

DELAWARE DEPARTMENT OF EDUCATION

CHARTER SCHOOL APPLICATION FORM

First State Montessori Academy
Name of Proposed School

Victoria Hostin
Name of Contact Person

Victoria Hostin
Name of Co-Chair of the Board of Directors

28 West 3rd Street
Mailing Address of Contact Person

Oliver Yeh
Name of Co-Chair of the Board of Directors

New Castle DE 19720

September 2013
Proposed Opening Date

520-250-1897
Telephone Number of Contact Person

Kindergarten to Sixth Grade (K-6th)
Grades for School

302-656-1905
Fax Number of Contact Person

Vhostin73@yahoo.com
E-mail Address of Contact Person

First Year Enrollment 241
Total Number

K-6th
First Year Grade Span

Second Year Enrollment 276
Total Number

K-6th
Second Year Grade Span

Third Year Enrollment 312
Total Number

K-6th
Third Year Grade Span

Fourth Year Enrollment 325
Total Number

K-6th
Fourth Year Grade Span

Note: If this application is approved by the Department of Education and State Board of Education, with or without amendment, the final approved application and any amendments and conditions will serve as the approved Charter for the school. Once granted, a Charter cannot be modified without the approval of the Secretary of Education (see **14 Delaware Code, Section 511**).

First State Montessori Academy

Enrollment Breakdown by Grades

List the enrollment per grade for each of the first four years of school operation for a new Charter application or the proposed enrollment for a renewal or modification application beginning with the current year. Please indicate the school year (example 2011-2012) in each of the boxes below.

First Year Enrollment

Grade	Number
K	52
1 st	52
2 nd	39
3 rd	39
4 th	26
5 th	16
6 th	17
Total 1st Year Enrollment	241

Second Year Enrollment

Grade	Number
K	52
1 st	52
2 nd	52
3 rd	39
4 th	39
5 th	26
6 th	16
Total 2nd Year Enrollment	276

Third Year Enrollment

Grade	Number
K	52
1 st	52
2 nd	52
3 rd	52
4 th	39
5 th	39
6 th	26
Total 3rd Year Enrollment	312

Fourth Year Enrollment

Grade	Number
K	52
1 st	52
2 nd	52
3 rd	52
4 th	52
5 th	39
6 th	39
Total 4th Year Enrollment	325

First State Montessori Academy

Table of Contents

Narrative	5
Section 1. Applicant Qualifications	6
Section 2. Form of Organization	23
Section 3. Mission, Goals, and Educational Objectives	24
Section 4. Goals for Student Performance	29
Section 5. Evaluating Student Performance	38
Section 6. Educational Program	42
Section 7. Students with Special Needs	56
Section 8. Economic Viability	72
Section 9. Administrative and Financial Operations	86
Section 10. Insurance	99
Section 11. Student Discipline and Attendance	100
Section 12. Health and Safety	104
Section 13. Student and School Data	114
Section 14. Management Companies	115
Assurances	116
Board Signatures	120

First State Montessori Academy

Appended Items

Appendix A	Letters from Hockessin Montessori School's DIME program & Wilmington Montessori School's CMA
Appendix B	Letter from IRS confirming FSMA non-profit status
Appendix C	Letters of support Signatures of support Facebook "Likes" as of 12/21/11
Appendix D	FSMA Board, Advisory Council & Committees
Appendix E	Exclusive Representative letter from Emory Hill
Appendix F	FSMA Corporate Documents
Appendix G	Examples of Montessori Materials
Appendix H	Letter of intent to participate with the Science Coalition
Appendix I	Curriculum -- Separated in 9 Tabs
Tab "Science / Soc. Studies"	Integrated Science/Social Studies K-6 Curriculum Maps (the Montessori Cultural Curriculum)
Tab "ELA"	English Language Arts K-6 Curriculum Maps
Tab "Math"	Mathematics K-6 Curriculum Maps
Tab "Music"	Music Curriculum
Tab "Perf. Arts"	Dance & Theater Curriculum
Tab "Visual Arts"	Visual Arts Curriculum
Tab "PE"	Physical Education Curriculum
Tab "Health"	Health Curriculum
Tab "Library/Tech."	Library & Technology Curriculum
Appendix J	Technology Action Plan Computer Acceptable use Policy: Student Form Computer Acceptable use Policy: Parent Form
Appendix K	FSMA Organizational Chart
Appendix L	Budgets and Associated Financial Data
	1) Budget Narrative
	2) Income Statements
	3) State & Local Funds
	4) Federal Funds
	5) Other Funds
	6) Teacher Salaries & Class Sizes
	7) Staff Salaries & Health
	8) Years 1-4 State & Local Funding
	9) District Distribution of Montessori Students
Appendix M	FSMA Accounting Policies and Procedures Manual
Appendix N	FSMA Personnel & Finance Policies and Procedures Manual
Appendix O	FSMA Implementation Plan
Appendix P	Student Code of Conduct / Rights and Responsibilities Manual
Appendix Q	FSMA Health & Safety Manual

Narrative

As an introduction, describe the proposed Charter school in one page or less. Include the specific grades to be served, target population (if any), school size, location (i.e., name of city or county), founding group, school focus or special educational approach, and any other descriptive information (e.g., parental involvement) that will provide a context for the remaining narrative in this application. For renewals and modifications, please update this information if necessary. Otherwise, indicate that this information remains unchanged from your last application. If this is your first renewal or modification using the on line application, please supply this information in its most recent form from either your latest renewal, modification or original application. Please follow the same process for all of the sections of this application.

RESPONSE:

First State Montessori Academy, Inc. ("FSMA") hereby submits this application to form a public Montessori Charter school located in New Castle County, Delaware (the "school"). The school will utilize the proven methods and educational philosophy of Maria Montessori, methods which have successfully served students throughout the United States for over 60 years, and of Wilmington, Delaware for over 40. These methods are based on the scientific observation of children's learning processes and foster self-direction, creativity, confidence, problem-solving skills and sensitivity. FSMA projects an initial enrollment of 240 students from Kindergarten through 6th Grade.

This 2012 application marks the collaborative efforts of the Montessori community of Delaware interested in not only ensuring the preservation of Montessori learning in Delaware but providing choice and open access to the successes achieved through a Montessori curriculum. As a result of a meeting of several Heads of Schools, including participants from the Elementary Workshop Montessori School, Wilmington Montessori School, Hockessin Montessori School, and FSMA, a greater picture of Montessori in Delaware was formed: FSMA became a combined Charter school effort, Elementary Workshop is working with the Christina School District creating public school programming, Wilmington Montessori formed the Center for Montessori Advancement, and Hockessin is developing the Delaware Institute for Montessori Educators (DIME). This interconnected support system continually improves and refines Montessori education to the highest possible standards in Delaware. Appendix A includes a letter of support from both DIME and the CMA as well as a clarification of those respective organizations and the opportunities of support they could provide for FSMA.

The founders of FSMA (the "FSMA Founders") all have significant knowledge of and experience with Montessori education as parents, educators, and/or administrators and have seen first-hand the strength and success of quality Montessori programs. Thoughtfully, carefully, and methodically, the FSMA Board of Directors (the "FSMA Board") and its Advisors have created a refined model of this powerful methodology and, coupled with the promotion of a strong school community and opportunities for parental involvement, will provide New Castle County residents a new option in education.

Section 1

Applicant Qualifications

1. **Applicant Qualifications**

a. Describe the involvement of each of the Delaware certified teachers, parents, and community members who have participated in the preparation of the application and the development of the proposed school. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

FSMA formed in 2009 for the purpose of realizing Montessori public education in the state of Delaware. FSMA Board has been focused on realizing the goal of Montessori public education in the state of Delaware. As the Charter School Accountability Committee ("CSAC") is aware, FSMA submitted an application to form a Charter School in 2009. Since the CSAC's 2009 review of the FSMA application, and with the benefit of members of CSAC members' feedback and guidance throughout 2010 and 2011, the FSMA Board has:

- **Broadened FSMA's Reach in the Montessori Community** — The Montessori community in Delaware is primarily composed of the staff, administrators and families at approximately seven independent schools. This community finds common ground in a Delaware, non-profit SD1(c)(3) organization, the Montessori Teacher's Association of Delaware (MTAD), which FSMA was invited to join after two years of consensus-building. To that end, FSMA Board members participated in a MTAD retreat focused on the future of Montessori education in Delaware.
- **Expanded the FSMA Board & Advisory Council** — The FSMA Board and Advisory Council expanded to strengthen its collective knowledge, skills and abilities and to better represent the broader Montessori Community. With respect to the FSMA Board, Kerry Shweiki joined FSMA in the Fall of 2010 and brings her expertise in building PTOs as well as her experience as a registered nurse; Courtney Fox, a Delaware-certified teacher and recipient of the 2008 State Teacher of the Year award, brings her in-depth knowledge of making public schools successful; Oliver Yeh brings his business and writing expertise which have clarified FSMA's mission and vision into the text of FSMA's current application; Yvonne Nass brings her professional experience as a family counselor; and Sean Boyd brings his business and financial acumen to the FSMA Board in which he now serves as Treasurer. Additionally, to better reflect FSMA's immersion into the broader Montessori Community, FSMA expanded its Advisory Council to include representatives from interested Montessori schools in the Delaware. FSMA is aware that other parts of its community are interested in seeing Montessori public schools in Delaware; the expansion of its Board is the culmination of countless conversations, strategy sessions and thoughtful consideration. FSMA strongly believes that a unified, cohesive effort will produce the greatest results for both the children of Delaware and the Montessori community as a whole.
- **Partnered with the Center for Montessori Advancement (CMA) & Elementary Workshop (EW)** — The FSMA curriculum has been refined and clarified with the pro bono help of the CMA and EW. Linda Zankowsky and E. McCrae Harrison (Heads of those two schools, respectively) are members of the FSMA Advisory Council. Under their guidance and with the assistance of additional teachers both Montessori and DE certified professionals the FSMA curriculum has been elevated to a level of detail and clarification that far exceeds its 2010 submission.

- **Secured 501 C 3 Status** — To better facilitate the fundraising process, the FSMA Board worked with an outside attorney to submit an application to the IRS to establish not-for-profit status. On May 12, 2011 FSMA's application for tax-exempt status under section 501(c)(3) of the Internal Revenue Code was accepted. A copy of the letter from the IRS is included in Appendix B.
- **Visited Other Charter Schools** — In an effort to identify best practices in Charter school management, members of the FSMA Board have visited Montessori Charter schools in four states as well as Charter schools in Delaware. In particular, the President and Chief Financial Officer of the Charter School of Wilmington invited FSMA's Co-Chair and Treasurer to meet with them. The meeting provided FSMA with great insight and advice regarding financial modeling. In a separate meeting, the Business Manager of Kuumba Academy also provided great insight that helped shape portions of FSMA's application.
- **Garnered Community Support** — The FSMA model draws upon the support of parents and the larger community. The FSMA team has garnered community support by marketing FSMA's mission and goals. Among FSMA's specific efforts toward this end, FSMA has created a website (www.FirstStateMontessori.org) for people to learn more about FSMA, and FSMA has also established a Facebook Page to facilitate dialogue and communication with the public. In addition, FSMA manages an email-newsletter and has hosted two well-attended information sessions. These standing-room-only sessions were open to the public and offered a forum for community members to ask questions, express support and learn more about the FSMA mission and vision. In 2010, FSMA presented its prospective school to the 3rd and 4th district meetings in the Eastside Neighborhood as well as the Wilmington City Council's subcommittee on Education, Youth and Families chaired by Councilwoman Haniffa Shabazz. In a productive meeting with Mayor James Baker, Economic Development Director, Joe DiPinto and Real Estate and Housing Director, Tim Crawl-Bey FSMA talked through prospective locations for FSMA. Additionally, the FSMA Board has been gathering signatures of support from community members since November of 2010. The signatures collected are provided in Appendix C.

FSMA Background/Application Process

While the idea of a public Montessori option has been an undercurrent in the Delaware Montessori community for many years, the concept has come to life and taken shape through FSMA. The creation of FSMA and the drafting of its Charter application have occurred in a number of phases. Beginning in 2009, a group of interested parents, educators and community members (the "FSMA committee") began meeting and attending informational meetings in Dover. FSMA incorporated on November 30, 2009 at which time its Board and Advisory Council solidified. A graphic of the FSMA Board, Advisory Council and Board committees is included in this application as Appendix D.

The Delaware certified teachers who participated in the preparation of this application provided an understanding of Delaware state educational policies while the Montessori-certified teachers and administrators guided the application's teaching philosophy. The parents involved provided pertinent personal experience as well as vested interests in developing FSMA. Participating community members did so with an eye toward promoting civic wellness.

The Charter school application process was completed through committees. These committees were comprised of FSMA Board and Advisory Council members. The names of the committees

and the sections of the application they completed are as follows: Application Review (oversight); Finance and Administration (sections 1, 2, 8, 9, 10, 14); Curriculum (sections 4, 5, 6); Special Needs (sections 5, 7, 12, 13); Facilities and Logistics (sections 9, 12); Students (sections 11, 12, 13); Goals and Values (sections 3, 11); Marketing and Fundraising (establishing community support and a 501-c-3 status).

Committee assignments were based on the knowledge, skills and abilities of the individual members, relevant to the application. Collaboration across committees, as well as with Board and Advisory Council members was encouraged and regular reviews of the process effected.

A list of committees and their respective members follows. Brief biographies are included to illuminate committee assignments and their respective members' knowledge, skills, and abilities. More detailed biographies with educational background and past experiences are provided in the answer to question E of this section.

Application Review Committee — This group met regularly during the application process to ensure that each section accurately reflected the mission and vision of FSMA:

- Sean Boyd Community member, former school teacher, business strategist with extensive expertise in budgets and operations;
- Courtney Fox Parent of current Montessori students, Delaware Teacher of the Year, current first grade teacher at Mount Pleasant Elementary School;
- Victoria Hostin Parent of current Montessori students, current Montessori school administrator in marketing and development;
- Katie McCormick, Esq. Parent of current Montessori students, former Board member of private Montessori school, Delaware attorney;
- Laura Messinger Community member, experience in public relations, and over 17 years as extended day director at a Montessori school;
- Oliver Yeh Former Wilmington Montessori School Board member, Montessori parent, and community member;
- E. McCrae Harrison, M.Ed. Current Montessori administrator with over 26 years experience, trained Montessori teacher at the 6-9 level, Delaware certified educator;
- Linda Zankowsky, Ed.D. Current Montessori school administrator, former public school teacher and principal of Townsend and Mount Pleasant Elementary Schools with 29 years of experience in education.

