to an ant. For example, a shoe might be tall; slippery; or sloped, like a hill.
3. Have them illustrate their adventures, and encourage them to show how the world looks to an ant.

Extensions:

Have each student choose one illustration in *Two Bad Ants* and write a detailed account of how an ant would view this experience.

Have each student imagine another predicament that the ants could get into and draw a picture from an ant's point of view.

Have students read *Hey, Little Ant* by Philip M. Hoose (Tricycle Press, 1998) in pairs, which allows them to reinforce their concept of point of view. One student should read the part of the boy, and another

should read the part of the ant.

Students can discover additional information about ants at the following websites:

Enchanted Learning: Ants	http://www.enchantedlearning.com/subjects/insects/ant/
PestWorld for Kids: Ants	http://www.pestworldforkids.org/ants.html
Learn about Chris Van Allsburg	http://www.chrisvanallsburg.com

Student Assessment/Reflections

- Evaluate the students' Point of View Charts.
- Information should be accurate, demonstrating an understanding of point of view.
- Information should come directly from the story *Two Bad Ants*.

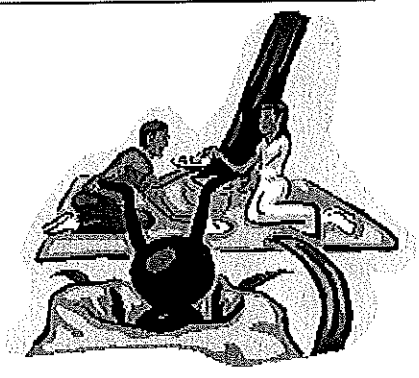
Evaluate the students' booklets in Session 2 using the Assessment Rubric.

Notes:

CONTENT AREA: **ELA Reading**		STANDARD/STRAND: **Informational**	
LEVEL: **1**		MEASUREMENT TOPIC: **Point of View**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understand points of view for the same topic or event. Understand firsthand and secondhand account of the same topic or event.	*Taxonomy Level* **COMPREHENSION**	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Illustrates different points of view for the same topic or event. Depicts both firsthand and secondhand accounts of the same topic or event.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Know the terms: Point of view Firsthand Secondhand	*Taxonomy Level* **RETRIEVAL**	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define the terms point of view, firsthand, and secondhand.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

Point of View Chart

A Person's Point of View	An Ant's Point of View



read·write·think
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Assessment Rubric

Grade	Associated Features
Excellent	Original ideas (avoid those from *Two Bad Ants*) Words that clearly describe an ant's point of view Illustrations that clearly indicate an ant's point of view
Good	Mostly original ideas Words that mostly describe an ant's point of view Illustrations that mostly indicate an ant's point of view
Fair	Few original ideas Words that give little description of an ant's point of view Illustrations that give little indication of an ant's point of view
Poor	No original ideas Words that give very little or no description of an ant's point of view Illustrations that give very little or no indication of an ant's point of view

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Standard: Mathematics **Performance based Evaluation Level:** 2
Strand: Geometry **Grade level recommendation:** K-2
Measurement topic: Attributes and Properties 2D/3D

Learning Activity/Overview of Plan: to solidify their understanding of the basic two- and three-dimensional shapes, young children learn best with authentic hands-on practice with those shapes. While students classify, draw and build shapes the teacher exposes them to geometric vocabulary and draws attention to the similarity and differences among shapes.

Students will be able to: identify, classify and draw two-dimensional shapes including circles, triangles, quadrilaterals, pentagons, and hexagons. Students will also identify, classify and build three-dimensional shapes including cube, cone, cylinder, and sphere. Students will also be able to draw or build the specific shape when given its name, or attributes (number of sides and vertices). Other non-defining attributes will also be discussed such as if it is a skinny or fat shape, its color, and its size.

Resources and preparation: Set of cards (20) with pictures of a variety of shapes drawn on them. The shapes will include circle, triangle, quadrilateral, (squares, rectangles and others) pentagon, hexagon, cube, cone, cylinder, and sphere. The teacher should display them taped to the board, lying on the carpet or in a hanging folder.
Models of three-dimensional shapes
Poster paper
Individual whiteboard or chalkboards
Playdough or similar clay

Session 1: Gather students together to show them the cards and ask them what all the cards have in common—have a picture of a shape.

Ask a student to find two shapes that are alike each other in some way. Discuss the similar attributes (color, size, lines, vertices, 2D/3D, other) and have volunteers find other shapes that also have that attribute. Allow groups to look at non-defining attributes (color, size) as well as defining attributes (sides, angles and dimensions). The group should sort the pictures a couple of times in different ways.

Tell students that now you'll focus on the attribute of "number of sides." Write "triangle" on large piece of paper and discuss what all triangles have in common (some are colored or different sizes and widths, but they all have three sides and three corners). Write the definition of triangle on the poster board . Have students find cards that have pictures of triangles on them. Glue the pictures onto the poster board. Repeat with cube, cone, cylinder, sphere, quadrilateral, pentagons, hexagons, and circles.

Hang the posters on the wall.

Session 2: Have students get out individual chalk or white boards and markers. The teacher will say and write the name of a shape and the students will draw the shape on their own board. The teacher should draw attention to how some shapes are bigger/smaller or drawn with different colors, yet they are still correct. The teacher may share attributes instead of a shapes name and ask students to draw it. The teacher will hand out the clay and repeat the activity using three-dimensional shape names or attributes.

Extension/extra support:

Other shapes may be included for more advanced students. Such shapes may include parallelogram, rumbus, diamond, and trapezoid.

Cards with non -regular shapes (but the correct number of sides) can be used for additional challenge.

The cards may be used as flashcards that could be send home or given to the child during math class for additional practice.

Student assessment/reflection: During the white board and playdough practice the teacher should use a check list to mark students that do or do not know each shape.

Notes:

CONTENT AREA: **Math**		STANDARD/STRAND: **Geometry**	
LEVEL: **2**		MEASUREMENT TOPIC: **Attributes & Properties - 2D/3D**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands defining attributes of the following shapes: triangle, quadrilateral, pentagon, hexagon, cube	*Taxonomy Level* COMPREHENSION (SYMBOLIZING)	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Build or draw shapes, triangle, quadrilateral, pentagon, hexagon, cube, with specific defining attributes
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows terms: circle, square, triangle, rectangle, hexagon, cube, cone, cylinder, sphere Knows non-defining attributes (color, size, orientation)	*Taxonomy Level* RETRIEVAL (RECOGNIZING)	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify the shapes: circle, square, triangle, hexagon, cube, cone, cylinder, sphere Identifies the attributes of specific shapes
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