Finance & Administration Committee — This committee worked on Sections 1, 2, 8, 9, 10 and 14 of the Application:

- Victoria Hostin Parent of current Montessori students, current Montessori school administrator in marketing and development;
- Oliver Yeh Former Wilmington Montessori School Board member, Montessori parent, and community member;
- Courtney Fox Parent of current Montessori students, DE Teacher of the Year, current first grade teacher at Mount Pleasant Elementary School;
- Sean Boyd Community member, former school teacher, business strategist with extensive expertise in budgets and operations;
- Katie McCormick, Esq. Parent of current Montessori students, former Board member of private Montessori school, Delaware attorney;

First State Montessori Academy

- Crystal Lewis Parent of a former Montessori student who brings accounting, business management and human resources expertise;
- Kerry Shweiki Parent of current Montessori students, registered nurse and experience forming and running a PTO.

Curriculum Committee — This committee worked on Sections 4, 5, & 6 of the Application:

- Courtney Fox Parent of current Montessori students, DE Teacher of the Year, current first grade teacher at Mount Pleasant Elementary School;
- Faith McNamara, M.Ed. Delaware certified teacher with educational focus on special needs;
- Veena Rao Over 18 years of experience as a Montessori educator at the 3-6 level, recipient of 2008 Governor's Award for Excellence in Early Childhood Care and Education;
- Julie Noonan, BS Trained Montessori teacher at the 6-12 level with experience teaching at a public Charter Montessori school;
- E. McCrae Harrison, M.Ed. Current Montessori administrator with over 26 years experience, trained Montessori teacher at the 6-9 level, Delaware certified educator;
- Linda Zankowsky, Ed.D. Current Montessori school administrator, former public school teacher and principal of Townsend and Mount Pleasant Elementary Schools with 29 years of experience in education.
- Michelle Woods A trained Montessori teacher at the 9-12 level currently working toward her M.Ed. and Delaware State certification

Special Education Committee — This committee worked on Sections 5, 7, 12, and 13 of the Application:

- Faith McNamara, M.Ed.: Delaware certified teacher with educational focus on special needs;
- Katie McCormick, Esq.: Parent of current Montessori students, Delaware attorney;
- Kerry Shweiki: Parent of current Montessori students, registered nurse and experience forming and running a PTO.
- Yvonne Nass: Great grandparent of current Montessori student, currently a parent education consultant to parents and schools regarding behavior management, including Montessori schools.
- Linda Zankowsky, Ed.D.: Current Montessori school administrator, former public school teacher and principal of Townsend and Mount Pleasant Elementary Schools with 29 years of experience in education.

Facilities and Logistics Committee — This committee worked on Sections 9 and 12 of the Application:

- Victoria Hostin: Parent of current Montessori students, current Montessori school administrator in marketing and development;
- Sean Boyd: Community member, former school teacher, business strategist with extensive expertise in budgets and operations;
- Kerry Shweiki: Parent of current Montessori students, registered nurse and experience forming and running a PTO;

First State Montessori Academy

- Yvonne Nass: Great grandparent of current Montessori student, currently a parent education consultant to parents and schools regarding behavior management, including Montessori schools.
- Paul Bryant: Real estate agent. (NOTE: Mr. Bryant does not serve on the FSMA Board or Advisory Council, however, he is FSMA's exclusive agent for real estate matters. FSMA's letter of agreement with Mr. Bryant/Emory Hill is provided in Appendix E).

Students Committee — This committee worked on Sections 11, 12 and 13 of the Application:

- Courtney Fox: DE certified teacher, Parent of current Montessori students, DE Teacher of the Year, current first grade teacher at Mount Pleasant Elementary School;
- Yvonne Nass: Great grandparent of current Montessori student, currently a parent education consultant to parents and schools regarding behavior management, including Montessori schools.
- Veena Rao: Over 18 years of experience as a Montessori educator at the 3-6 level, recipient of 2008 Governor's Award for Excellence in Early Childhood Care and Education;
- Kerry Shweiki: Parent of current Montessori students, registered nurse and experience forming and running a PTO.
- E. McCrae Harrison, M.Ed.: Current Montessori administrator with over 26 years experience. Trained Montessori teacher at the 6-9 level. Delaware certified educator;
- Linda Zankowsky, Ed.D.: Current Montessori school administrator, former public school teacher and principal of Townsend and Mount Pleasant Elementary Schools with 29 years of experience in education.

Goals and Values Committee — This committee worked on the Introduction, Sections 3 and 11 of the Application:

- Victoria Hostin: Parent of current Montessori students, current Montessori school administrator in marketing and development;
- Oliver Yeh: Former Wilmington Montessori School Board member, Montessori parent, and community member;
- Laura Messinger: Community member, experience in public relations, and over 17 years as extended day director at a Montessori school;
- Katie McCormick, Esq.: Parent of current Montessori students, former educator of college-level students, Delaware attorney.
- E. McCrae Harrison, M.Ed.: Current Montessori administrator with over 26 years experience. Trained Montessori teacher at the 6-9 level. Delaware certified educator.

Marketing & Fundraising Committee — This committee worked on building community support and establishing 501-c-3 status, the goals of this committee are expected to shift upon approval of FSMA's Application:

- Victoria Hostin: Parent of current Montessori students, current Montessori school administrator in marketing and development;
- Oliver Yeh: Former Wilmington Montessori School Board member, Montessori parent, and community member;
- Katie McCormick, Esq.: Parent of current Montessori students, former educator of college-level students, Delaware attorney;

First State Montessori Academy

- Kerry Shweiki: Parent of current Montessori students, registered nurse and experience forming and running a PTO.

Head of School Committee — This committee is starting to identify prospective heads of school:

- Crystal Lewis: Parent of a former Montessori student who brings accounting, business management and human resources expertise;
- Courtney Fox: DE certified teacher, Parent of current Montessori students, DE Teacher of the Year, current first grade teacher at Mount Pleasant Elementary School;
- Linda Zankowsky, Ed.D.: Current Montessori school administrator, former public school teacher and principal of Townsend and Mount Pleasant Elementary Schools with 29 years of experience in education.

b. Describe how the group that participated in the development of the application came together and if there are any partnership arrangements with existing schools, educational programs, business, non-profit organizations, or any other entities or groups. If any consultants or contractors were enlisted to help prepare this application, identify them, describe their qualifications, and indicate the areas where they provided information and assistance. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

As described in response to Question 1a, public Montessori has been an undercurrent in the Delaware Montessori community for many years, and FSMA is but the most recent instantiation of that movement. The FSMA team hails primarily from a diversity of existing Montessori communities in the State of Delaware. The curriculum portion of this application was prepared with the pro bono consultation of two non-profit organizations the Center for Montessori Advancement at Wilmington Montessori ("CMA") and the Elementary Workshop ("EW"). Both of these organizations are represented on the FSMA Advisory Council: Linda Zankowsky and E. McCrae Harrison serve as heads of school for The Wilmington Montessori School and The Elementary Workshop Montessori School, respectively. Their specific roles/committee representation is delineated in the chart provided in Appendix D. Other Montessori schools and organizations have contributed to this project and are represented on FSMA's Advisory Council non-voting advisors to FSMA who enhance and supplement the knowledge and skills of the FSMA Board.

c. List the names, the places of residence, and the phone numbers of the founding Board of directors and indicate which members are teachers currently certified in Delaware, parents, and community members. Describe how the location of the founding group members is related to the proposed location of the Charter school. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

Victoria Hostin
28 West 3rd Street
New Castle, DE 19720
520-250-1897
Montessori parent and community member

First State Montessori Academy

Oliver Yeh
2438 West 18th Street
Wilmington, DE 19806
302-740-9492
Montessori parent and community member

Sean Boyd
2 Plum Alley
New Castle, DE 19720
302-383-4665
Business strategist, community member and parent

Courtney Fox
1209 Greenway Road
Wilmington, DE 19803
302-981-0491
DE certified teacher, current Montessori parent

Crystal Lewis
207 Suburban Drive
Elkton, MD 21921
410-620-1097
Former Montessori parent and community member

Katie McCormick
2 Plum Alley
New Castle, DE 19720
302-373-4069
Parent, community member and DE barred attorney

Laura Messinger
24 North Cliffe Dr,
Wilmington, DE 19809
302-792-1594
Community member, current director of a Montessori school after care program

Yvonne Nass
5702 Highland Court
Wilmington, DE 19802
302-762-0563
Great grandparent of a current Montessori student, parent educator and community member

Veena Rao
37 Withers Way
Hockessin, DE 19707
302-234-0280
Former Montessori parent, Montessori Teacher and community member

First State Montessori Academy

Kerry Shweiki
108 Kelly Drive
Chadds Ford, PA 19317
484-574-8699
Current Montessori parent, nurse, community member

FSMA will be located in New Castle County, Delaware and is presently undertaking a facilities search with the assistance of Paul Bryant of Emory Hill (see Appendix E). FSMA originally endeavored to identify a facility in the City of Wilmington, but expanded its geographic search when it became apparent that the exorbitant costs associated with renovating the facilities within the City limits are cost prohibitive.

d. Describe the plans for further recruitment of Board members of the school, especially teachers to be employed at the school and parents of students to be enrolled at the school. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

As set forth more fully in FSMA's bylaws, within the first year of operations of the school, the Board will reconstitute to be representative of the parent and teacher communities. The Board will actively recruit Board representation from those constituencies. Specific tactics for recruiting Board members from the FSMA community include 1) establishing a committee of the Board that is responsible for identifying new Board members, 2) assessing a prospective Board member's interest, 3) clearly communicating the responsibilities and expectations of Board members, and 4) inviting prospective Board members to open meetings.

Should FSMA be granted a Charter, the school will become an active participant in the Montessori Teachers' Association of Delaware (MTAD). While all Montessori schools in Delaware are separate entities, there is a cooperative spirit among Montessorians in the state. MTAD is a source for continuing education, collaboration among schools, and peer networking.

In addition, the FSMA Board recruited Kerry Shweiki based on her past experience with launching and managing a Parent Teacher Organization. Parent involvement is a tenet of the Montessori Method and the FSMA Board will therefore prioritize both the establishment of a PTO that has Board representation for both a parent and a teacher on the FSMA PTD.

e. Describe how the background of each member of the founding group makes him or her qualified to operate a Charter school and implement the proposed educational program. Describe how the Board of directors has and will maintain collective experience, or contractual access to such experience, in the following areas: (Renewal/Modifications provide original documentation and any changes)

- 1) Research-based curriculum and instructional strategies, to particularly include the curriculum and instructional strategies of the proposed educational program.*
- 2) Business management, including but not limited to accounting and finance.*
- 3) Personnel management.*
- 4) Diversity issues, including but not limited to outreach, student recruitment, and instruction.*

- 5) *At-risk populations and children with disabilities, including but not limited to students eligible for special education and related services.*
- 6) *School operations, including but not limited to facilities management.*

RESPONSE:

The talented, energetic and dedicated group of professionals, parents and community members that comprise the FSMA Board and the FSMA Advisory Council collectively have the experience in the six listed items above. Biographies of all the involved people are provided below; in some cases, individual Board members supply multiple relevant experience areas. The Board of Directors is committed to sustaining and building upon its collective experience to maintain its qualification to operate a Charter school. The following plan has been established to ensure that a broad range of knowledge, skills, and experience are maintained:

1. Create committees of the Board
2. Assign leadership to each committee
3. Require committee leaders to have their committees appropriately filled
4. Ask retiring Board members to nominate prospects who mirror their own knowledge, skills, and experience; when this is not possible, retiring Board members will be asked for recommendations of consultants with whom the Board can contract to fill any appreciable knowledge gaps upon the Board member's departure. A "Committee on Trustees" may be created for this specific task.
5. Prioritize Board assignments to correlate with any gaps in collective knowledge, skills, and experience.

BOARD MEMBER BIOS:

- **Victoria Hostin, FSMA Co-Chair** moved to Delaware in 2006 with her husband and two young children. Prior to moving to Delaware, she lived in Washington, DC where she worked at the Smithsonian Institution as a Development Officer. Additionally, she was the Public Relations and Event Manager at The Dumbarton House Museum where she focused on establishing collaborative relationships among small non-profit organizations in an effort to strengthen the collective arts community in Washington, DC. Since 2008 she has worked part-time handling marketing and development for the Elementary Workshop Montessori School, where her children attend school. In addition to her commitment and dedication to Montessori education, Ms. Hostin brings her experience in marketing, fundraising and structuring collaborations among non-profits to the FSMA Board. Ms. Hostin completed her MA in Arts Management from American University in Washington, DC; her thesis project focused on generating revenue and fundraising strategies for a small non-profit organization. She received a B.A. from Tulane University in New Orleans, LA.
- **Oliver Yeh, FSMA Co-Chair** was born in Minneapolis/St. Paul and has lived most of his life in Wilmington. In his early childhood, he attended public schools and was fortunate enough to experience desegregation. He graduated from Wilmington Friends School where he was a member of the 1984 State Championship football team. He later received an Economics degree from the University of Vermont. Mr. Yeh brings business skills based on his experiences working in the art world in New York City, Wall Street, and pharmaceutical companies. He is also an entrepreneur previously owning a digital media design agency catering to large and small businesses. Currently, he is editing his first novel as a full-time writer. In addition to his business, marketing and strategic

planning experience, Mr. Yeh also brings a love and dedication to Montessori education. His son Bruno attends Wilmington Montessori School where Mr. Yeh previously served on the school's Board of Directors and initiated one of the first full-service recycling programs in a Delaware school. He lives in Wilmington with his wife and son.