Standards: Mathematics	**Performance Based Evaluation level:** 6
Strand: Number Sense	**Grade level Equivalent:** 5-7
Measurement topic: Fractions, Decimals & Percents	
Learning Activity/Overview of Plan: students will participate in a class discussion about decimals and how decimals are related to money and fractions. Students will apply this knowledge to a practice game. In a second session students will practice addition and subtraction of decimals together as a class and then complete an individual worksheet.	
Students will be able to: convert fractions with denominators of 10 or 100 to decimals, and decimals to fractions (a/10 or a/100). Students will also explain the relationship between the tenths and hundredths place in fractions and decimals. Students will apply their decimal knowledge by adding and subtracting decimals to the hundredths place.	
Resources and preparation: place value chart with decimal place value to hundredths. Blank worksheet with 16 empty squares for matching game. Practice worksheet with addition and subtraction of decimals	
Session 1: The teacher introduces decimals by asking the class what 1/10 of a dollar is, the teacher writes the fraction 1/10 on the board. A student volunteer writes $ 0.10 on the board. These two numbers are equivalent, the teacher introduces the place value name "tenth". As a class count by tenths and write up the equivalent number sets(fractions and decimals for example 3/10=0.3). Next, the teacher will ask the class what 1/100 of a dollar is and how to write that amount in money or decimal form. (1/100=0.01). This is the place value "hundredths". The teacher will provide some examples and then call for additional examples of decimals in the hundredths. (S)he will write up the equivalent sets (for example 0.58=58/100). The teacher will refer to the place value chart to review place value names. The students will then be asked to think of 8 of their own equivalent sets. They will be handed a worksheet with 16 empty squares in which they write the fraction and decimal pairs (for example 6/10 in one square and 0.6 in another). When finished students will have the teacher check their papers. The teacher will ask them to justify at least one of their equivalent sets, (s)he will mark down observations of their understanding. Students will switch papers and cut the 16 squares into individual cards. They will work with another student and play a matching/memory game. Teacher will walk around and assist and make observations as needed.	

Session 2: Review decimal place values refer to place value chart. Discuss addition and subtraction of decimals. Use money as examples. Point out explicitly how tenths are lines up with tenths and hundredths are lined up with hundredths. Share non-examples in which the place values do not line up and discuss how this does not make sense, yet is a common mistake for some kids.
Write up some examples on the board in which the decimals are already lined up correctly and ask student volunteers to model how to add/subtract them. Then verbally provide examples of decimals to add or subtract and ask volunteers to write up and then add/subtract.
Discuss using estimation to evaluate the reasonableness of the answers. This is very important if students are having any difficultly lining up decimals. For example 3.45 + 1.2 would between 4 and 5.
Each student will then complete an individual worksheet of addition and subtraction problems (included)

Extension/review

Students who crave another challenge can learn additional place value names (thousandths, ten-thousands, etc.). They may also extend the lesson by reducing fractions to lowest terms, or turning a fraction into an equivalent fraction with denominator of 10 or 100 before turning into a decimal.

Student assessment/reflection: Teacher took notes during the creation of equivalent sets, and while students were playing the matching game. The teacher will correct the addition/subtraction worksheet.

Notes:

CONTENT AREA: **Math**		STANDARD/STRAND: **Number Sense**	
LEVEL: **6**		MEASUREMENT TOPIC: **Fractions, Decimals & Percents**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands decimal notation for fractions with a denominator of 10 and 100. Understand the relationship between tenths and hundredths place in fractions and decimals Is skilled at addition and subtraction of decimals to hundredths place	*Taxonomy Level* *ANALYSIS (Deductive)* *Executing*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Use decimal notation for fractions with a denominator of 10 and 100 by rewriting a decimal as a fraction (for example 0.62 = 62/100) Explain ways in which a fraction with a denominator of 10 can be equal to a fraction with a denominator of 100 and how they are expressed as decimals. Converts fractions to decimals in the tenths and hundredths place Solves problems involving addition and subtraction of decimals to hundredths place using the algorithm
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Know terms: place value for decimals (tenths, hundredths, thousandths) Know the steps for setting up operations of addition and subtraction with decimals	*Taxonomy Level* *Retrieval* *(Recalling)*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Identify the place value of a given decimal number List the steps for the addition and subtraction of decimal numbers.
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

Name: Find each sum or difference

8.86 +3.98	6.24 --3.11	8.68 +6.84	1.55 +1.03	6.68 -3.6
6.42 -4.98	5.18 +1.23	2.44 +2.38	3.08 -2.46	8.5 +3.97
9.09 +8.55	4.72 -1.21	5.25 -2.4	7.33 +2.02	4.5 -3.1
9.75 +8.13	9.39 -8.92	10.42 +3.19	6.75 -5.79	4.65 +1.93
7.88 -1.17	6.03 +3.72	9.67 +6.07	6.3 +5.31	18.17 - 6.8
7.03 -4.77	9.34 -3.42	3.31 -2.72	6.38 +1.3	5.57 +5.17

Name:

Set up each problem on another sheet of paper, then add or subtract

A 2.48-1.05=	B 2.41+ 9.66=	C 1.65 -0.72=
D 7.6 + 4=	E 4.83+ 6.05 =	F 4.68 – 1.1 =
G 4.57- 2.57	H 1.20 -1.08 =	I 5.72 -0.64
J 2.59 -0.26	K 3.52 + 3.09 =	L 3.9 + 4.57
M 8.87 + 2.31	N 6.4 – 1.57	O 6.00-3.55
P 0.75+ 2.87 =	Q 6.31 + 8.98 =	R 2.42 – 1.5 =
S 9.67 = 7.47	T 9-4.01 =	U 3.1 +2.93 =

Name:

Set up each problem on another sheet of paper, then add or subtract

A 2.48-1.05=	B 2.41+ 9.66=	C 1.65 -0.72=
D 7.6 + 4=	E 4.83+ 6.05 =	F 4.68 – 1.1 =
G 4.57- 2.57	H 1.20 -1.08 =	I 5.72 -0.64
J 2.59 -0.26	K 3.52 + 3.09 =	L 3.9 + 4.57
M 8.87 + 2.31	N 6.4 – 1.57	O 6.00-3.55
P 0.75+ 2.87 =	Q 6.31 + 8.98 =	R 2.42 – 1.5 =
S 9.67 = 7.47	T 9-4.01 =	U 3.1 +2.93 =

Lesson/Learning Plan

Social Studies

Grade Level 4/5
Geography – US Regions

Learning Activities: Overview of Plan

This activity is a multi-curriculum experience. Language arts, geography and social studies skills are exercised in this assignment. Students select a geographic location and create a state brochure, with pictures, narrative and facts for that specific state.

Students will be able to:

- Understand the geographic features that are common and unique to certain parts of the United States.
- Understand the relationship between regions of the United States and climate.
- Identify how the climate of a region shapes its development.
- Learn about some of the different purposes of written communication by exploring a variety of informational resources about their state.
- Practice different information-gathering techniques, from reading brochures and websites to conducting interviews.
- Synthesize information by collecting facts about important and interesting places and then selecting the relevant information about that place to include in a brochure.
- Practice communicating information to a specific audience by writing and revising paragraphs about interesting places for the brochure.
- Learn about grammar and spelling by editing their own writing.

Resources and Preparation:

MATERIALS

- Atlas/maps
- encyclopedias
- art materials
- paper
- sample travel brochures
- computer access
- assessment rubric for informational writing
- editing checklist
- travel brochure rubric
- things to include checklist

SESSION 1

- Bring students together and show them one of sample brochures. Explain to the students that a brochure is a great way to present information to people using words and photographs. Ask students when and why people might need to use a brochure, looking for answers such as "when people go on trips to help them decide what they will do" or "when families move to help them learn about their new home."