- **Sean Boyd, FSMA Treasurer** is the former Senior Vice President of Operations for Strategic Diagnostics, Inc. (SDI), a publicly-traded biotech corporation head-quartered in Newark, Delaware. In varying positions at SDI, and in his work in the biotech market prior to SDI, Mr. Boyd has broad experience in business and personnel management. In particular, his work at SDI focused heavily on creating, implementing and managing operational budgets for the companies multiple facilities and hundreds of staff members throughout the nation and in parts of Britain. He has been actively involved in development and marketing in these corporations, as well. Prior to entering the biotech market, Mr. Boyd was a science teacher in a small private school in San Diego, in which capacity he had extensive experience designing unique and challenging curriculum and was heavily involved in school fundraising. Mr. Boyd moved to Delaware in 2008. Since arriving in Delaware, Mr. Boyd has been an active supporter of Wilmington-based non-profits. He is the recipient of Bachelor degrees in education from Concordia College. Mr. Boyd has two children Emma (ages 17) and Peter (age 16); he is currently engaged and will soon be the step father to two Montessori-educated children, Fiona (age 7) and Avalin (age 5).
- **Courtney Fox, FSMA Secretary** has been a part of Delaware education her entire life. She attended schools in the Brandywine School District, attended college at the University of Delaware, attended graduate school at Wilmington University and is currently a teacher in the public school system. In 2008, she was named the Delaware Teacher of the Year. She has attained National Board Certification as an Early Childhood Generalist. Courtney is also a national consultant for the Northeast Foundation for Children and trains teachers all over the country in Responsive Classroom. Awards she has received include a National Endowment for the Humanities Picturing America Award, NEA Teaching Excellence Award, Secretary of Education Merit Award, Character in Education Promising Practices Award, and Superstars in Education Award. As a teacher, she incorporates many Montessori philosophies into her daily practice. Her greatest learning in this area has come from observing her own children who attend the Wilmington Montessori school. Currently, Courtney is pursuing a doctoral degree in Administrative Leadership. She serves on an Advisory Board for the Delaware Department of Education, is a Board member for the Delaware Teacher Center, writes blogs for Responsive Classroom, is being featured in an upcoming video on Creating Rules and Teaching Discipline, teaches first grade and tries to find moments every day to enjoy her three young boys. She has watched how the power of Montessori education has impacted them and believes that more children should have access to this powerful way of teaching and learning.
- **Crystal Lewis** moved to Delaware in 1986 to begin her accounting career at the Easter Seals Society of Del-Mar, where she was the Staff Accountant and Business Manager. In addition to full-cycle accounting responsibilities, she had the opportunity to work directly with adults and children with physical and cognitive disabilities. She joined MBNA America (now Bank of America) in 1990, where she has held various management positions within Finance, Risk and Human Resources. Crystal is currently a Senior Vice President responsible for Staffing at the bank where she has spent the last 15 years in Human Resources, primarily as a HR Manager. In this Staffing role, she has

worked with the both the Christiana School District and City of Wilmington to provide mentoring, job training and placement opportunities to at-risk youth through several partnership initiatives. Ms. Lewis' involvement with Montessori education began in 2001, when her son began attending the Elementary Workshop Montessori School and in 2005 she joined the EWMS board and served on the school's Diversity Committee. Ms. Lewis received a BS in Accounting from Wilmington University. She currently resides in Elkton, Maryland with her son.

- **Kathaleen McCormick, Esq.**, grew up in Smyrna, Delaware and graduated from Smyrna High School. She studied philosophy as an undergraduate at Harvard University, from where she graduated cum laude in 2001. She received her juris doctorate from Notre Dame Law in 2004. From 2004 through 2006, Ms. McCormick was a staff attorney with Delaware's Community Legal Aid Society, Inc., during which time she represented persons who are impoverished and victims of domestic violence. Ms. McCormick has experience as an educator. While at Notre Dame, she taught undergraduate philosophy and ethics courses, and subsequently taught human resources graduate classes as an adjunct professor at Wilmington College. Ms. McCormick is currently an attorney in the Corporate Counseling and Litigation Practice Section of the Wilmington-based law firm, Young Conaway Stargatt & Taylor, LLP. Her daughters, Fiona (age 7) and Avalin (age 5) attend the Elementary Workshop Montessori School.
- **Laura Messinger** has lived in Delaware with her husband Mel and 4 children since 1965. The Elementary Workshop Montessori School has employed her for the past 17 years as the Extended Day Director. She has also served as an EWMS Board member for four years. She is a nationally award-winning co-author of Keeping Healthy by Keeping Track, a guide to maintaining personal medical records. She has appeared on television and radio. Ms. Messinger has experience in public relations as a past Board member of the Delaware Vo-Tech School, and has served as President of the Organization for Rehabilitation through Training for 2 terms. Prior to her current employment, she was an on-site banker for the Vilsmeier Auction Company. Her accounts included DuPont Co., PECO, Salem Nuclear, ConEdison, and several other Fortune 500 companies. She earned a BS in Anthropology from the University of Delaware.
- **Yvonne Nass** is a Delaware Certified Parent Educator and Certified Adlerian Family Counselor who has developed and taught parent education curriculum to a diverse group of parents and caregivers for forty years. She is currently a self-employed parent education consultant teaching classes, facilitating workshops and counseling families individually. Prior to building her own business, Ms. Nass worked in the non-profit sector for twenty-five years. Ms. Nass brings a unique set of skills and perspective on education to the FSMA Board. As part of her career portfolio, she has developed and facilitated training workshops in classroom management for teachers including Montessori educators. Ms. Nass is the mother of three, stepmother of five, grandmother to twelve and now has guardianship of a great grandson who attends the Wilmington Montessori School.
- **Veena Rao** came to America from India after completing her B.A. and getting married to Dr. Nandan Rao. In 1984, she moved to Delaware from North Carolina when her husband was employed by the DuPont Company. Ms. Rao was researching schools to enroll her two children when she discovered the Elementary Workshop Montessori School. She fell in love with the school and was attracted to the Montessori method of teaching and their hands-on materials. She always was fascinated with the keen aptitude of children between the ages of 3-6 years to learn; fortunately there was an

opening for a teacher's assistant position at the school, which began her teaching career. After two years, Ms. Rao completed Montessori teacher training for 3-6 year olds at the New England Montessori Teacher Training Center in Massachusetts. Since then, she has been teaching at Elementary Workshop Montessori School as Head Teacher. She has also completed Dibels Essentials, Reading Assist, and "Yoga Kids" programs and "All Kinds of Minds" (Dr. Mel Levine) workshop. Her passion, dedication and superior ability in teaching were recently recognized when Ms. Rao received the 2008 Governor's Award for Excellence in Early Childhood Education & Care. She has risen to the top of her field and has tremendous ability to work with children in any forum. Along with teaching her own class, Ms. Rao helped advance the academic curriculum and year-long activities for 3-6 year olds at Elementary Workshop Montessori School. Most recently she led a training program for Head Start teachers that facilitated the introduction of Montessori principals into the Head Start curriculum. Ms. Rao brings her experience working with children, ability to develop curriculum and instructional strategies, and her in-depth knowledge of the Montessori Method to the FSMA Board.

- **Kerry H. Shweiki** brings many years experience in advocating and caring for children. Early in her career she worked as a registered nurse in the pediatric intensive care and pediatric cardiac care units at the Geisinger Medical Center in Pennsylvania. She expanded her professional career with her work in the pediatric shock trauma bay and emergency room. Her energy, commitment and skills brought her attention as a clinician as well as in addressing personnel management and patient advocacy issues in these high acuity environments. In furthering her passion in caring for children, she pursued an advanced practice degree in pediatric nursing. She graduated with honors from the University of Pennsylvania, critical care nurse practitioner program. Her discipline in pediatric care, especially in the complex environments noted, developed her skills in interacting with parents and other professionals regarding children's issues. Her training and practice in several urban environments, including Philadelphia, St. Louis, and Louisville, honed her skills in diversity issues. Kerry has four children representing an accumulated 17 child-years in the Montessori environment. Over this time, Kerry has posted hundreds of hours of volunteer work at several Montessori schools. Most recently she founded the parent teacher organization at the Elementary Workshop, Montessori school.

ADVISORY COUNCIL MEMBERS:

- **Raymond D. Armstrong** holds a Jurist Doctorate from Widener University School of Law and both a Bachelor of Arts in Political Science and History and Masters of Arts in Education from Delaware State University. Mr. Armstrong is license to practice New Jersey and Delaware. He currently serves as an assistant Public Defender with the Superior Court of Delaware specializing in Criminal Defense. Mr. Armstrong is also a senior associated in the Law Firm of Delcollo and Werb where he specializes in Real Estate, Personal Injury, Will, and General Practice. Mr. Armstrong, a former teacher, has a career including service as a Trainer or Training manager for J.P. Morgan and Mellon Bank; a Research Clerk for Bouchard, Friedlander, Moloney, Hess; Criminal Law experience with the Office of Public Defenders in the Court of Common Pleas and Family Court units; as well as an associate with the Law Firm of Marks, Fiener and Fridkin. Mr. Armstrong volunteers his service with the Delaware State Bar Association multi,

Dickerson Education Center, Elementary Workshop Montessori School, New Pentecostal United Holy Church, and former President of the Maurice J. Moyer Academy.

- **Vienna Broadbelt** is the Head of School at the Montessori Learning Centre. She is also a member of the Montessori Teachers Association of Delaware.
- **Emma Cooper** resides in Middletown, Delaware. She graduated from Aaron Copland School of Music with a BA in Music Education and then from Five Towns College with a MA degree in Jazz and Commercial arranging and composition. Mrs. Cooper holds teaching certifications in Delaware and New York. Mrs. Cooper's teaching experience ranges from infancy to 9th grade and encompasses public school, private and preschool.
- **E. McCrae Harrison, M.Ed.**, a life-long Delawarean, is a certified Montessori teacher (6 9 level) and holds a State of Delaware teaching certificate. After 19 years as a classroom teacher, Ms. Harrison became the director of the Elementary Workshop Montessori School, her current position. She holds an undergraduate degree from the University of Delaware and a Masters Degree in Education from Wilmington University (1998). Ms. Harrison is the Vice President of the Montessori Teachers Association of Delaware, an organization connecting Montessori schools, teachers, and parents in Delaware and surrounding areas. She is a member of the American Montessori Society's Commission on School Accreditation. She is a past Board member for ContactLifeline and is a decades-long volunteer listener for the organization with 3,000+ volunteer hours. Ms. Harrison lives in Wilmington.
- **Janette S. Henry, M.Ed., M.B.A** has more than twenty-two years experience in the world of education. Janette received her B.S. in Elementary and Early Childhood education from Millersville University and holds a State of Pennsylvania teaching certificate. Since entering the field of education she has gone on to receive her Masters Degree in Education with a specialty in Reading as well as a Masters Degree in Business Administration. Ms. Henry holds American Montessori Society Certifications in Early Childhood (ages 3-6 years), Elementary I (First through Third Grade), and Elementary II (Fourth through Sixth Grade) and was trained at the Infant/Toddler level. Ms. Henry spent the majority of her classroom teaching experience at the Elementary I level. She is currently the Head of School at The Hockessin Montessori School. In addition, Ms. Henry serves on the Board of the Montessori Teachers' Association of Delaware, has been an adjunct faculty member at Wilmington University and was the Director of the Montessori Institute for Teacher Education for many years. In 2009, Ms. Henry became the Director of the newly founded Delaware Institute for Montessori Education.
- **Marcus Henry, MPA** has more than ten years of public sector experience in program management, public policy and research. He also has more than six years of experience in brownfield redevelopment and both affordable housing and private sector real estate development. As the Director of Development for the Wilmington Housing Authority (WHA), Mr. Henry manages the Capital Improvements effort for WHA including staff supervision, planning, inter-governmental coordination, budgeting and finance. In addition, Mr. Henry oversees the development of various multi-family projects throughout the City of Wilmington including Low Income Housing Tax Credits (LIHTC), public housing and project-based Section 8. Mr. Henry also has primary responsibility in the analysis and implementation of complex financing instruments including LIHTCs, syndication of tax credits and conduit bond financing. He has been extremely successful in securing public and private financing commitments of various types including, but not limited to grants, loans and construction-related financing. He has been responsible for program oversight while working with the Delaware Department of Natural Resources

and Environmental Control (DNREC) Brownfields Grants and Loan Program while successfully assisting in the management of ten brownfield projects in the State of Delaware. Mr. Henry has had additional program oversight responsibilities with various Delaware State Housing Authority (DSHA) initiatives such as the Live Near Your Work (LNYW) First-Time Homebuyer Program and Delaware Statewide Housing Strategy, which led to affordable housing programs being implemented throughout the State of Delaware. Mr. Henry is also a Licensed Realtor in the state of Delaware. Mr. Henry lives in Wilmington, Delaware with his wife Dilia and two children, Gabriella and Alexander. He received his Bachelor of Arts Degree in Communications from Howard University in May of 1996 and his Masters in Public Administration from the University of Delaware—Newark in May of 2001.

- **Stacey Hogan-Tietz** is a state certified highly qualified educator with eleven years' experience as a lead teacher, five years in the public sector and six years as a Montessori teacher. Currently she is the Early Childhood Learning Director at Wilmington Montessori School. Stacey has worked with children across the early childhood continuum, including at-risk and special needs children and has applied educational knowledge to the creation of a developmentally appropriate early childhood programs. During her teaching tenure in Bridgeton, New Jersey, she helped mentor first year teachers in the establishment of their lesson plans, classroom environments and cross-communication with families and faculty. She has experience in writing grants for the State of New Jersey and presenting at statewide MSP conferences. Through her Montessori associations, Stacey has been on American Montessori Society re-accreditation committees and supervised a Montessori intern teachers' program. In 2006, her teaching team won the Delaware Governor's award for Excellence in Early Care and Education. Stacey earned her Montessori teaching credentials from San Francisco Bay Area Montessori Teacher Training Center, a Bachelor's Degree from Wilmington University and her Early Childhood teaching accreditation through Montclair State University.
- **Mary Ann Levan, PhD.** has been a lifelong student of the natural world; Following up on a childhood interest in all things outdoors, she attended Millersville State College where she obtained a degree in biology with an emphasis in ecology. Dr. Levan went on to study plant ecology, forestry, soils and geology at Cornell University, and completed a doctorate degree in soil science. Combining her love of science with a young but growing family, she did crop field research at the University of Illinois where her two young sons were visiting the power machinery lab of the agricultural engineering department and making many trips to observe farm equipment in action. For Dr. Levan's entire working life, she has combined a commitment to family with her need to continue to work in the field of natural science. Dr. Levan's work experience includes updating the New Castle County soil survey maps (field and computer work), assisting with creating the Delaware Geological Survey wellhead protection maps (computer modeling), and environmental consultant (field work to produce maps and field reports for county land use review). In the past ten years, she has merged her love of science and the outdoors with her love of children by obtaining a Montessori teaching certificate for the 9-12 year old age group. Dr. Levan taught in a Montessori upper elementary classroom for six years. She currently works with both the Delaware Nature Society and the Girl Scouts of America as a teacher-naturalist, presenting science and environmental programming to children from ages 3 through 15. Dr. Levan lives in

Hockessin with her husband, Dr. Joseph Ycas. They have three, grown, Montessori-educated sons.

- **Cathy A. Lopez-Cooling** has been the Head of School at Children's House Montessori School, Wilmington, DE for the past 8 years. She has a Bachelor's degree in Secondary Education from the University of Florida and taught at the high school level for 10 years prior to beginning her early childhood career at Children's House in 1990. Cathy holds her AMS Montessori Credential at the Infant-Toddler level from AERCO, Philadelphia, PA. She is the secretary for the Montessori Teachers' Association of Delaware and utilizes her Montessori training as the Christian Education director at St. Barnabas Episcopal Church (Millcreek).
- **Liz Madden, M.Ed.** Liz is currently the Elementary Learning Director at Wilmington Montessori School. She has 15 years of experience in Montessori schools as both a teacher and leader. Liz earned a B.A. in Psychology from the University of Delaware and a Masters of Education in Elementary Studies from Wilmington College. She holds Elementary Level 1 certification from the American Montessori Society. Liz has been involved in supervising teacher-interns through the Princeton Center for Teacher Education. She has shared her expertise in literacy education with groups of teachers both nationally and locally.
- **Sally McBride** is a native Wilmingtonian. She and her husband David have three sons ages, 29, 27 and 19. Their youngest son, Tim, attended the Elementary Workshop Montessori School from 1995-2002. During that time Ms. McBride served on the EWMS Board and was an active participant of the school's fundraising committee. Additionally, she supported the 1998 Montessori Charter school application that Lillian Shah stewarded.
- **Faith McNamara, M.Ed.** was born in Wilmington, DE. Except for college, and living for one year in Arizona, she has lived in the city of Wilmington all of her life. She has been married for thirty-one years, and has three adult children who live and work in the area. Ms. McNamara is entering her twenty-ninth year working as an educator in the public school system. For most of that time, she has taught students with special needs. For six years, she provided school counseling services. Ms. McNamara appreciates the value of the Montessori Philosophy and Educational Methods, and is committed to ensuring that students in the city of Wilmington have access to this program. Ms. McNamara received her BA from Boston College in Elementary and Special Education. She earned her M.Ed in School Counseling from Wilmington University. She has National Board Certification as an Early Childhood Generalist.
- **Mark W. Murray** holds a Masters of Business Administration from Drexel University and a Liberal Arts degree from Rollins College. Mr. Murray has been a practicing CPA for more than 25 years. Mr. Murray has served in a variety of management and leadership roles in both the public accounting sector and in private industry, most recently servicing as the CFO of a regional dialysis provider. Desiring to make a contribution to the world of education, Mr. Murray joined the Wilmington Montessori School in June of 2010.
- **Julie Noonan** resides in Wilmington, Delaware and graduated with a degree in Elementary Education from the University of Delaware. Ms. Noonan holds teaching certificates in Delaware and Pennsylvania and is a certified by the American Montessori Society for ages 6-12. She taught in an independent Montessori school for 23 years and at the Philadelphia Montessori Charter School. Her experience and commitment to the

Montessori method and to children is remarkable. Ms. Noonan brings expertise with children at the 9-12 level to the FSMA Advisory Council.

- **Jessica Randolph Reed** has been involved with Montessori education for ten years as the mother to three children. Prior to moving to Delaware with her husband Timothy Randolph, Ms. Randolph-Reed owned and operated a bakery in Ann Arbor, MI. Since moving to Wilmington, Ms. Randolph-Reed has been a member and officer of several community Boards and has been an active volunteer for multiple downtown arts, community, and youth organizations. She has also logged hundreds of hours volunteering for the schools her daughters attend. Ms. Randolph-Reed has a B.A. from Johns Hopkins University in Social and Behavioral Sciences.
- **Christian John Sereduke** resides in Wilmington, DE. He is a graduate of the University of North Carolina, with a BS in Architecture and received a Master of Architecture from the California State Polytechnic University. As the principal architect in many projects, Mr. Sereduke has in-depth experience in residential, commercial, and historical facilities. In particular, Mr. Sereduke has worked on the St. Mary's School building, the proposed site of FSMA. His expertise will help shape construction projects that may be required to make the school more accessible.
- **Lillian Shah** co-founded the Elementary Workshop Montessori School in 1971. In 1998 Ms. Shah co-authored an application to create a Public Montessori Charter School in Delaware. During the course of her work on a Charter school application Ms. Shah visited a number of public Montessori schools in nearby states and discovered successful models for public Montessori education. Since her application in 1998, public Montessori schools have flourished throughout the United States. The first Montessori Charter in Delaware, stewarded by Ms. Shah, was granted by the state of Delaware, however the proposed school was unable to generate adequate funding to secure an appropriate location. Ultimately Ms. Shah's work in 1998 paved the way for FSMA and she remains committed to seeing Montessori education as a public option in Delaware. As a member of the FSMA Advisory Council, Ms. Shah brings many decades of experience both as a teacher and a school administrator. Furthermore, her familiarities with the Montessori community in Delaware and her past success with a Montessori Charter School application are invaluable. Ms. Shah retired in 2000 after thirty years as a teacher and director of the Elementary Workshop Montessori School. Following her retirement, she co-authored an award-winning book, *Keeping Healthy by Keeping Track: A Complete Guide to Maintaining Your Own Health Records*. Currently, Ms. Shah and her husband, Atul Shah, live near their children and grandchildren in Arden, DE. Ms. Shah is a dedicated Montessorian and her love of the Montessori Method runs in the family: one of her daughters became a Montessori teacher and her grandchildren attended EWMS. Ms. Shah holds a Master's Degree in English & Elementary Education from Goddard College in Vermont and a Bachelor of Arts in English from the University of Delaware.
- **Lauren R. Wilson** is currently the Public Information Officer for the Colonial School District in New Castle, DE. Additionally she does freelance work through Wilson Communications, a consulting firm offering comprehensive and strategic communication services to a broad array of clients, and Visionary Insight Productions, LLC., a media communication company that assists clients with effective promotion, marketing and information services. Prior to becoming a private consultant and co-owner of a media production company, Wilson joined WPVI-TV/6ABC as a reporter for the Action News Wilmington, Delaware, news bureau in June 1986. Before this

appointment, Ms. Wilson was a reporter, weathercaster, and substitute anchor at WHYY-TV, Philadelphia/Wilmington, with previous on-air experience as a reporter for WMDT-TV, Salisbury, Maryland, and WILM Newsradio in Wilmington, Delaware. A graduate of Newark High School, Newark, Delaware, Ms. Wilson earned a Bachelor of Arts degree in Mass Communications from Clark College in Atlanta, Georgia, in 1979. Her numerous awards include: 1985 Woman of the Year in Communications--National Association of Women; 1985 Achievement Award--Delaware Art Educators; 1983 Outstanding Young Woman of America Award; and United Press International 1981-82 Award for Outstanding Reporting in the Field of Education. She was also named "Best Reporter" in Delaware Today Magazine's 1997 and 2006 reader polls. Most recently, Ms. Wilson received the Wilmington, DE Community Service Award from Mayor Jim Baker in 2010. Ms. Wilson is a member of National Coalition of 100 Black Women; a member of Jack & Jill of America, Inc., a member of Bethel AME Church located in Wilmington Delaware and active in local community activities. She is also a member of Alpha Kappa Alpha Inc., and on the advisory Board of directors of the Elementary Workshop Montessori School.

- **Michelle Woods** has a BA in English from Temple University. When considering what to study, it seemed the only option both plausible and enjoyable. Similarly, after she graduated, there was only one plausible and enjoyable option to teach. Between stints working with young children and tutoring high-schoolers, the job she enjoyed most after college was developing curriculum for home-schoolers at the elementary level. She sought out other opportunities to teach in an alternative school environment, and providentially stumbled into the Elementary Workshop. In the past several years, she has taught there in a variety of contexts, sometimes implausible, and always enjoyable. She's certified as a Montessori 9-12 teacher, and a Wilson Reading tutor. She splits her time between Philadelphia and Wilmington.
- **Linda S. Zankowsky, Ed.D.** is currently the Wilmington Montessori School's Head of School, Linda is expanding her leadership role with the Center for Montessori Advancement at Wilmington Montessori School through its development phase. She is an ex-officio member of the WMS Board of Directors. Born and raised in Wilmington, she earned a B.S. in Educational Research from Bucknell University as well as a Masters in Reading and her Doctorate in Educational Leadership with a focus on assessment and literacy from the University of Delaware. Linda holds AMS certification in Montessori Leadership from the Center for Montessori Teacher Education. Linda's career in education spans 29 years; nine as a Delaware teacher, nine as a Delaware public school principal, and 11 years as the Head of Wilmington Montessori School. Linda presents in various venues both nationally and locally about literacy education. Linda has shared her leadership, serving on various statewide and local committees and Boards for the improvement of education in Delaware. These include: State Language Arts Standard Committee, the Diamond State Reading Association Board; the Board of the Delaware Valley Association of Independent Schools; the Governor's Task Force on Early Childhood Education, the Professional Development Council of the Delaware Early Childhood Council, and the STARS standards for early childhood education. Currently, she serves as the President of the Montessori Teacher's Association of Delaware as well as participating on the Research Committee of the American Montessori Society.

Section 2

Form of Organization

2. Form of Organization

Identify the name of the organizing corporation, date of incorporation, and names of the corporation's officers and the office held by each. Attach a copy of the Certificate of Incorporation and a copy of the bylaws of the corporation. The bylaws must be consistent with the provisions of the Freedom of Information Act, 29 Delaware Code, Chapter 100 (related to public bodies, public records, and open meetings) and provide for representation of the school's teachers and parents of students on the Board of directors. The by-laws must demonstrate that the applicant's business is restricted to the opening and operation of Charter schools, before school programs, after school programs and educationally related programs offered outside the traditional school year. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

As reflected in FSMA's corporate documents, which Corporate documentation can be found in Appendix F, FSMA the organizing corporation was incorporated on November 30, 2009. (See Appendix F, Certificate of Incorporation.) FSMA's structure recognizes representation of the school's teachers and parents of students on the board of directors. (See Appendix F, Bylaws, Section 5.04, setting forth board eligibility requirements.) It makes the school's parents and teachers its exclusive constituents. (See Appendix F, Bylaws, Section 4.01, defining "Teacher Members" and "Parent Members".) FSMA's bylaws reflect FSMA's compliance with the Freedom of Information Act. (See Appendix F, Bylaws, Sections 6.04 and 6.05.) The bylaws also demonstrate that FSMA's business is restricted to the opening and operation of charter schools, before school programs, after school programs, and educationally related programs offered outside the traditional school year. (See Appendix F, Bylaws, Section 2.02.).

Section 3

Mission, Goals and Educational Objectives

3. Mission, Goals and Educational Objectives

a. Describe the purpose, mission, goals, and core philosophy of the proposed school. Indicate how the mission, goals, and educational objectives are consistent with the legislative intent of 14 Delaware Code, Section 501, and the restrictions on Charter schools set forth in 14 Delaware Code, Section 506. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

The Purpose of FSMA is to provide students and their parents access to a public Montessori education consistent with the intent of 14 Delaware Code, Section 501. FSMA believes the creation of a Montessori public Charter will improve student learning, allow greater choice for parents, and serve as a model for alternative approaches to education through a proven and innovative teaching and learning environment. The Montessori framework offers a challenging and thorough academic preparation coupled with attention to the physical, social, and emotional development of each student.

The Mission of FSMA is to nurture successful, contributing, life-long learners in a Montessori public educational program for students in Kindergarten through Sixth grade.

The following goals provide this framework:

- To offer a structured Montessori curriculum in a public school
- To instill in students the positive habits of inquisitiveness, intrinsic motivation, perseverance, creativity, innovation, cooperation, kindness, confidence, adaptability, critical thinking, understanding of diverse cultures, and independence
- To encourage parents to take a major role and participate in their child's education through parent education programs and volunteer opportunities
- To increase levels of student performance to meet or exceed Delaware standards in each content area and grade level
- To attract and retain the highest quality staff, dedicated to the principles of the Montessori method, to improving student performance, and to creating a well-educated community
- To achieve a vibrantly diverse and active community of staff, students, families, and friends of the school
- To maintain a high level of satisfaction among teachers, parents, and students within the school
- To build a sound, sustainable, predictable, and growing financial foundation to support the school's mission

The History and Core Philosophy of the Montessori Method

Dr. Maria Montessori, an Italian physician, developed a curriculum, philosophy, and set of educational materials while working with impoverished children over one hundred years ago. Since then, the Montessori curriculum and method have been proven in more than 5,000 Montessori schools in the United States including 400 public schools, in cultures all over the world, and with very diverse populations of students: from the rich to the impoverished, from the gifted to the learning disabled.

In their report, "Putting the Pieces Together Lessons from Comprehensive School Reform Research" (Cross, 2004) The National Clearing House for Comprehensive School Reform found that the Montessori programs studied met the criteria for Promising Evidence of Effectiveness. Models meeting this standard of evidence were reforms that had more than one study, but still too few to generalize from their results with confidence. The Montessori models studied, though, had statistically significant positive effects from comparison or third-party comparison studies. A later matched study of students in Montessori and non-Montessori schools in Milwaukee confirms these positive effects. Lilliard (2006) found that students in Montessori Schools often perform better on math and reading assessments while producing more creative and sophisticated essays when compared with the non-Montessori counterparts. Overall, Montessori students are typically recognized as demonstrating measurable success in academic pursuits, positive interpersonal interactions, advanced social cognition, executive control and understanding of fairness and justice.

The Montessori approach teaches all children to develop the tools with which to learn and enhances their innate love of learning. The method is designed to guide children toward realizing their full potential as students while preserving the integrity of each child as a unique personality. The Montessori system succeeds because it is based upon research and understanding of what makes learning attractive and effective for children and how this evolves as children develop.

And thus, a Montessori education for all children is based on these concepts:

- Montessori education fosters autonomous, competent, responsible, adaptive citizens who are lifelong learners and problem solvers.
- Learning occurs in an inquisitive, cooperative, and nurturing atmosphere. Students increase their own knowledge through self- and teacher- initiated experiences.
- Learning takes place through the senses. Students learn through manipulating materials and interacting with others. These meaningful experiences are precursors to the abstract understanding of ideas.
- The individual is considered as a whole. The physical, emotional, social, aesthetic, and cognitive needs and interests of the learner are inseparable and equally important.
- Respect for oneself, others, the environment, and life is necessary to develop a caring attitude toward all people.

What Makes Montessori Unique?

- Montessori schools begin with a fundamental respect for children as unique individuals, and they work from a deep concern for children's social and emotional development. A core concept of Montessori education is to encourage children to become independent thinkers.
- Montessori schools are warm and supportive communities of students, teachers, and parents. Children do not get lost in the crowd.
- Montessori education consciously teaches children to be kind and peaceful.
- Montessori classrooms are bright and exciting environments for learning.
- In Montessori schools, learning is focused on developing understanding of major ideas versus rote memorization.

- Montessori students actively engage in their studies through hands-on experience, investigation, and research. Please see Appendix G, "Examples of Montessori Materials."
- Montessori education is consciously designed to recognize and address different learning styles, helping students learn to study most effectively.
- Montessori challenges and sets high expectations for all students.
- Montessori schools normally reflect a highly diverse student body and their curriculum promotes mutual respect and a global perspective.
- Montessori instills in students a love for the natural world. Natural science and outdoor education are important elements of a child's experience.
- The Montessori curriculum is carefully structured and integrated to demonstrate the connections among the different subject areas focusing on critical thinking, innovation, and communication skills.
- In Montessori schools, students learn to care about others through community service.
- In Montessori schools, teachers facilitate learning, coach students, come to know them as individuals, and see them as mentors to their peers.
- Students in Montessori schools are encouraged to learn from their mistakes. It is this environment that promotes inquisitiveness and innovative thinking.
- Montessori students learn to collaborate and work together in learning and on major projects. They strive for their personal best.