- Write the words "All About Brochures" at the top of a piece of chart paper and hang it where everyone can see it. Tell students that you want them to examine some brochures on their own or with a partner. Pass out the brochures you have assembled and allow some time for students to look at them. While students are doing this, walk around the room and ask them what they notice about the brochures and have them write the characteristics they notice on the chart paper. Each student or pair of students should look at several different brochures.

- After about 15-20 minutes, gather the students together and review the list of characteristics they have compiled. As you are discussing a characteristic, such as captions, have the students locate an example in their brochure. Use this time to help students identify any important characteristics that have been left off the list.

SESSION 2

- Draw students' attention to the "Things to Include Checklist". Compare their list from brainstorming session 1. Some guiding questions you might use include:

- Once you have selected the categories for your brochure, have students decide which state they would each like to write about.

- Tell students that they are going to begin researching the place they will describe in the brochure and organizing their ideas for writing a paragraph.

- Distribute the Brochure Planning Sheet and review it with students, explaining that they will use this and the list they have just generated to determine what to include. Have students meet with their groups to begin filling out the sheets using information that they already know.

SESSIONS 3, 4 AND 5

- Students work on their brochures. This activity may be completed totally on a computer, partial computer using cut and paste or handwritten. This choice depends on the availability of computers and the children's publishing skills.

Extensions:

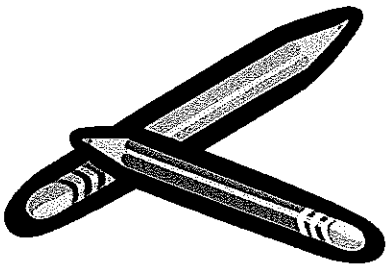
- Students choose a place and make their own travel brochure.
- Students can make a brochure for the new students coming up into their grade. (For example, third-grade students make a brochure for second-grade students).

Student Assessment/Reflections

- Informally assess students' comprehension of the topics in their state.
- Circulate while students are working in their groups and observe their participation.
- Informally assess students' abilities to organize information during the Paragraph Puzzle activity.
- Assess each group's paragraph using the Assessment Rubric for Informational Writing. This rubric looks not only at grammar and spelling, but how well students conducted their research and how well the writing communicates to a specific audience. Look for areas of growth and needed improvement.
- Interview the groups and ask them to compare their paragraph with their final brochure. Ask them to reflect on things that were hard and easy, things that they learned, and what they would tell next year's class about this project.

Notes:

CONTENT AREA: **Social Studies**		STANDARD/STRAND: **Geography**	
LEVEL: **4**		MEASUREMENT TOPIC: **U.S. Regions**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands the relationship between regions of the United States and climate	*Taxonomy Level* *ANALYSIS* *(Comparing Classifying)*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Compare and contrast the climates of different regions of the United States Identify how the climate of a region shapes its development. Identify why certain regions experience weather patterns that others do not. (Tornados etc.)
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the geographical regions of the United States Knows the characteristics of the major regions of the United States	*Taxonomy Level* *RETRIEVAL* *(Recalling, Recognizing)*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Names the geographical regions of the United States. Knows the characteristics of the major regions of the United States.
1.0	*With help.....has the 2.0 content*		
0.0	*Even with help.....does not have the 2.0 content*		N/A



Editing Checklist

- ☐ We read our paragraph to a friend to see where to STOP for
  - periods .
  - question marks ?
  - exclamation marks !
- ☐ We used capitals at the beginning of each sentence.
- ☐ We circled words that may be misspelled.
- ☐ We have an interesting beginning sentence.
- ☐ We tried to say things in different and surprising ways to keep the reader interested.
- ☐ We have evidence in our writing to show that we are thinking about our audience.
- ☐ We put the information in an order that makes sense.
- ☐ We ended the paragraph with a summary statement.

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Assessment Rubric for Informational Writing

Purpose	**Student 1**	**Student 2**	**Student 3**
Understands the purpose for writing an informational piece in a brochure			
Craft (structure, features, voice)			
Uses structure appropriate to subject, topic, and audience			
Begins writing with an opening general statement about the subject			
Concludes with a summary statement			
Is able to express ideas using own language as opposed to copying down what others say			
Is able to state information in a unique or surprising manner			
Research Skills			
Is able to locate information from a variety of sources			
Is able to interpret and talk about information found in sources in their own words			
Mechanics			
Handwriting is neat and legible			
Shows improvement in attempts at spelling words			
Uses grammatically correct language			
Shows improvement in use of punctuation			
Uses an appropriate publishing format			
Work is generally well presented			

Key: N= Not in evidence **S=** Showing Signs **M=** Mostly **N/A=** Not applicable

Things to Include in a State Brochure

- Brief summary of the setting, with highlights of important places
- Location, including a map
- Geography
- Major cities, Well-known places
- Historic Sites and Landmarks
- Recreation and Outdoor Activities—parks, sports, water
- Entertainment
- Climate and overall weather conditions
- Transportation
- Arts and Culture, including museums, theaters, places to visit
- Languages and Local Dialect
- Food that the area is known for
- Pictures/Graphics
- Additional Information

Travel Brochure Rubric

	4	3	2	1
Organization	The brochure has excellent formatting and very well organized information.	The brochure has appropriate formatting and well-organized information.	The brochure has some organized information with random formatting.	The brochure's format and organization of material are confusing to the reader
Ideas	The brochure communicates relevant information appropriately and effectively to the intended audience.	The brochure communicates relevant information appropriately to the intended audience.	The brochure communicates irrelevant information or communicates inappropriately to the intended audience.	The brochure communicates irrelevant information and communicates inappropriately to the intended audience.
Conventions	All of the writing is done in complete sentences. Capitalization and punctuation are correct throughout the brochure.	Most of the writing is done in complete sentences. Most of the capitalization and punctuation are correct throughout the brochure.	Some of the writing is done in complete sentences. Some of the capitalization and punctuation are correct throughout the brochure.	Most of the writing is not done in complete sentences. Most of the capitalization and punctuation are not correct throughout the brochure.
Graphics	The graphics go well with the text and there is a good mix of text and graphics.	The graphics go well with the text but there are so many that they distract from the text.	The graphics go well with the text but there are too few.	The graphics do not go well with the text or appear to be randomly chosen.

Lesson/Learning Plan

Social Studies

Grade Level K-2
Economics – Functional Economics

Learning Activities: Overview of Plan

Teachers can begin teaching economic concepts using many of the same books they already use to teach literary elements. This lesson uses two books, *Charlie Needs a Cloak* by Tomie dePaola and *A Symphony for the Sheep* by C.M. Millen, to provide early exposure to economic concepts while encouraging reading comprehension. Prereading and postreading discussions and activities promote vocabulary building and analytical thinking. Students gain knowledge of the economic terms "natural resource" and "producer" as they make text-to-world connections. Teachers can assess students' understanding of the economic concepts by having students use simple graphic organizers.