To summarize, at FSMA, every child will be actively involved in the learning process. FSMA teachers will guide, listen to, and encourage students, providing information at a pace that is responsive to the individual child's readiness to learn. They will allow and promote self-discovery. A single class with mixed age groups may contain children working at a wide range of skill levels. Montessori-trained teachers are sensitive observers of the child's developmental needs and skills, and match learning activities to each child. Once a child masters a particular skill, a higher level task is presented. The Montessori classroom is democratic. Rules for behavior are shared and classroom policies and procedures are explained and discussed. At FSMA children will follow these procedures to the degree that their developing intellects allow — with a sense of self-discipline and initiative that often seems remarkable to a parent unfamiliar with Montessori education. Each child assumes responsibility for his own actions and completion of tasks. The Montessori teacher encourages acceptance of that responsibility, and quiet, self-directed activity is the result. Each learning experience leads to new skill levels, the mastery of academic knowledge and, most important, to a sense of self-worth and self-confidence.

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b. Describe the methods of internal evaluation that will be used by the Board of directors to ensure that the school is meeting its stated educational mission and objectives. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

The following methods of internal evaluation will be used by the Board of Directors to ensure that the school is meeting its mission and objectives:

To offer an authentic Montessori curriculum in a public school: First State Montessori Academy will seek accreditation from the American Montessori Society within 5 years. This rigorous accreditation process ensures that the school is holding to the highest standards for Montessori education. Additionally, with connections to the public school realm, FSMA will work to match or exceed those expected standards.

To instill positive habits of mind in students: FSMA will create a school and classroom environment that nurtures a student's growth, produces a kind and collaborative feeling, and employs the best Montessori practices to focus on the social curriculum as well as the academic curriculum. When hiring teachers, the FSMA administration will identify teachers who engender these qualities in children. The accomplishment of this goal will be monitored through discipline records and parent surveys.

To encourage parents to take a major role in education through parent education programs and volunteer opportunities: FSMA will employ an Admissions process that creates opportunities for parental education about the philosophy and expectations of the Montessori method and seeks a commitment from parents to participate in their children's education. FSMA will conduct parent education seminars throughout the year that will aid in the understanding of the Montessori philosophy, how it can be applied in the household, and how it can be nurtured when a child is not in a classroom environment. Additionally, FSMA will provide opportunities for parents to volunteer their time to enrich the classroom experience through participation or support, and to spend time with their children during classroom activities. Appropriate security measures, such as fingerprinting, may be instituted to insure the safe environment.

To increase levels of student performance to meet or exceed Delaware standards in each content area and grade level: Through the use of assessment tools established and recognized by AMS (such as portfolio review), careful observation of each student's work and work habits, DIBELS, and performance on individual and group projects, teachers will form a valid measure of each student's progress against goals for learning. This is to be paired with DCASS assessments to create data points for the purpose of measurement of the overall program and comparison with other programs. The Board will review on an annual basis the school's results on State assessments and will work with the Administration to strengthen the program as appropriate.

To attract and retain the highest quality staff dedicated to the principles of Montessori method: All head teachers employed by FSMA will be Delaware state-certified. Additionally, head teachers in each classroom will be certified by the American Montessori Society (AMS) or the Association Montessori Internationale (AMI) at the level they are teaching. Teachers and assistants will have opportunities for professional development through all available and appropriate providers such as the Montessori Teachers' Association of Delaware, the Center for

Montessori Advancement, the Delaware Institute of Montessori Educators and the Delaware Professional Development Institute. The Head teachers, the assistants, and the Director will observe other Montessori classrooms at FSMA and at other Montessori schools. The Director will report on a regular basis to the Board on teacher performance and retention.

To integrate the Academy into the cultural and environmental fabric of the school's surrounding area: The FSMA Board will evaluate the program each year to ensure that the school is taking maximum advantage in forming partnerships with nearby arts organizations and community resources, and by ensuring that there are ample opportunities to enrich the curriculum through field trips.

To maintain a high level of satisfaction among teachers, parents and students within the school: FSMA will conduct teacher and parent satisfaction surveys to monitor satisfaction within the school. FSMA will also examine attendance records and student retention. FSMA will have a parent representative on its Board and will form a Parent-Teacher organization to facilitate communication between parents and staff.

c. Describe the procedures the school will use to ensure compliance with the requirements of 14 Delaware Code, Section 506, related to enrollment. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

FSMA will not charge tuition or collect fees not normally collected by other public school districts. FSMA is not a religious organization and will not discriminate in admissions on the basis of race, color, religious affiliation, sex, handicap, or national origin. FSMA will neither discriminate against nor prefer any student because of their school district of residence.

FSMA will enroll all children up to the maximum permitted by this Charter. In the case of applications exceeding the number of available spots, FSMA will give preference in enrollment to:

- Children of the Founders of FSMA, but not more than 5% of the school's total population,
- Children of permanent employees of FSMA who work at least 30 hours per week at the school during the school year,
- Siblings of students currently enrolled at FSMA,
- Students whose families have demonstrated a specific interest in a Montessori education through informative events throughout the school year and the summer and/or previously attending a Montessori school,
- Students residing within a 5-mile radius of the school.

Section 4

Goals for Student Performance

4. **Goals for Student Performance**

- a. *List the specific student performance goals in math and reading by grade for students disaggregated by grade and ethnicity for the initial four years of operation and describe the assessment instruments that will be used to measure whether students meet or exceed those goals. (Renewals/Modifications show and discuss the results during the current period as necessary)*

RESPONSE:

The specific performance goals are designed to ensure that students will be able to meet or exceed the State's baseline standards of student achievement, while also serving as a guide for teachers in supporting the total growth and development of their students. FSMA's goals not only focus on academic performance, but include social development goals accomplishing the mission of preparing children to be contributors to a global community. Research supports these goals indicating that schools which place an equal emphasis on the social and academic curriculum have higher scores on standardized tests (Elliott, 1999; Ervin, Walsh, Mecca, 2010; Rim-Kaufman, S., 2006). Based on the Montessori model of education used in public and private schools across the country, emphasis is placed on the development of each individual's character as well as their ability to think critically, communicate effectively, collaborate across cultures in work teams, think creatively, and achieve academic success.

Ultimately it is the goal of FSMA to have the fullest potential for each child realized. We will treat every child as a unique individual worthy of respect and capable of high academic achievement. FSMA expects to decrease or eliminate the predictive power of disaggregated demographic data by raising the level of achievement of all students. FSMA, planning to open in the 2013-2014 school year, understands that the state has adopted the Delaware Comprehensive Assessment System (DCAS). FSMA recognizes that it must base its academic performance targets on this assessment system and will use this data along with other assessments to help all the children in the school succeed.

Performance Goal 1:

FSMA will demonstrate that its students are increasing in academic achievement, as measured by the Delaware Comprehensive Assessment System (DCAS) and other assessment tools as follows:

Achievement Target 1.1: By the third year of operation, and for each year thereafter, students assessed at the third grade level and above on the DCAS will attain an average performance that meets or exceeds state standards for that respective grade during the spring assessment window. Data will be tracked to measure program strength and the success of the curriculum alignment to state standards. Based on a review of the spring 2011 DCAS data available on the Department of Education web site, FSMA outlines goals in Table 1 for the spring assessment windows in Reading and Table 2 for Math. The percentages of increase for each ethnicity and grade level were created by analyzing DCAS scores, district Race to the Top Success Plans, and Race to the Top Goals on the Delaware Department of Education website. From this data, FSMA created goals that included increases for all students as well as rates that would help to decrease the achievement gap.

Table 1: Goals for percentage of students meeting or exceeding the state testing standards in reading by grade for students disaggregated by grade and ethnicity for the initial four years of operation.

Reading	Year	African American	American Indian	Asian	Hispanic	White
Grade 2	1	50%	65%	85%	50%	75%
	2	58%	72%	88%	58%	80%
	3	65%	80%	90%	65%	85%
	4	72%	85%	95%	70%	90%
Grade 3	1	50%	65%	85%	50%	75%
	2	58%	72%	88%	58%	80%
	3	65%	80%	90%	65%	85%
	4	72%	85%	95%	70%	90%
Grade 4	1	50%	70%	85%	50%	80%
	2	58%	75%	88%	58%	85%
	3	65%	80%	90%	65%	90%
	4	72%	85%	95%	70%	95%
Grade 5	1	50%	70%	80%	50%	75%
	2	58%	75%	85%	58%	80%
	3	65%	80%	90%	65%	85%
	4	72%	85%	95%	70%	90%
Grade 6	1	50%	70%	80%	50%	75%
	2	58%	75%	85%	58%	80%
	3	65%	80%	90%	65%	85%
	4	70%	85%	95%	70%	90%

Table 2: Goals for percentage of students meeting or exceeding the state testing standards in math by grade for students disaggregated by grade and ethnicity for the initial four years of operation.

Reading	Year	African American	American Indian	Asian	Hispanic	White
Grade 2	1	50%	70%	85%	58%	70%
	2	58%	75%	88%	65%	75%
	3	65%	80%	90%	70%	80%
	4	70%	85%	95%	75%	85%
Grade 3	1	50%	70%	85%	58%	80%
	2	58%	75%	88%	65%	95%
	3	65%	80%	90%	70%	80%
	4	70%	85%	95%	75%	95%
Grade 4	1	50%	75%	85%	58%	75%
	2	58%	80%	88%	65%	80%
	3	65%	85%	90%	70%	85%
	4	70%	90%	95%	75%	90%
Grade 5	1	50%	70%	85%	58%	70%

First State Montessori Academy

	2	58%	75%	88%	65%	75%
	3	65%	80%	90%	70%	80%
	4	70%	85%	95%	75%	85%
	1	50%	70%	85%	58%	70%
Grade 6	2	58%	75%	88%	65%	75%
	3	65%	80%	90%	70%	80%
	4	70%	85%	95%	75%	85%

Achievement Target 1.2: In the first year of operation the school will establish baseline data in literacy and mathematics for grades 2, 3, 4, and 5 using the DCA5 assessments. The school will use the DIBELS assessments at least three times (fall, mid-year, and spring) to assess student reading progress in grades K and 1. FSMA will administer the AIMSweb Math Assessments to similarly assess progress in math at these age levels. Students administered the DIBELS literacy and AIMSweb math assessments at the end of the year will demonstrate reasonable academic growth of 1 or more years (based on their individual learning plans) when compared to the beginning of the year assessment.

Performance Goal 2:

FSMA students will exhibit positive behaviors related to academic success through:

Achievement Target 2.1: Each year daily attendance will meet or exceed the State average.

Achievement Target 2.2: Each year the school will have fewer reportable incidents pursuant to Delaware Code, Title 14, Section 4112, than the average for public schools in New Castle County with a similar grade configuration, due to the balanced emphasis on both the social and academic curriculum including character education and conflict resolution.

Performance Goal 3:

FSMA will demonstrate that it has strong market accountability by:

Achievement Target 3.1: Enrolling the projected number of students allowed by the Charter no later than September 30.

Achievement Target 3.2: Re-enrolling each consecutive year at least 90% of the non-graduating student body from the previous year who have not moved out of the region.

Achievement Target 3.3: Establishing a website which will include communications regarding the school's finances, Board, and achievement data.

Performance Goal 4:

Given FSMA's emphasis on the development of character, communication, critical thinking, collaboration, and creativity each student will:

Achievement Target 4.1: Demonstrate growth on the continuums of development in each of these areas as documented by teacher observations, student portfolios, student reflections on their work, and parent surveys documenting their observations of their children's growth in these areas.

Achievement Target 4.2: Beginning year two, First State Montessori Academy 6th graders will demonstrate the development of both these skills and their academic achievement through a year-long study or service project culminating with a performance presented to the First State Montessori Academy Community.

Performance Goal 5:

FSMA will be a model of innovative Montessori education.

Achievement Target 5.1: First State Montessori Academy staff will present at local and national conferences to enhance opportunities for others to learn and replicate best practices in Montessori education.

b. List the specific measurable performance targets for each student performance goal for each year of the Delaware Student Testing Program (DSTP) for the initial four years of the Charter. (Renewals/Modifications Update this section to make it current)

RESPONSE:

FSMA's academic objective is to meet or exceed DCA5 state averages in all State of Delaware content standards as required by Del. C. title 14, Section 512(4). The school will participate in the Delaware Comprehensive Assessment system for grades 2, 3, 4, and 5. The performance goals and achievement targets are listed in the Tables 3 and 4 below. In order to set goals, FSMA conducted research on the current results for the DCA5 assessments and of other Public Montessori Schools with five or more years of data from state assessments as available to the public on state websites. Currently, approximately 65% of students in grades 3, 4, 5, 6 meet or exceed the standards in Reading and 68% meet the standards in Mathematics.

Table 3: Overall Performance Targets in Reading.

Overall Performance Targets in Reading					
	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Year 1 (2012 2013)	65%	65%	65%	65%	65%
Year 2 (2013 2014)	70%	70%	70%	70%	70%
Year 3 (2014 2015)	75%	75%	75%	75%	75%
Year 4 (2015 2016)	85%	85%	85%	85%	85%

Table 4: Overall Performance Targets in Math

Overall Performance Targets in Math					
	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Year 1 (2012 2013)	68%	68%	68%	68%	68%
Year 2	73%	73%	73%	73%	73%

First State Montessori Academy

(2013 2014)					
Year 3 (2014 2015)	78%	78%	78%	78%	78%
Year 4 (2015 2016)	85%	85%	85%	85%	85%

c. *List the assessment tools that will be used including the DSTP, standardized, formative, benchmarks, or performance assessments. Describe why these particular assessment instruments have been selected and provide the timetable indicating when those instruments will be used. (Renewals/Modifications Provide original documentation, the results of these assessment tools and discuss the results)*

RESPONSE:

All assessment tools that are used by the teachers at FSMA are chosen with Montessori principles and Delaware State and Common Core Content Standards in mind. While the DCAS assessment system will provide a tool three times a year to monitor student progress and adjust instruction accordingly, teachers will need a bank of other assessment tools to more closely monitor children's progress between the administration of the DCAS. This is particularly important for children who may be below the benchmarks on the DCAS in the fall. With this in mind, the FSMA will also hold to the Montessori philosophy of embedded, ongoing assessment in the classroom. Assessment tools should minimally interfere with the learning environment, which is so carefully constructed in the Montessori classroom. Children still need to be free to choose their own work, free from grading or coercive extrinsic rewards, free to collaborate, free to learn through self-directed discovery, and free to follow their own interests and enjoyment with hands-on work materials while still meeting grade-level expectations.