Students will be able to:

- Develop familiarity with economic concepts by listening to two stories and identifying economic elements
- Learn to make connections between books they hear and real-life situations by thinking about the roles that the economic concepts *natural resource* and *producer* play in their lives
- Demonstrate an understanding of the connection between economic concepts they hear in read-alouds and encounter in their lives through discussion and graphic organizers
- Identify sequences in stories using graphic organizers

Resources and Preparation:

- *Charlie Needs a Cloak* by Tomie dePaola (Prentice Hall, 1974)
- *A Symphony for the Sheep* by C. M. Millen (Houghton Mifflin, 1996)
- Computers with Internet access
- LCD projector or large monitor

Printouts:

- Sequence Chart
- Sequence Activity
- That Reminds Me Of...
- My New Coat
- Printable Venn Diagrams

SESSION 1

1. Gather students in their usual spots for read-alouds and introduce *Charlie Needs a Cloak.* Tell them that it is by Tomie dePaola, and if they are familiar with his works, remind them of other titles (e.g., *Strega Nona*, *The Art Lesson*).
2. Activate students' prior knowledge:
    - Be sure students understand that wool comes from sheep.
    - Tell students that in this story they will hear about a *natural resource*. Ask if anyone knows what a natural resource is. If this is a new concept for your students, you can explain it in the following way: "Natural resources, such as animals, trees, and oil, are gifts from the earth that are used to make goods and services."
    - Tell students that there is also a *producer* in the book. Ask if anyone knows what a producer is. If this is a new concept for your students, you can explain it in the following way: "People who make goods and provide services are called producers." You might also want to show the video from EconEdLink: Little Bill the Producer!
3. Remind your students to listen for examples of natural resources and producers in *Charlie Needs a Cloak,* and then read it aloud.
4. After reading the book, ask students to identify the natural resource and producer in the story using the Think-Pair-Share model (natural resources = sheep and fleece; producer = Charlie).
5. Discuss the sequence of the story. Outline the order, using the Sequence Chart graphic organizer. This can be a whole-class, small-group, or individual activity. Save the chart to compare with *A Symphony for the Sheep.* You can also have students do the Sequence Activity.
6. Have students complete the That Reminds Me Of... handout as a class or independently. If students are to complete the handout independently, model how to use it by pointing out something that the author said and telling them what it reminds you of.
7. Discuss how Charlie got his new cloak. Encourage your students to talk about getting a new coat. (This could be another Think-Pair-Share activity.) Have students complete the My New Coat worksheet by writing about how they would get a new coat. There are two versions of this handout, so you can choose the version that is appropriate for your class.

SESSION 2

- Gather the students in their usual spots for read-alouds and introduce *A Symphony for the Sheep*. Tell them that it is by C.M. Millen and illustrated by Mary Azarian, who won the Caldecott Medal for *Snowflake Bentley*.
- Activate students' prior knowledge (from Session 1) about sheep, natural resources, and producers.
- Tell students that the setting of this story is Ireland and locate Ireland on a map or globe.
- Remind students to listen for examples of natural resources and producers in *A Symphony for the Sheep,* and then read the book aloud.
- After reading the book, ask students to identify the natural resource and producer in the story using the Think-Pair-Share model (natural resource = sheep; producers = shearer, spinner, weaver, knitter).
- Discuss the sequence of the story. Outline the order using the Sequence Chart graphic organizer. This can be a whole-class, small-group, or individual activity. Save the chart to compare to *Charlie Needs a Cloak.*
- Have students complete the That Reminds Me Of... handout as a class or independently. If students are to complete it independently, model how to use the sheet.
- If you have created a vocabulary chart, discuss the words in *A Symphony for the Sheep* that relate to *natural resources* and *producers* as economic concepts. These might include *sheep, knitter, spinner,* and *shearer*. Have your students (individually or in small groups) make an illustration for each one.

SESSION 3

- Show the Sheep Shearing in Vermont online video so students can see how shearing is done.
    - http://www.scenesofvermont.com/strollingheifers/sheep_shearing.html
- Discuss the video, reviewing the natural resources and producers. Relate the video to each read-aloud. You might ask the following questions:
    - Did Charlie shear his sheep the way the man did in the video?
    - Based on what you learned in the books, what will happen to the wool after the sheep is shorn?
    - What did Charlie make with his wool? What are some of the woolen things people made in *A Symphony for the Sheep*?
    - What do you have at home that is made of wool?
    - What do you wear that is made of wool?
- Review the sequence charts the class made when discussing *Charlie Needs a Cloak* and *A Symphony for the Sheep*. Use them to compare the two books and complete a Venn diagram. Prompt students to identify similarities and differences between the two books.
- Using the completed That Reminds Me Of... sheets about the books, conduct a class discussion asking students what each book makes them think about in their lives. You could begin the discussion by noting something that one of the books reminded you of. Then you could continue by asking your students if there was something in each book that reminded them of something similar in their lives.

Extensions:

- Visit a farm or go to the Common Ground Fair to watch sheep shearing in person.
- Read aloud *A Goat in a Rug* by Charles L. Blood (Aladdin, 1976). In this book, a goat tells the story of how a rug is made from her goat hair.

Student Assessment/Reflections

- Have students refer to the That Reminds Me Of... sheets for each book and complete the writing assignment My New Coat using the version of this activity that you find appropriate for them.

- Assess students' understanding of the way economic concepts relate to their lives, their writing in relation to the standards established for your grade, and their use of the economic terms and new vocabulary from the read-alouds.

- Assess how well students were able to complete the Venn diagram. Were they able to see similarities and differences between *Charlie Needs a Cloak* and *A Symphony for the Sheep*? Did they use the information from the sequence charts?

- Assess how well students were able to identify the economic concepts at the end of Sessions 1 and 2. Were they able to correctly identify the natural resources and producers? Were they able to relate these to their own lives?

- Access flashcards, word search, and concentration games found at http://www.quia.com/jg/1047933.html

Notes:

CONTENT AREA: **Social Studies**		STANDARD/STRAND: **Economics**	
LEVEL: **2**		MEASUREMENT TOPIC: **Functional Economics**	
4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:*
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understands how entrepreneurs and other producers of goods and services respond to consumers' wants and needs Understands the concepts of policy & practice relating to global interdependence among producers of goods and services	*Taxonomy Level* *COMPREHENSION* *(integrating)* *(symbolizing)*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Describe the relationship between entrepreneurs and other producers of goods and services and how they respond to consumers' wants and needs. Describe how policy and practice may differ among producers of goods and services globally.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows the terms: entrepreneur, consumer, supply and demand, global interdependence	*Taxonomy Level* *Retrieval*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* *Define* entrepreneur, consumer, supply and demand, global interdependence
1.0	*With help.....has the 2.0 content*		
0.0	*Even with help.....does not have the 2.0 content*		N/A

Name _____ Date _____

Houghton Mifflin English

Sequence Chart

List steps or events in time order.

Topic
First
Next
Next
Next
Next
Next
Next
Last

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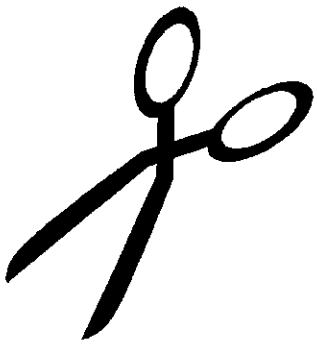
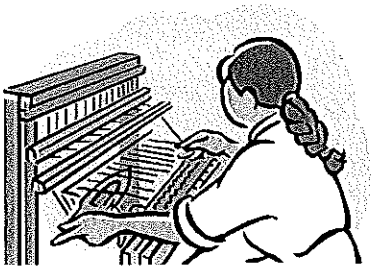
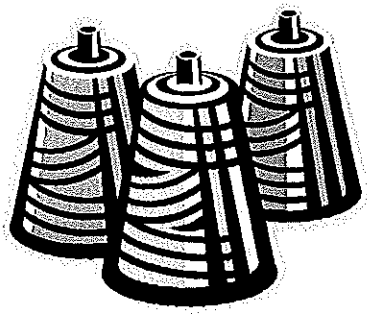
Sequence Activity

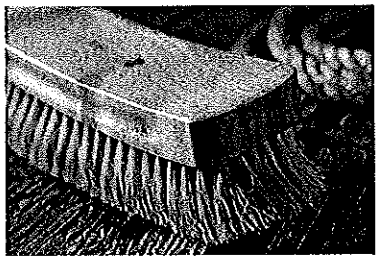
for *Charlie Needs a Cloak* by Tomie dePaola

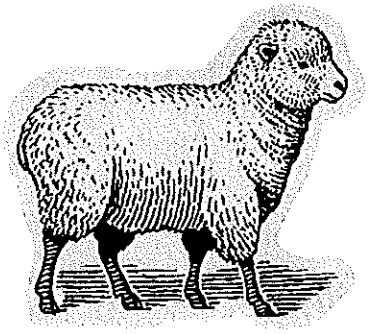
Directions: Cut out the pictures and arrange them in the order in which Charlie made his cloak.

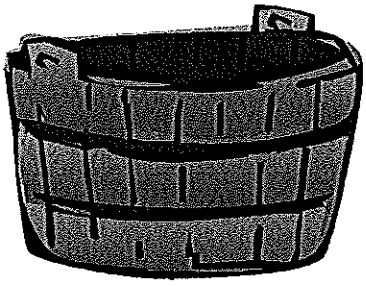












read·write·think
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Name: _____ Date: _____

That Reminds Me Of...

Title: _____

How does this book remind me of something I know about the world around me?

The author said:	That reminds me of...

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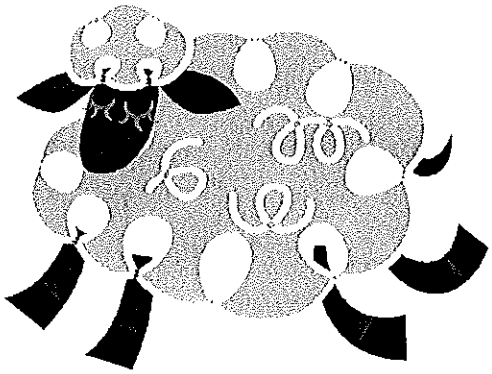
Name: _____ Date: _____

My New Coat



Charlie got a new cloak by shearing the sheep to get the wool and making it himself. How would you get a new coat?

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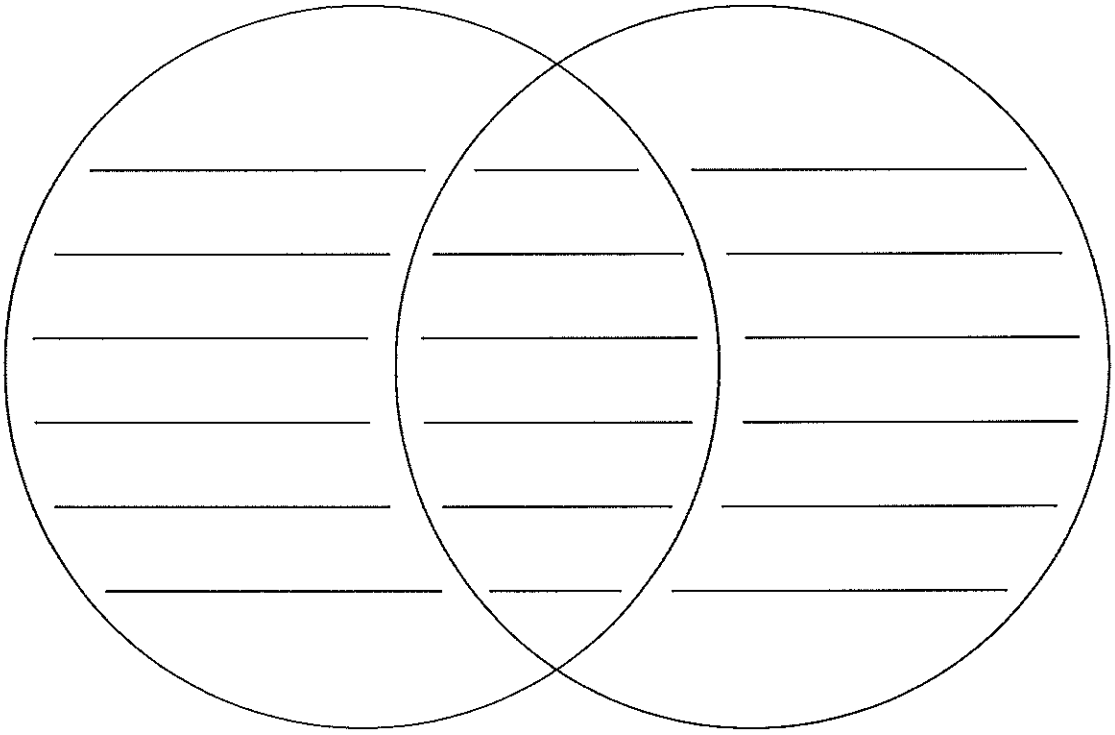
Name: _____ Date: _____

Venn Diagram

Directions: Write details that tell how the subjects are different in the outer circles. Write details that tell how the subjects are the same where the circles overlap.



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Lesson/Learning Plan

Science

Grade Level 3-5
Life Science – Environmental Science

Learning Activities: Overview of Plan

This lesson introduces 3-5 grade students to a study of the tropical rainforest. Prereading activities, which allow students to access and build upon prior knowledge, include listening to sound effects of the rainforest, writing, and drawing. During reading, students use simple note-taking strategies, vary the reading structures, find patterns in text structure, and learn vocabulary in context. During postreading activities, students demonstrate synthesis of the text by writing efferent and affective responses to the text.

Students will be able to:

Brainstorm a list of words associated with the rainforest

Draw and describe a picture representing their concept of the rainforest

Work together in groups to brainstorm a list of facts about the rainforest

Understand ways in which organisms interact within the rainforest

Know the terms predator, prey, mutualism, parasitism, commensalism

Resources and Preparation:

- One copy of *Welcome to the Green House* by Jane Yolen for every 4 students
- Chart paper
- Crayons and pencils
- Markers to write on chart paper
- Wall map or globe
- Writing and drawing paper
- Assessment rubric

Rainforest sounds:
http://schools.rainforestsos.org/free-resources/rainforest-multimedia/rainforest-sounds

SESSION 1

Gather students in groups of four.

Tell students that they are beginning a study of the rainforest and that you would like them to think about and share information and ideas they already have about the rainforest.

Ask students to take out a sheet of paper and a pencil. While playing the sounds of rainforest (refer to link) instruct students to list words that they associate with the rainforest.