At the core of the Montessori philosophy is deep respect for each child's potential and the nurturing of innate curiosity. Students at FSMA are not only assessed by their teachers; they are actively involved in their own learning process, including assessing their own work and making corrections where needed. The Montessori materials are designed to be sequential, multi-sensory and self-correcting to support active, independent learning. In this way the teacher can remain as unobtrusive as possible.

Observation is a cornerstone of the Montessori Method. Each student is frequently and regularly observed while working with the Montessori materials and while participating in recess and special classes such as art, music, or physical education. The teacher takes notes on the students and records descriptions of learning style, attitudes towards school, habits of concentration, initiative and persistence, abilities to form and sustain friendships, self-discipline, and sense of responsibility to other members of the class and community. Through observation and careful tracking of the student's work with the materials, the teacher can assess which skills a child has mastered and determine their readiness to advance in the curriculum. A student who cannot demonstrate mastery with the materials receives additional lessons or alternate approaches until mastery is achieved.

In practice, the Montessori teacher is trained in a response to intervention model based on daily teacher observations and records which lead to decisions about the classroom environment,

materials needed to support each child, and specific lessons children are ready for. The quality Montessori school enhances these observations with a comprehensive classroom-based assessment system that monitors and documents outcomes against goals for learning using results to improve learner outcomes and school effectiveness from entry to sixth grade. An effective assessment system to support student growth is one that focuses on multiple classroom-based formative assessments allowing teachers to interact with and observe children individually with tools that focus their observations on specific aspects of learning and development (Salinger, 2001; Zankowsky, 2006).

With this in mind, FSMA will use formative and summative assessments providing tools for progress monitoring, screening, diagnosis, and for program evaluation focusing primarily on the individual development of the child. These assessments will include Montessori classroom-based individual assessments, student portfolios, teacher observations, and anecdotal records, complementing standardized assessments such as the DCAS system to evaluate individual student progress against the goals for learning and to document programmatic strengths to develop improvement plans. Each academic year's data will be compared to past data to measure current progress, the objective being that each child will meet or exceed their goals for annual yearly progress.

Reading:

Reading assessment will address the following areas: phonemic awareness, phonics acquisition, fluency, comprehension, vocabulary, self-monitoring, and increased student awareness of meta-cognitive strategies. As determined, FSMA has identified and will use various assessment tools including the TROLL, Get It Got It Go, DIBELS, and the Developmental Reading Assessment (DRA). In addition, teachers will use running records, think-alouds, reading logs, written retellings and summaries, and spelling assessments. A reading continuum detailing reading behaviors and off-track indicators for students in need of additional support will guide teachers in monitoring children's progress in each of the key areas of reading development (See Appendix I, Tab "ELA" -- English Language Arts K-6 Curriculum Maps).

Writing:

Assessment in writing will view student writing through the lenses of the six traits of writing: ideas, conventions, word choice, organization, sentence fluency, and voice. A writing continuum will be used to determine where a child is making progress and where he may need additional support. Rubrics are also used when assessing student writing from the Units of Study series. Student-created rubrics are used for older students. These rubrics are based on the criteria from the genre in which they are writing: biography, poetry, book review, memoir, short story, editorial, etc. (see Appendix I, Tab ELA).

L/A Assessments to be Administered	Frequency
TROLL (5 Year Olds)	1x/year screening tool
DIBELS (5-12 Year Olds)	
DRA (5-12 Year Olds)	3x/year
Spelling Inventory (5-12 Year Olds)	2x/year
Writing Assessment (5-12 Year Olds)	2x/year
	Ongoing Rubrics specific to unit of study

Math:

FSMA will use two math assessments in grades K-3: the AIMS Web Math assessment and Kathy Richardson's Assessing Math concepts. In grades 4-6 both the AIMS Web Math assessment and Connected Math assessments will be used. Other classroom-based assessments in mathematics include teacher observation, TERC assessments, math journals, First in Math, and Assessing Mathematical Concepts (Didax). (See Appendix I, Tab "Math" – Mathematics K-6 Curriculum Maps). Other classroom-based assessments in mathematics include teacher observation, TERC assessments, math journals, First in Math, and Assessing Mathematical Concepts (Didax). (See Appendix I, Tab Math).

The chart below documents the assessment timeline and frequency for specific progress monitoring assessments to be used in addition to the daily formative classroom assessments.

Math Assessments to be Administered	Frequency
CBM Math Assessment (5-12 Year Olds)	3X/year
AIMS Web Math Assessment (5-12 Year Olds)	Quizzes given throughout units
TERC Assessments (5-12 Year Olds)	End of unit assessments/ongoing as each unit of study is completed
Connected Mathematics (5-12 Year Olds)	Same as for TERC
Math Journals (5-12 Year Olds)	Ongoing- Rubrics used to monitor progress in expressing mathematical ideas
First in Math (7-12 Year Olds)	Ongoing Progress Monitoring to assess knowledge of math facts (addition, subtraction, multiplication, division) as is age appropriate

These classroom-based formative and summative assessments will be used to provide a frame of reference to confirm and enhance the teacher's observations in the classroom. Each assessment will be individually administered. The assessments will be used to inform the next steps for instruction as well as to confirm a teacher's observations that a child may be "at risk" for later concerns leading to further interventions to support the child.

Integrated Science/Social Studies/ The Montessori Social and Cultural Curriculum

The Montessori cultural curriculum focuses on the development of specific "big ideas" and "essential questions" that demonstrate the relatedness of people across the global community. This includes the understanding of how people meet their basic needs, how people across cultures relate to each other, and how people use this knowledge combined with scientific thinking to solve world problems. A specific listing of the big ideas and essential questions is found in (See Appendix I, Tab "Science/Soc. Studies" – Integrated Science/Social Studies K-6 Curriculum Maps). While First State Montessori will use any required state assessments in these areas to evaluate the program and alignment of the curriculum, the nature of this curriculum relies on specific classroom performance-based formative and summative assessments. These assessments allow the demonstration of the students' integration of their knowledge in reading, writing, speaking/listening, and mathematics with their developing understanding of the essential questions in these areas. Several specific assessments used in the Montessori classroom are:

Classroom presentations: Classroom presentations by students enhance planning skills, give opportunities for public speaking, increase confidence, and give children the chance to

experience pride in their accomplishments. Students will have routine opportunities to create various kinds of projects (technological, written, and other) demonstrating their understanding of the Big Ideas and Essential questions. Throughout the year students have opportunities to present their work to the class and the whole school.

Peer/Reciprocal Teaching: Whether or not a student has sufficient knowledge of a work material to be able to teach it to peers is an important Montessori assessment tool that is employed on a constant basis. Peer teaching allows a child to solidify learning and place the educational gains in a meaningful context aiding long-term retention and the transfer of knowledge.

Portfolio: Students at FSMA will create electronic portfolios that reflect the development of their understanding of the essential questions embedded in the cultural curriculum. These portfolios will be self-evaluated against rubrics, shared by students with parents, and be a cumulative record of the child's development.

Student Interviews: Student interviews are used by the teacher to determine the level of mastery a child has with an instructional unit. These on-the-spot assessments help a teacher determine whether or not it is appropriate to move the student further in the subject area or what other methods could be employed to help the student attain mastery. This process supports the student/teacher collaborative relationship enabling the child to remain responsible for his or her own learning.

Tools for Tracking Progress: With over 400 public Montessori schools in 41 States in the country, innovative record keeping systems have been developed to correlate the Montessori-style of student evaluation with the need for data-driven reports to demonstrate student evaluation and progress. While touring successful Montessori Charter schools in other states to identify best practices, the FSMA Board was introduced to an online Montessori record keeping service called Montessori Records Xpress (MRX). MRX is a web-based Montessori record keeping system that tracks attendance, progress, and lesson plans; additionally custom progress reports can be created. The system allows teachers to:

- Track attendance
- Track progress
- Build lesson plans
- Generate progress reports in state standards terms
- Record anecdotal notes
- Maintain parent/teacher communication

Tools such as Montessori Records Xpress streamline record keeping for teachers, making it feasible for teachers to easily log each child's daily work. Given that students will all be working on different curricular areas and at varying levels on any given day, the daily log for each child becomes essential. FSMA intends to compare and contrast the various products available for record keeping and identify the one that is the best fit.

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(<http://www.amshq.org/~media/B3F511CD88D248639DD87DA21CDECCE6.ashx>)

Links to Public Montessori Blue Ribbon School Applicants and related achievement data:

- <http://www2.ed.gov/programs/nclbbrs/2011/applications/la5-rosenthal-montessori-elementary-school.pdf>
- <http://www2.ed.gov/programs/nclbbrs/2010/applications/fl03-virginia-shuman-young.pdf>
- <http://www2.ed.gov/programs/nclbbrs/2008/applications/in05-rousseau.pdf>

d. *Renewals/Modifications Only Include a copy of the current signed Performance Agreement between the school and the Secretary of Education. Describe in detail the performance of the school on each of the objectives in the Performance Agreement. Place particular focus on the school's academic performance, including evaluation results from the DSTP and other measures. Discuss highlights and concerns.*

RESPONSE:
N/A

e. *Renewals/Modifications Only Provide the Charter Performance Agreement for the renewal period. Include a list of proposed measurable performance objectives with specific measurable targets for each year of the Charter renewal period.*

RESPONSE:
N/A

Section 5

Evaluating Student Performance

5. Evaluating Student Performance

a. Describe the process how student evaluation information will be used to improve student performance. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

Terry S. Salinger (2001) describes a developmental approach to assessment that provides a vision for assessment at FSMA:

When teachers can talk about the constructs on which children are assessed, when parents can read about them, and when assessment documentation such as running record forms are referenced back to the constructs, parents understand more fully what their children are learning... The power rests in revealing a full picture of student's growth including aspects of (literacy) learning that have not yet been mastered. If the underlying construct of a classroom-based assessment system is a developmental one, then measurement precision accrues from placing each student accurately on a developmental continuum so that his or her trajectory in literacy learning can be better understood and directed (Salinger, 2001).

With this in mind, FSMA will use an assessment model based on the research and doctoral thesis of Linda Zankowsky, "School-wide reading assessment in a Montessori program" (Zankowsky, 2006). While focused on reading, this model of assessment is applied to all skill areas. It uses a three-pronged approach based on researched best practices in assessment (Taylor & Critchley, 2002; Taylor, Pearson, Clark, & Walpole, 2000, 2002; Taylor, Pressley, et al., 2000, 2002) to support its students: intense and individually focused teacher observation against clear goals for learning, in conjunction with individually administered classroom-based academic performance assessments, and program evaluation through standardized assessments. The Delaware Comprehensive Assessment System will enhance the data regarding individual students and the strengths of the program. A unique quality of this model is that it is open to and regularly informed by parent input and feedback. Taken together, this information creates a more complete picture of the individual child and allows for tailored support from the entire community to ensure that children are making academic and social progress. This model is rooted in the current form used in education known as Response to Intervention (RTI). Each child's response to instruction is closely monitored with each form of assessment and as a result, instruction is changed to meet the needs of the child.

As described in Section 4, multiple measures of student performance data will be collected. Through careful, systematic observation, the teacher ensures that students obtain mastery in curriculum units. Using anecdotal records matched against the goals in the curriculum documents (see Appendix I), teachers track which skills and content areas a student has mastered, and make notes on student interests and preferences in order to maximize interest and motivation. In addition, teachers will have a repertoire of classroom-based informal and formal assessments listed in the curriculum documents that they draw from to verify observations. When combined, portfolios of student work, projects, teacher interviews of students, and classroom demonstrations in the form of projects and presentations using various forms of technology provide a complete picture of a child's learning strengths and challenges.

Through daily and weekly reviews of student work, anecdotal records, and formative classroom-based assessment teachers see the child's strengths and weaknesses and adjust the instructional program for the student on a continual basis. Assessment data will be analyzed and summarized by teachers and administrators using charts and graphs to document student growth against the goals for academics and social development in Section 4. Working within the Montessori model, the assessments create continual feedback for the teacher to change and enhance individualized instruction for every child. The Professional Learning Community of FSMA will provide many opportunities for teachers to share evidence of student learning and to grow in their capacity to use assessment data to inform instructional decisions. Teachers will receive the support and training needed to implement this type of assessment and instruction. Montessori trained teachers and the Education Director will share ideas about implementation of assessment and instruction.

Parent/teacher conferences enhance student learning by sharing information and tracking progress towards educational and social objectives as a team. Parents will receive information that includes their child's progress report, a detailed narrative, and a reading/writing continuum. This information will be reviewed with parents during the parent conference. Narratives will include a paragraph about each category on the summary page of the Progress Report. The use of narratives provides a personal record of the child and serves as an opportunity to highlight the child's individual development in each area, as well as discussing additional supports that may be needed within the classroom.

b. Describe the corrective action that will be taken when students do not meet performance expectations. (Renewals/Modifications Only Describe how analysis of student evaluation information on the DSTP and other measures is used to guide instruction and improve student performance. Give examples from the current Charter period of instructional change which has led to improved student performance.)

RESPONSE:

FSMA believes in the practice of constant reflection and collaborative engagement around student learning. Additionally, FSMA believes that it is imperative to create structures that support the child's growth and development in the academic and social curricula. Therefore, FSMA focuses deeply on the individualized learning of its students. The structures that have been put in place help support these practices for both students who are on track to meet the performance goals, and those who need additional support.

Part of the genius of the Montessori method, and crucial to its proven success, is that the curriculum is designed to accommodate learners all along the continuum of academic achievement and performance. Montessori lessons are structured around a multi-sensory plan including visual, auditory, and kinesthetic elements in order to accommodate each child's learning style. New concepts or difficulties are isolated in order to add something new based on the familiar. Practice is provided. If an attempt does not work, a teacher observes that and tries again. The student is not moved along until reaching mastery and, therefore, readiness for the next level. The instructional goal of the Montessori method is to achieve mastery at an individually appropriate level. The student moves on after mastery has been achieved, not when time is up or after a passing grade is obtained on a test.

Nevertheless, not all students will be performing at grade level at any given moment. FSMA anticipates that approximately 85% of the school will be performing at or above grade level in reading and math when measured on standardized tests. The remaining 15% will not be performing at grade level and will need extra assistance.

With the collaboration of teachers and administrators, a student learning plan will be created for the each student based on the assessment data collected by the classroom teacher, parents, and others who may work with the child.