Play the tape of sound effects for 3-5 minutes.

Ask students to share their lists with their group. Allow 5-10 minutes for small group sharing.

Ask for a volunteer from one group to share the group's list of words. Record the responses on chart paper. Seek volunteers from the other groups to contribute words that have not yet been recorded.

Ask students to focus on a few of the words that they can "see" in their mind. Then ask students, "What does the rainforest look like in your mind?"

Have students draw a picture of what the rainforest looks like to them. On the drawing they should write a one- to two-sentence description of the picture.

SESSION 2

Gather students in their groups of four.

Briefly review the students' list of words from the first session, and drawings and list of facts from the second session.

Introduce students to the text, *Welcome to the Green House* by Jane Yolen. Ask students to gather a notebook and pencil, and then come forward to sit on the floor near you.

Using a wall map or globe, show students where tropical rainforests are located.

Direct students to listen to the text as you read and take notes on new vocabulary words and facts given in the text. Read the text aloud.

Begin a class discussion of new words identified in the text. Record these words in a different color marker on a new piece of chart paper. Discuss and clarify the meaning of the words.

Ask students to return to their group seating. Distribute one copy of the text *Welcome to the Green House* to each group. Have groups discuss the new facts presented in the text. They may use the text to refer to and clarify facts.

Distribute drawing paper and crayons. Students will begin new drawings of the rainforest that incorporate the new facts that they have learned from the text. A one- to two-sentence description should be written on the drawing. These sentences should not be copied from the text, but written using students' words.

SESSION 3

Post the list of words, list of facts, and student drawings from before and during reading in a location for everyone to view.

Distribute a copy of the text to each group.

Review the list of words from before and during the reading.

Review the list of facts and drawings from before and during the reading.

Explain to students that there are different ways they could tell someone about the information and ideas learned through reading *Welcome to the Green House.* Their next assignment is to think about two or three interesting ideas that they would like to write about.

Students can choose to write letters to friends or relatives, or descriptive paragraphs or poems about the rainforest. Ideas should be presented through the use of vocabulary in context and facts based on information gained from the text *Welcome to the Greenhouse* and the website used during the lesson.

Play the sound effect tape while students write.

Extensions:
Many website are available for extending understanding of the rainforest, for example:

http://environment.nationalgeographic.com/environment/photos/rainforest-tropical-wildlife.html

http://environment.nationalgeographic.com/environment/photos/rainforests-temperate.html

http://www.enchantedlearning.com/subjects/rainforest/

http://www.mbgnet.net/sets/rforest/index.htm

http://www.ran.org/

http://www.worldwildlife.org

http://passporttoknowledge.com/rainforest/main.html

Student Assessment/Reflections

- Check for completeness of tasks (drawings and descriptions).
- Check to make sure that everyone participated in collecting facts and sharing with the class.
- Evaluate fluency by listening to students read aloud in their groups.
- Use the rubric to assess the writing portion.

Notes:

CONTENT AREA: **Science** STANDARD/STRAND: **Life Science**

LEVEL: **3** MEASUREMENT TOPIC: **Environmental Science**

4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level* ***ANALYSIS*** ***Specifying***	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:* Predict what would happen to an environment when an invasive species is introduced. Explain how it effects the interactions of the existing species.
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Understand ways in which organisms interact within an ecosystem (competition for resources, predator/prey, mutualism, parasitism, commensalism etc.).	*Taxonomy Level* ***COMPREHENSION*** ***Integrating***	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* Create your own environment, animals and plants. Describe how they interact and identify the type of interaction.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Knows Terms: Predator, prey, mutualism, parasitism, commensalism, symbiosis	*Taxonomy Level* ***RETRIEVAL*** ***Recalling***	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Define and give an example of the terms: Predator, prey, mutualism, parasitism, commensalism, symbiosis
1.0	*With help.....has the 2.0 content*		N/A
0.0	*Even with help.....does not have the 2.0 content*		N/A

Teaching Science through Picture Books:
A Rainforest Lesson

Name: _____ Date _____

	None 0	Little 1	Some 2	Adequate 3	Effective 4
Focus					
Ideas/Concepts					
Details					
Word Choice (Vocabulary)					

Lesson/Learning Plan

Science

Grade Level K-2
Nature of Science – Scientific Inquiry

Learning Activities: Overview of Plan
Describe how organisms change during their lifetime.

Students will be able to:

- observe and write about their observations in a science field journal.
- pay attention to detail in all types of observations.
- formulate questions that could be researched or that could lead to investigations.
- seek out answers to those questions through observation, exploration, and research.
- record and share information learned.

Resources and Preparation:

- Books about gardening
- Science field journals
- Writing and drawing materials
- Location for a class garden or containers for container gardening
- Chart paper
- Gardening tools, such as shovels, hoes, seeds, and watering cans
- Measuring supplies and magnifying glasses
- Camera (optional)

SESSION 1

1. Share a selection from the booklist to introduce students to the topic of gardening.

2. After reading the book, invite students to brainstorm things that they observed about gardening in the reading.

3. Collect their responses on the board or on chart paper.

4. Working from the ideas that students have shared, explain that the class will cultivate a class garden, windowsill garden, or individual container garden.

5. Provide time for students to browse books on their own.

6. Introduce the idea of science field journals to the students.

    - Ask students to share what they already know about writing notebooks, reader response journals, math journals, and diaries.

    - In science field journals, students can also draw or write what they already know about the area of study. In addition, students can list questions they may encounter. They can also collect artifacts from what they are studying.

    - In their science field journals, students will be documenting their garden, from beginning to end.

7. As a class, brainstorm plans for your garden.

8. Invite the students to write their answers in their science field journals.

9. As a class, draw out the garden on the board or on chart paper. Students can include this drawing in their journals as well.

SESSION 2

1. Once you have decided on the location for the garden and collected the materials, begin planting the items.

2. Together, read the back of the seed packets for instructions, or read any directions on potted plants.

3. When students are done planting, they should record the day's activities in their science field journal. You can ask students to write freely in the journals as an open-ended writing assignment, or you can ask them to respond to the prompt "Describe how and where you planted your seed. Add an illustration of the seed."

4. At the end of every session, invite several students to share what they have documented and recorded in their science field journals.

ADDITIONAL OBSERVATION SESSIONS AS NEEDED

1. Before the seeds begin to grow, invite the students to make predictions by responding to questions such as the following:
    a. What will happen to the seed?
    b. What is the first thing we will see?
    c. How tall will the plant grow to be?
    d. What colors will we see?
    e. What if the plant doesn't grow?

2. Once the plants have sprouted, students can use their science field journals to try the following projects:
    a. Draw what the plants look like as they sprout.
    b. Record daily observations, measurements, and comparisons of plants grown under different light conditions.
    c. Measure the plants and record their data, perhaps using a class growth chart on the wall.
    d. Write about the rates at which the different plants grew and why think they think the growth happened at the pace that it did.
    e. Compare the young plants with the mature plant pictures-students can write or draw.
    f. Write about a change they noticed in the garden since the last time they observed.

3. As questions arise from the observations and experiments, use them as teachable moments by finding the answers together.