The Education Director will support teachers in identifying strategies to best meet the needs of the child, utilizing the Response to Intervention (RTI) framework. In line with the premise of RTI, FSMA will provide targeted and systematic interventions to all students as soon as they demonstrate the need (Buffum, Matos and Weber, 2010). The Special Education certified teacher embedded in each teaching cohort [5-9 (K 3) programs and 9-12 (4 6) programs] will also help in this process, most specifically with students identified as Tier III. These individuals, along with the teachers and families will provide the student with a clearly articulated intervention plan that will identify the academic and/or behavioral areas of weakness to be addressed and also a targeted list of necessary resources that will be utilized during the school year. Additionally, the intervention plan will provide information on at-home resources that parents can utilize with their children. The students will be monitored regularly, meeting weekly with teachers to gauge progress and monthly with families to discuss the progress their child has made in meeting the goals of the intervention plan. The Response to Intervention model to be used at FSMA is further defined in Section 7b.

c. If the proposed school requests and receives a waiver for an enrollment preference for students at risk of academic failure, then describe the expected performance of each student on the Delaware Student Testing Program in each grade during the initial four year Charter period. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

FSMA students, on average, will attain scores on the DCAS test that will be equal to or higher than the state averages for each grade for each year tested. FSMA is not requesting a waiver for an enrollment preference for students at risk of academic failure.

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(<http://www.amshq.org/~media/B3F511CD88D248639DD87DA21CDECCE6.ashx>)

NOTE: The applicant must agree and certify in the application that it will comply with the requirements of the State Public Education and Accountability System pursuant to 14 Delaware Code, Sections 151, 152, 153, 154, and 157 and Department rules and regulations implementing Accountability, to specifically include the Delaware Student Testing Program (Regulation 275, Subsection 4.2.1.1).

Further, the application must include certification that the proposed school's mean student performance on the Delaware Student Testing Program assessments in each content area will meet or exceed the statewide average student performance of students in the same grades for each year of test administration. Applicants with enrollment preferences for students at risk of academic failure may request a waiver of this requirement in the application (Regulation 275, Subsection 4.2.2).

Section 6

Educational Program

6. **Educational Program** (For new applications Phase I requirements should be addressed in the initial application which is due on or before December 31 and Phase II requirements will be submitted within 120 days of conditional approval by the Delaware State Board or by September 30 one year before the opening of the school)

a. *Provide a scope and sequence document for required content areas for proposed grades to be served over the first four years of the school Charter. (See sample document <http://www.doe.k12.de.us/infosites/schools/Charterschools/Resources.shtml>) For new applicants, this is a Phase I requirement. Renewal and modification applicants only, please include the following:*

- *Units required in (i) below with duration of instruction.*
- *Alignment of instruction to state content standards for required content areas for grades served by the Charter school.*
- *Alignment of instructional strategies to formative and summative assessment measures for required content areas for grades to be served by the school.*

RESPONSE:

Details of the educational program can be found in the Appendices:

- Appendix G: Examples of Montessori materials
- Appendix I: Curriculum components
 - Integrated Science/Social Studies K-6 Curriculum Maps (the Montessori Cultural Curriculum)
 - Tab "Science / Soc. Studies": Integrated Science/Social Studies K-6 Curriculum Maps (the Montessori Cultural Curriculum)
 - Tab "ELA": English Language Arts K-6 Curriculum Maps
 - Tab "Math": Mathematics K-6 Curriculum Maps
 - Tab "Music": Music Curriculum
 - Tab "Perf. Arts": Dance & Theater Curriculum
 - Tab "Visual Arts": Visual Arts Curriculum
 - Tab "PE": Physical Education Curriculum
 - Tab "Health": Health Curriculum
 - Tab "Library/Tech.": Library & Technology Curriculum

b. *Provide a statement defining likely curriculum basis in each of the following areas (for new applicants this is a Phase I requirement, renewal and modification applicants must complete all sections):*

Mathematics
English Language Arts
Science
Social Studies
World Languages (Renewals Only)
Visual & Performing Arts (Renewals Only)
Health Education (Renewals Only)
Physical Education (Renewals Only)

RESPONSE:

In their report, *"Putting the Pieces Together Lessons from Comprehensive School Reform Research"* (Cross, 2004), The National Clearing House for Comprehensive School Reform found that the Montessori programs studied met the criteria for Promising Evidence of Effectiveness. Models meeting this standard of evidence were reforms that had more than one study, but still too few to generalize from their results with confidence. The Montessori models studied, though, had statistically significant positive effects from comparison or third-party comparison studies. A later matched study of students in Montessori and non-Montessori schools in Milwaukee confirms these positive effects. Lillard (2006) found that students in Montessori Schools often perform better on math and reading assessments while producing more creative and sophisticated essays when compared with the non-Montessori counterparts. Overall, Montessori students are typically recognized as demonstrating measurable success in academic pursuits, positive interpersonal interactions, advanced social cognition, executive control and understanding of fairness and justice.

Interdisciplinary Curriculum

This totally interrelated curriculum is referred to as "Cosmic Education" in Montessori schools. The education a child receives places the information into an integrated, contextualized, real-world whole integrating traditional Science and Social Studies with hands-on learning and projects through what Montessori termed the "cultural curriculum." Integral to this work is the development of cultural competency, innovative thinking, and creativity. Reading, writing, and mathematics serve as tools to better understand these areas and to organize and communicate information.

The Montessori integrated curriculum is designed to address the following key ideas:

- **Unity of Human Beings:** Students develop an understanding of the similarities and differences of cultures across the world; that people interact with the natural world in distinct ways that produce cultural uniqueness; that people, places, and environments are integrated; that life involves producing and consuming.
- **Unity of all Living Things on Earth:** Students gain an understanding of the development of life on earth. They will explore how living organisms, through time, met their needs for survival, responded to the changes in their surroundings, and contributed to the development of other living organisms. Students will discover and develop a respect for the beauty and wonder of nature. Montessori instills in students a love for the natural world. Natural science and outdoor education are important elements of children's experience. They develop an understanding of how, through science, they learn how nature works.
- **Unity of the Universe Itself:** Students develop an understanding of their relationship and place in the development of the universe; how the earth has changed over time through physical, chemical, and geological processes.

Because Maria Montessori framed her curriculum with essential questions and big ideas, it is natural for the Montessori teacher to prepare for units with the format of Understanding by Design as developed by Grant Wiggins. The Montessori curriculum is carefully structured and integrated to demonstrate the connections among the different subject areas. Through these curriculum units students are taken on a journey which integrates the Delaware Science and

Social Studies standards, as well as various Common Core writing, reading, and mathematics standards.

FSMA will use the following specific curriculum materials (see Appendix G for pictures and descriptions of Montessori materials):

Mathematics Grades K-6	Montessori Albums with lessons related to hands-on Montessori Materials developing the strands of the Common Core and National Math Standards
	TERC Investigations

Montessori mathematics materials are self-correcting teaching tools each highlighting isolated concepts. The materials are sequential and move from more concrete ideas to more abstract ideas. Each level of difficulty is likewise isolated so the student moves forward in sequence. Besides math concepts, there are various materials available for the memorization of math facts, which are introduced early (Kindergarten) in Montessori classrooms. Math is connected to other parts of the curriculum; for example the study of time leads naturally to the study of History and the study of evolution in Biology. Considered as a unique branch of mathematics, geometry is given expanded emphasis in the Montessori curriculum. These Montessori hands-on materials augmented by replacement units from the TERC materials provide a rich and comprehensive math program covering all of the math strands as well as the big ideas of mathematical problem solving and communication.

English Language Arts Grades K-6	Montessori Language Arts Albums and lessons related to Montessori materials developing phonics, grammar, vocabulary, and sentence development
	Guided Reading: Good First Teaching for All Children (Pinnell and Fountas)
	Words Their Way Spelling Inventory (Bear, Invernizzi, Tempelton, and Johnston, 2000)
	Word Study and Making Words
	Study for Primary Writing and Units of Study for Teaching Writing, Grades 3–5 (Caulkins)
	Six Traits of Writing
	Reading Assist

English Language Arts in the integrated Montessori curriculum includes the History of Language, Parts of Speech, Sentence Analysis, Written Composition, Reading, Literature Study, Oral Language and Creative Drama. At all age levels in the Montessori classroom, there is emphasis on discussion, free-speech bounded by the classroom rules, and on oral reports given to various individuals, and group projects. The goal of the Montessori ELA area is to promote the use of language as part of reasoned thought. Reading is the keystone of the entire Montessori curriculum and is interwoven through all aspects of the language arts curriculum and integrated curriculum described above. Instruction in Reading involves a balanced approach with an emphasis on the development of phonemic awareness and phonics as well as vocabulary and comprehension in the S-7 (K/1) classroom leading to the later emphasis on vocabulary and comprehension in the 7-9 (2/3) and 9-12 (4/6) classrooms.

Science Grades K-6	Science Coalition Kits
	Montessori Integrated Cultural Curriculum Appendix I
Social Studies, Grades K-6	Montessori Integrated Cultural Curriculum Appendix I

As explained above, the Montessori Curriculum is integrated around major concepts of understanding. At the Elementary levels, science and social science topics such as anthropology, astronomy, biology, botany, chemistry, civics, economics, geography, geology, government, history, politics and sociology are not only treated as discrete topics but are interwoven in the curriculum. History provides the framework which gives order to the information acquired in the other areas. Biology gives the children a system of classification to structure and relate facts. Geography shows how the physical configurations of the earth contribute to the history of all people. Specifically, as 5-7 and 7-9 year olds, students are challenged to think about the interworking of membership in groups through the lens of government, various countries and continents, and on the individual human level. Scientific studies include how people solve group problems through scientific discovery and development as well as how other animals survive in groups. As 9-12 year olds, students inquire more deeply into questions such as, What is culture? What does it mean to be human? And How does the world work? Because the Montessori Philosophy encourages exploration and hands-on learning, the community and environment are natural extensions of the classroom. Each subject area can be enhanced through field trips: to farms, marshes, beaches, quarries, museums, zoos, etc. so that instead of merely reading about rocks or amphibians, children have actual first-hand experience with them.

c. Provide a signed memorandum of understanding with the Science coalition the Mathematics coalition and the Social Studies coalition if chosen. For new applicants this is a Phase I requirement. Renewal and modification applicants attach the updated information as it has changed from your last renewal or original application.

RESPONSE:

FSMA has chosen to sign the Science Coalition memorandum. (Appendix H).

FSMA has included the Social Studies lessons from the Delaware Curriculum Model Units in the Instructional Lessons and Materials section of the Cultural (Appendix I, Tab Science/Soc. Studies) curriculum.

d. Provide a statement of plans for additional academic support for at risk students, including a description of how progress will be monitored for students' responses to intervention. For new applicants, this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.

RESPONSE:

FSMA is committed to successful academic achievement for all students including those who may need additional support. Academic support is built into all aspects of the Montessori (FSMA) curriculum. Each student at FSMA will have a personal learning plan developed by the classroom teacher as they establish goals for each child at the first parent conferences. A trained, certified Montessori teacher is able to meet the students where they are academically and provide materials and lessons for completely individualized instruction. As each student works with the specially designed, sequential Montessori materials, discrete concepts are highlighted in a way that builds upon prior learning and forms a firm foundation for future

concepts. Through continual, integrated student observation and assessment, teachers are able to support their students including those at risk for academic failure as part of the regular day.

As explained in Section 5a and b, all students will participate in the DCAS system and all teachers will use a variety of classroom-based assessments such as DIBELS beginning in Kindergarten. The curriculum documents (Appendix I) provide indicators for teachers of when a child may be off-track in reading, writing, or mathematics. This careful monitoring of progress allows Montessori teachers to modify the materials used and the classroom environment to better meet the needs of a specific child. If any students fall significantly behind grade level expectations and require more assistance than is found in the regular Montessori curriculum, the teacher will confer with the Instructional Support Team (Education Director, Instructional Support Teacher, and classroom teachers). This team will work to address the specific needs of Tier 2 children within the classroom and with small group lessons as appropriate. Children will receive 90 to 120 minutes of intensive small group instruction at least twice a week, within the classroom setting or in a small group setting as appropriate to the child's needs. Progress will be monitored and appropriate changes to the program will be made.

Students (Tier 3) falling more significantly below cycle expectations will receive more intense intervention clusters during the year. Specific needs will be identified, addressed and monitored. Intervention periods of 30-40 minutes will be administered daily if appropriate. At regular intervals, the student's progress will be assessed and appropriate changes will be made to the student's school day. The teacher will also be able to recommend resources such as Reading Assist or special services available to the child.

The complete Response to Intervention process is addressed in Section 7b.

With all of this in mind, providing additional academic support for at-risk students will include, but may not be limited to:

- School-wide assessment through use of DIBELS and AIMS Web Math;
- On-going progress monitoring;
- School-wide RTI implementation;
- Various forms of small group specific instruction to support the child's diagnosed learning challenge in a given area (math, reading, or behavior, etc).
- A set of accommodations to be implemented consistently by the classroom teacher.
- High parental involvement;
- Speech, OT, etc. as determined by the Individualized Education Plan (IEP) for a student.

e. Provide a list of courses at grades 9-12 with sufficient detail to meet the state requirements for graduation and any and all Career and Technical Education (CTE) pathways courses. (secondary only) For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.

RESPONSE:

FSMA will not serve grades 9-12.

f. Provide the Teacher to student ratio for the school. For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.

RESPONSE:

FSMA classrooms at the elementary level will be no larger than 26 students. The actual teacher:student ratio will be 1:17. This ratio was calculated by dividing the student total by the number of teachers and Paraprofessionals where Paraprofessionals are calculated at a rate of 0.5 (e.g., 1 teacher and 2 paras = 2 teacher units). All students will have the opportunity to be a part of a learning environment with two adults. This provides for increased time for individualization, the ability for the teacher to know where the student is on the learning continuum and what supports they may need. Additionally, Montessori's approach to multi-age classrooms allows for the ongoing building of community among a small group of students and their teachers over time.

g. Provide a description of the unique features of the school's educational plan including differentiated instruction, special materials and use of technology to serve the intended population of the school. For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.

RESPONSE:

Montessori Practices and Philosophy

FSMA will support the development of creative and innovative thinking, as well as a global worldview and vibrant imagination through the implementation of Montessori practices and philosophy. Research (Adams, 2005) shows that children develop these skills in environments that have the characteristics of Montessori classrooms promoting intrinsic motivation, providing choice, time for focus and deep study in areas of interest, opportunities to experiment and discover, and a focus on "what did you learn?" rather than "how well did you do?" The overall Montessori Philosophy and Practice is designed to support the best practices in education including the following:

- Focus on big ideas and essential questions with extended work periods that allow for depth of understanding and habits of mind.
- Child-centered inclusive learning environments that utilize differentiated instruction and flexible grouping to meet individual children's learning needs.
- Classroom-based assessment and observation that informs instructional decision making as the basis for RTI.
- Hands-on interactive curricular materials and classroom environments that support children developing from concrete to abstract thinking.
- Academic development supported by an emphasis on the social/emotional development of the child within a multi-age community of learners.
- Collaborative learning and community service leading to mutual respect of others and the development of the child's global perspective.

A core concept of Montessori education is to encourage children to become independent thinkers. This begins with a deep respect for children as unique individuals, and works from a

deep concern for children's social and emotional development. This focus is cultivated within a warm and supportive community of students, teachers, and parents.