Extensions:

As a culminating activity, students can have a party and serve mature plants of the ones they are growing in their gardens, or if non-edible plants and flowers were grown, they can give them away as gifts to organizations such as nursing homes.

Student Assessment/Reflections:

Students' engagement in these inquiry-based observations will be documented in their observation journal entries, class discussion, and their engagement in additional research in books and other nonfiction resources. A basic checklist of questions can focus assessment of the activity:

- Do students look closely at the garden, plants and flowers? Are they making meaningful observations?
- Do students write notes about what they see (make factual observations)?
- Do students share and present their observations to the class?
- Do students engage in discussion of the observer's entries?
- Do students question the facts of their observations and explore the possible conclusions they lead to?
- Do students consult other nonfiction resources for additional information about their research? How do they work with these resources?

Notes:

CONTENT AREA: **Science** STANDARD/STRAND: **Nature of Science**

LEVEL: **1** MEASUREMENT TOPIC: **Scientific Inquiry**

4.0	*In addition to the 3.0 knowledge, infers or applies beyond what was taught*	*Taxonomy Level* *KNOWLEDGE UTILIZATION* *Decision-making*	4.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:* The student can evaluate other student's questions.
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* Is skilled at generating questions about the physical world.	*Taxonomy Level* *RETRIEVAL* *Executing* *COMPREHENSION*	3.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:* When asked, the student can observe something and develop questions about it. The question generated by the student helps other students better understand the item being observed.
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* The student is skilled at making observations about the physical world.	*Taxonomy Level* *RETRIEVAL* *Executing*	2.0 ASSESSMENT ITEMS: *As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:* Student is able to make a list of his/her observations.

Personal Learning Plan: Goals
Cornville Regional Charter School
2012-2013

Name: _____ Date:_____ Age: _____ Teacher's name: _____

Student will demonstrate proficiency within the selected topics for each content area. This working document will be created collaboratively between the student and his/her teacher.

Content area goals: Language arts

Performance score (0-4)	Topic	Level	Notes/steps

Subject area goals: Mathematics

Performance score (0-4)	Topic	Level	Notes/steps

Personal Learning Plan: Goals
Cornville Regional Charter School
2012-2013

Student will develop study habits and strengthen social skills through curricular projects and extra-curricular work.

Study skills goals
(Research, technology, homework, decision making, problem solving skills)

Topic	Goal	Steps to achievement

Social skills goals
(Participation, leadership, initiative, confidence, enthusiasm, independence)

Topic	Goal	Steps to achievement

Citizenship goals
(Respect, cooperation, teamwork, commitment)

Topic	Goal	Steps to achievement

Personal Learning Plan: Achievement Report
Cornville Regional Charter School
2012-2013

Name: _____ Date:_____ Age: _____ Teacher's name: _____

Student has demonstrated proficiency within the selected topics for each content area. This report shows progress for each of the goals established earlier in the school year. This document will be discussed with the student and his/her family, and signed by all parties.

Content area: Language Arts

Score	Level	Topic	Assessed by	Notes

Content area: Mathematics

Score	Level	Topic	Assessed by	Notes

_____:Student _____:Parent
_____:Teacher

Personal Learning Plan: Achievement Report
Cornville Regional Charter School
2012-2013

Study Skills

Topic	Goal	Assessed by	Notes

Social Skills

Topic	Goal	Assessed by	Notes

Citizenship Skills

Topic	Goal	Assessed by	Notes

_____:Student _____:Parent
_____:Teacher

Full Name of Child

_____

Date of Birth_____

Gender ○ Male ○ Female

Current Grade_____

Grade at Enrollment Fall, 2012_____

Current School_____

_____

District of Residence_____

_____

_____

Student areas of interest and ability_____

_____

_____

Is there anything you would like us to know about your child?_____

_____

_____

_____

Parent/Guardian Signature

Please mail this form to

Cornville Regional Charter School
1192 West Ridge Road
Cornville, ME 04976

All names and addresses on this form will remain confidential.

WHAT IS A PUBLIC CHARTER SCHOOL?

Maine's traditional education system has limited the choices of parents. In most Maine towns, children are assigned to a school based on where they live, whether or not the school is able to address the child's individual needs, learning style or philosophy of education. A public charter school is created when parents, teachers, and community members believe there is a need for a new and different public education option. Students attending charter schools are expected to master the same academic standards as all other students attending public schools in Maine.

CORNVILLE REGIONAL CHARTER SCHOOL IS:

- Free to all students (K-8)
- Open to all students who wish to attend the school, unless the grade level is overenrolled
- Not religiously affiliated
- Held strictly accountable for the success of their students
- Overseen by a state-approved charter authorizing agency
- Able to offer transportation for most students, depending on their location
- Accountable through state-wide assessments
- A small school promoting close parent and community involvement in the education of children
- A new educational option

The mission of the

Cornville Regional Charter School

is to create a safe, respectful, nurturing, and active learning community where every child is given the opportunity to thrive academically, to be accepted, to celebrate accomplishments, and to develop a lifetime love of learning.

CRCS will be a place where everyone has something to learn and something to teach.

WHAT MAKES CORNVILLE REGIONAL CHARTER SCHOOL DIFFERENT?

Project-based Learning

Students will be engaged in real-world problem-solving with practical applications. Students will pursue important solutions in small collaborative groups, developing competency, self-confidence, and depth of understanding.

Place-based Learning and Community Involvement

A connection to the local community increases the students' sense of belonging and citizenship. CRCS will welcome community members into the classrooms for better learning opportunities such as reading with students or working with local farmers. Learning will involve taking students out of the classroom and into their community and natural environment.

Rural Arts

Students will learn practical skills such as cooking, gardening, cider pressed, sugaring, winter tracking, pruning, weaving, knitting, quilting, and woodworking.

Social Curriculum

Students will be exposed to a daily routine that will build our community, create a positive climate for learning, and reinforce academic and social skills. Teachers will take the time to allow students to resolve conflict on their own and take responsibility for their learning.

LONGER SCHOOL DAY AND CREATIVE SCHEDULING

Uninterrupted literacy and math instruction will be taught within grade levels, with core learning instruction in social studies and science being offered across the grade levels as appropriate. Regularly scheduled assemblies will offer opportunities to showcase talents. Student Interest Groups will form at the end of the day, tapping into the passions and interests of both students and teachers. CRCS will survey students, teachers, and parents to develop activities that match student interest and maximize the resources available at the school.

Sample Schedule

8:00-8:30	Morning meeting/Sharing
8:30-9:30	Math
9:30-10:00	Recess - Structured Daily Fitness Activity
10:00-12:00	Literacy
12:00-1:00	Lunch and Recess - Free Play
1:00-2:45	Core Learning
2:45-3:30	Student Interest Groups

This schedule also allows for 60 minutes of recess each day. CRCS strongly believes that children learn and practice many basic social skills through play. They develop a sense of self, learn to interact with other children and learn how to make and keep friends. Learning to play is learning how to make friends and learning how to relate to others.

CORNVILLE REGIONAL CHARTER SCHOOL

~Letter of Intent to Enroll~

This **CONFIDENTIAL** Letter of Intent is used to demonstrate interest in having your child attend CRCS, a proposed K-8 public charter school for the 2012-2013 school year.

This letter does not guarantee my child's enrollment in this school, nor does it legally bind me to enroll my child. In the event that more students desire enrollment than there are spaces, selection will be made by lottery.

Date____/____/____

Name of Parent/Guardian

_____

Home Phone (___)_____

Cell Phone (___)_____

Email Address

_____

_____

Student's Home Address

_____

_____

_____

Student's Mailing Address

_____

_____

_____

Appendix F Documentation of Intent to Enroll

Child's name	Grade for fall 2012	Town of Residence
Christopher	6	Cornville
Cassondra	6	Cornville
Adelle	6	Cornville
Aiden	3	Cornville
Kelly	1	Skowhegan
MaKenzie	4	Skowhegan
Mario	1	East Madison
Lucy	k	Athen/Norridgewock
Herrera	3	Madison
Avery	1	Skowhegan
Natasha	1	Skowhegan
Joshua	2	Skowhegan
Bailey	7	Skowhegan
Jeramiah	2	Skowhegan
Alexzander	1	Skowhegan
Caleb	K	Cornville
Barrett	1	Skowhegan
Heron	3	Cornville
Chase	4	Cornville
Trent	2	Madison
Emma	2	Cornville
Christopher	K	Cornville
Skyla	2	Fairfield
Annie	6	Cornville
Malcolm	6	Skowhegan
Jacob	3	Skowhegan
Ryan	3	Skowhegan
Daytona	8	Skowhegan
Robert	K	Skowhegan
Richard	3	Skowhegan
Ashton	6	Skowhegan
Kaitlyn	5	Skowhegan
Courtney	5	Skowhegan
Dorothy	K	Skowhegan

Alexis	1	Cornville
Zackary	3	Cornville
Gabriel	4	Canaan
Garrett	3	Canaan
Jordon	5	Skowhegan
Mahala	3	Cornville
Maiani	4	Cornville
Stephanie	5	Skowhegan

Appendix G Catchment Area Grade Level Enrollment

The following table indicates the current enrollment numbers within Cornville Regional Charter School's catchment area as of May, 2012.

Grade	RSU #54	RSU #54 Homeschooled	RSU #59
K	212	1	66
1	201	4	74
2	162	3	56
3	190	4	68
4	209	6	65
5	209	8	71
6	195	7	67
7	187	4	76
8	216	13	81

Principal Leadership Performance Review:

The process of reviewing the performance of the principal is an important tool in the improvement of Cornville Regional Charter School. It defines expectations, enhances communication, prioritizes goals and encourages the Board to focus their attention on the principal's role in improving achievement for all students. Research is very clear that the quality of leadership in a building has a direct correlation to positive relationships and the achievement levels of all learners

A fair evaluation a process is predicated on a spirit of providing feedback for growth of the administrator. The evaluation processes must consider the needs of the whole professional and be oriented toward continuous improvement. An evaluation is a process, not a once a year conversation, and must be connected to Comprehensive School Improvement plans. The goals the principal presents to the Board will demonstrate multiple indicators for all types of student growth must reflect the best interest of the students he or she serves and the community's highest hope for their school.

Timelines for Principal Leadership Performance Review

Suggested Timeline	**Action**
August	Principal and Board clarify vision, mission and goals. These goals should be measurable and attainable. Principal documents his/her goals and submits them to the Board to place in the principal's personnel folder.
October/December/March	Principal and Board discuss progress reports regarding leadership goals.
April	Principal completes a self-assessment of performance on the leadership standards and criteria. Documents and data used to support the measurable outcomes are prepared and presented to the Board
May	The official performance review document is shared, clarified and discussed with the principal. Changes may be made as a result of the discussions. Remediation Targets (if any) will be included as a part of the final document(s) as a confidential, personnel record. A copy of the final written performance review form is placed in the principal's personnel folder.

Cornville Regional Charter School
Principal Performance Review Form

Principal:
Evaluation Period:
Board members:

STANDARD #1: A principal is an educational leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)

The principal
a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
b. Uses research and/or best practices in improving the educational program.
c. Articulates and promotes high expectations for teaching and learning.
d. Aligns and implements the educational programs, plans, actions, and resources with the school's vision
and goals.
e. Provides leadership for major initiatives and change efforts.
f. Communicates effectively to various stakeholders regarding progress with school improvement plan
goals.

Evidence:
Reflection:
__Meets the standard ___ Does not meet the standard

STANDARD #2: A principal is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)

The principal

a. Provides leadership for assessing, developing and improving climate and culture.
b. Systematically and fairly recognizes and celebrates accomplishments of staff and students.
c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.
d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment.
e. Evaluates staff and provides ongoing coaching for improvement.
f. Ensures staff members have professional development that directly enhances their performance and improves student learning.
g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.
h. Promotes collaboration with all stakeholders.
i. Is easily accessible and approachable to all stakeholders.
j. Is highly visible and engaged in the school community.
k. Articulates the desired school culture and shows evidence about how it is reinforced.

Evidence:
Reflection:
__Meets the standard ___ Does not meet the standard

STANDARD #3: A principal is an educational leader who promotes the success of all students by
ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)

The principal
a. Complies with state and federal mandates and Board policies.
b. Recruits, selects, inducts, and retains staff to support quality instruction.
c. Addresses current and potential issues in a timely manner.
d. Manages fiscal and physical resources responsibly, efficiently and effectively.
e. Protects instructional time by designing and managing operational procedures to maximize learning.
f. Communicates effectively with both internal and external audiences about the operations of the school.

Evidence:
Reflection:
__Meets the standard ___ Does not meet the standard

STANDARD #4: A principal is an educational leader who promotes the success of all students by
collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)

The principal
a. Engages family and community by promoting shared responsibility for student learning and support of
the education system.
b. Promotes and supports a structure for family and community involvement in the educational system.
c. Facilitates the connections of students and families to the health and social services that support a focus on learning.
d. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.

Evidence:
Reflection:
__Meets the standard ____ Does not meet the standard

STANDARD #5: A principal is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)

The principal
a. Demonstrates ethical and professional behavior.
b. Demonstrates values, beliefs and attitudes that inspire others to higher levels of performance.
c. Fosters and maintains caring professional relationships with staff.
d. Demonstrates appreciation for and sensitivity to diversity in the school community.
e. Is respectful of divergent opinions.

Evidence:
Reflection:
__Meets the standard ___ Does not meet the standard

STANDARD #6: A principal is an educational leader who promotes the success of all students by
understanding the profile of the community and, responding to, and influencing the larger political, social, economic, legal and cultural context. (Societal Context)

The principal
a. Collaborates with service providers and other decision-makers to improve teaching and learning.
b. Advocates for the welfare of all members of the learning community.
c. Designs and implements appropriate strategies to reach desired goals.

Evidence:
Reflection:
__Meets the standard ___ Does not meet the standard

Principal Performance Review Overview

Job Responsibilities	*Meet the standard*	*Does not meet standard*
1. Shared Vision		
2. Culture of Learning		
3. Management		
4. Family and Community		
5. Ethics		
6. Societal Context		

Significant Achievements:

Areas for Growth:

Principal Comments:

Board Comments:

Recommendation for Continuous Improvement

Principal's Signature: _____ Date: _____

Signature of Board Chair: _____ Date: _____