Montessori students learn through hands-on experience, investigation, and research. Montessori education is consciously designed to recognize and address different learning styles, helping students learn to study most effectively. The model challenges and sets high expectations for all students. Montessori schools normally reflect a highly diverse student body and the curriculum promotes mutual respect and a global perspective. In Montessori schools, the teachers' role is to facilitate learning and coach students who strive for their personal best rather than the highest grade in the class. Teachers cultivate a culture in which students are not afraid of making mistakes but rather begin to see them as natural steps in the learning process.

The Montessori Learning Environment

Each classroom in a Montessori school includes aspects that help every child learn. These include multi-age groupings, development of the Social Curriculum, Montessori and other hands-on materials, and the gift of time.

1. **Multi-Aged classroom Differentiated instruction:** Research on Multi-age classrooms indicates that children benefit both academically and socially in multi-age environments where teachers are trained in developmentally appropriate practices and in facilitating the multi-age interactions of children (Kinsey, S. 2001; Miller, B. 1990; McClellan, D.E. and Kinsey, S. J. (1999). Montessori teachers serve as examples of the best practices in multi-age classrooms. This same research identifies the following as possible explanations for the positive academic and social development of children in a multi-age classroom. First, the Montessori Method ensures that a student stays with his/her teacher for multiple years. The teacher knows each student well as a learner and as an individual, and can, therefore, most effectively respond to that student's individual academic and socio-emotional needs. This fosters a sense of community, belonging, and security that facilitates learning and social development. Multi-age groupings help children learn from each other as children move through the multi-year cycle. In the initial stage of learning they are introduced to an idea; next they process that information individually and with peers developing their understanding. Finally, they demonstrate that they have mastered the concept with Montessori materials, projects, and presentations. The oldest children in a group serve as natural models and teachers of other children which in turn reinforces their learning. Children in a multi-age classroom can learn at their own pace without being either held back because the rest of the class is not at the same level, or left behind, struggling as the class moves on without them. Teachers accomplish this through flexible grouping and diversified instructional methods so that each child's learning is continually supported. Sometimes a teacher presents a lesson to a small group of students with a matched interest or ability. A teacher may recommend that a child ask another child for help, resulting in peer teaching or a group may form spontaneously as the children work. Montessori students learn to collaborate and work together in learning and on major projects. They strive for their personal best rather than compete against one another for the highest grade in their class. Collaboration improves the social atmosphere of the classroom, increasing learning opportunities,.
2. **Social Curriculum:** FSMA's goals not only focus on academic performance, but include social development goals accomplishing the mission of preparing children to be

contributors to a global community. Research supports these goals indicating that schools which place an equal emphasis on the social and academic curriculum have higher scores on standardized tests (Elliott, 1999). Montessori education purposefully teaches children to be kind and peaceful. Lessons in "grace and courtesy" are a very important part of the Montessori curriculum alongside academic work. Teachers are experts in modeling appropriate ways to speak politely and children learn how to take care of themselves, others, and their environment through practices such as family-style lunches and snacks, cooking and gardening, and correct behavior in hallways and during field trips. In Montessori schools, students learn to care about others through community service.

3. **A prepared environment consisting of specific, authentic Montessori materials:** First State Montessori Academy will equip each one of its classrooms with a full complement of Montessori materials designed to enable children to be self-directed learners actively engaged in discovery. The materials are beautiful and appealing to children. The classroom environment, prepared for the developmental stages of children's learning, is a fundamental concept of Montessori education. Paula Polk Lillard (1996, p. 42) explains in Montessori classrooms "children use the environment to change themselves." Therefore, the design of the Montessori hands-on materials and the classroom environment change over time to support the developing work and natural learning tendencies of the child (Chattin-McNichols, 1998; P. P. Lillard, 1996; Montessori, 1964, 1965; Standing, 1962). These tendencies include the desire to explore and to make order of one's explorations, to learn with one's hands and manipulate objects, to repeat actions to perfect them, to develop language and with growth, to think abstractly and to use the imagination to solve problems. Fundamental to these basic tendencies is connection between the hand and mind, Montessori understood what research is confirming; that this connection was what made learning unique for humans. It is the ability to move things that allows for people to try out their abstract ideas, imagine solutions to problems, and refine their ideas through repetition (Chattin-McNichols, 1998; A. S. Lillard, 2005; P. P. Lillard, 1996; Rambusch, 1998). Lessons are presented in a careful sequence for the child's development and the classroom shelves are kept in a carefully-sequenced order. The materials themselves are designed so that there is a built-in control of error; the child is able to concentrate on the work and make his or her own corrections. After the proper usage of a material is demonstrated to a child, that child is free to choose it during the work period.
4. **Extended work periods:** Mihaly Csikszentmihályi developed the concept of "flow" as a necessary period of absorption in an activity leading to deep learning developing creative and innovative thinking. Rathunde, K. & Csikszentmihályi, M. (2005A,B; 2006) conducted multi-year studies of students in Montessori Schools versus traditional educational settings finding that the principles and practices of the Montessori Method of education seemed to purposefully set up continuous flow opportunities and experiences for students. The research supported observations that students achieved flow experiences more frequently in Montessori settings. This deep learning is developed in Montessori Schools because, in every age group, children are given a long, uninterrupted periods during which to work free from distractions and required group activities. This extended period allows children to learn and discover without the artificial time constraints of the traditional 40- or 50-minute period. Children are able to develop concentration and attention and have time to perfect their work through their effort.

Parent Collaborative

Parent interest, involvement, and support will guide the school and form the very foundation of the school's efforts. With this in mind, FSMA will encourage family involvement in many ways. Depending on their availability, comfort, background, and experience, opportunities for families to support what is going on within the school will be available. This will allow all FSMA children to benefit from the talents and interests abundant in the school's families. This contribution is up to each individual family, but may include sharing a professional skill, serving on a committee or as a board member, coordinating tasks to assist in the classroom or preparing materials for classroom use. FSMA believes parent involvement to be an essential element of the FSMA community. The FSMA commitment to a partnership with families stems from a belief that each child's experience in the school will be enhanced by creating a "village" of support that includes many caring adults in the child's life and also allows everyone to participate in the important work going on in the school.

FSMA believes the greatest benefits of this program are providing a unique learning experience for children, cultivating a real sense of community, and giving parents the opportunity to work with teachers and meet other parents, while making a very real contribution to the school. FSMA believes that when children see the adults in their lives active in their school, it shapes their perception of the importance of education and strengthens their school experience.

h. For new applicants, provide plans for professional development that outlines the initial three year approval span for the school with one year benchmarks. This is a Phase I requirement. For renewal and modification applicants provide plans for ongoing, high quality professional development for staff for the duration of the Charter renewal as it varies from your last renewal or original application.

RESPONSE:

Professional Development

The impact of continuing professional development on teacher performance is a direct result of the quality, duration, degree of focus on specific content leading to deep understanding, and the relationship of the professional development to the teacher's classroom experiences and reflection on student learning (Borko, 2009; Brighton, 2009; Darling-Hammond & Richardson, N., 2009; Garet, et. al, 2001; Steiner, L., 2002). In other words, not just any professional development has a direct link to teacher performance. Research does find a long-term impact on teacher performance when: 1) professional development focuses deeply over an extended period on a teacher's knowledge of content and how children approach that content, 2) it provides for active learning with teachers practicing new techniques in the classroom and sharing student learning with other teachers in their school, 3) it is part of a school focus on a particular area of learning for a school community, 4) it is collaborative and collegial, and 5) it is extended over time sometimes several years (Borko, 2009; Brighton, 2009; Darling-Hammond & Richardson, N., 2009; Hirsh & Killion, 2009; Steiner, L., 2002).

With this research in mind, FSMA will be built upon the ideals of a collaborative professional learning community. Professional Development at FSMA is designed to support the curricular goals for the school community, both vertically and horizontally. This provides the community with a common language around the work that they would do with children. FSMA utilizes various avenues to support the development of both teachers and staff. Undergirded by the

belief that learning from within is a critical part of this development, FSMA will cultivate a community in which trust and openness allow for the sharing of the challenges that exist in providing students with an innovative environment that supports the individual needs of each child. As Maria Montessori knew, one learns from one's mistakes. Each year the Study Group Leadership team will determine specific areas of focus for the school based on teacher observations, student needs, and assessment data. This will give the FSMA staff a method to focus the entire community on a particular topic, which serves the purpose of moving the school forward in an effective, coordinated way.

By employing professional development opportunities that address both the needs of the individual teachers as well as the school community as a whole, FSMA will have a comprehensive professional development program in which groups of teachers from all program levels participate in:

- Self-evaluation process (set own professional goals with the support of an administrator)
- Peer observation system FSMA teachers will be encouraged to leave their classrooms regularly to observe in their colleagues' classrooms and "coach" what they see. These peer observations, in the form of three positives and a suggestion, will be the foundation of a supportive staff that holds itself to the highest standards and goals.
- Curriculum Task Force and Study Group Leadership Teams will set priorities for professional development
- Study groups ongoing professional development groups that meet weekly to share student learning data and to focus on classroom practices and the exploration of new ideas to support children.
- Additionally, FSMA staff will meet routinely in age-level groups to share classroom practices and successes, problem solve, plan and review curriculum with an eye toward authentic, meaningful Montessori education, discuss school-wide events, debrief after conferences, review student achievement, and convene as a cohesive, collegial, supportive group of educators. Coaching will be shared each week enabling staff to gain from what one each has observed.

Without the benefit of data related to student progress, the original professional development plan will focus on the following areas over the first years of the school's development:

- STEM and its role in the Montessori Classroom This is an area of development of Montessori teachers as it was not a focus in the curriculum until the past decade. The approach will be to further develop the use of the UBD design for planning within the development of STEM units in the Montessori Classroom.
- Science Kits Training for teachers as required in the Memorandum of Agreement.
- Meeting Individual Needs of Students (section 7) Training in differentiated instruction and instructional adaptations will be provided as a part of all curriculum training. In addition a special focus will be given to the Mind at a Time training and Betty Garner's work on the Constructs of Learning.
- Responsive Classroom as a support for the social curriculum in the school As identified in section 4, the social curriculum is closely related to the academic success of children.

The Responsive Classroom model provides a structure for this curriculum in the Montessori classroom.

	Year 1	Year 2	Year 3
Responsive Classroom/All Kinds of Mind	All teachers will be trained in Week 1 of the Responsive Classroom Model	All new teachers train in week 1 of the training. All returning teachers train in week 2.	All new teachers train in week 1 of the training. All teachers who have week 1 will train in week 2.
STEM/Science Kits and UBD units related to it	This work will start in year two. In Year 1, teachers will focus on the implementation of the Montessori philosophy in the newly formed Charter closely monitoring progress in reading, math, and writing with Study Group support.	Explore STEM in the Study Groups implementing units in the classroom reflecting on student progress and making adaptations. Seek workshops and resources for staff both on site and off-site.	Revise and update curriculum documents as relevant to new STEM learning. Continue support with study group model and outside resources. Evaluate the implementation of the STEM initiatives. Evaluate school data across curriculum areas. Set goals for future professional development as determined by this study.

- i. *Provide three units of instruction for Mathematics, English Language Arts, Science, Social Studies, Visual & Performing Arts, World Languages, Health Education & Physical Education at each grade cluster in which the school intends to serve students. For new applicants, this is a Phase II requirement. For renewals and modifications provide updated information as it may differ from your last renewal or original application.*

RESPONSE:

FSMA will submit units of instruction at the appropriate time in accordance with Phase II curriculum requirements.

- j. *Provide a description of major curricular resource adoptions for Mathematics, English Language Arts, Science and Social Studies. For new applicants this is a Phase II requirement. For renewal and modification applicants provide updated information as it may vary from your last renewal or original application.*

RESPONSE:

See description in Education Program, Section 6b above.

- k. *A detailed chart showing alignment of instruction to standards. This is a Phase II requirement and for new applicants only.*

RESPONSE:

See Curriculum Maps (Appendix I) and alignment in Education Program, Section 6a above.

l. Provide a detailed description of how instructional strategies and formative and summative assessment strategies will be aligned. This is a Phase II requirement and for new applicants only.

RESPONSE:

See Curriculum Documents in Appendix I. Complete units of instruction demonstrating alignment of formative and summative assessment strategies to instruction described in the curriculum documents. Further detail will be developed in accordance with Phase II curriculum requirements.

m. Provide a detailed description of how the alignment will enhance student learning. For new applicants this is a Phase II requirement. For renewal and modification applicants provide updated information as it may vary from your last renewal or original application.

RESPONSE:

A description of how student learning is enhanced through alignment of assessment practices is addressed in the curriculum documents and above. A detailed description of how student learning is enhanced through the alignment of assessment practices and instruction will be submitted at the appropriate time in accordance with Phase II curriculum requirements.

n. Provide a copy of the school calendar and master instructional schedule. For new applicants this is a Phase II requirement. For renewal and modification applicants provide updated information as it may vary from your last renewal or original application.

RESPONSE:

A school calendar and master instructional schedule will be submitted at the appropriate time in accordance with Phase II curriculum requirements.

a. Provide a copy of Career and Technical Education pathway and course approval documents. (secondary only) This is a Phase II requirement and for new applicants only.

RESPONSE:

FSMA will serve grades K-6 and therefore it is not required to offer any Career and Technical Education pathway courses.

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Section 7

Students with Special Needs

7. Students with Special Needs

a. Describe the school's plan for ensuring compliance with state and Federal statutes and regulations related to the identification, evaluation, and education of students with disabilities. Include a description of the school's specific actions steps to ensure compliance with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.

RESPONSE:

The Montessori Model is uniquely suited to work with children with special education disabilities because its method involves individual child edification within the context of the educational program, rather than advancing a curriculum that may not be attune to particular child attributes. Thus, the Montessori model couples naturally with the concept that IDEA was not intended as a "one size fits all" approach ("Gordon, S. "Making Sense of the Inclusion Debate Under IDEA", *BYU Law Journal*, 189-225).

The special education process at FSMA will develop through several levels of meetings. These meetings will be attended by the FSMA Head of School (or designee), Educational Director, special education teachers, other appropriate personnel or consultants to the school (i.e. nurse, counselors, school psychologist (contracted services), etc), as well as the student's parents. These individuals will comprise the Instructional Support Team (IST). If appropriate they will effect an evaluation of the student and a determination of their eligibility under IDEA 2004. Subsequently, for applicable students, an IEP will be developed and identified services implemented with re-evaluations effected.

FSMA will ensure it adheres to statutes related to the identification, evaluation, eligibility and education of children with disabilities.

Identification

If a school professional requests that a child be formally evaluated in determination of a potential learning disability, this request will typically occur after a series of response to intervention strategies have been already implemented (see Question 7b, below). Another avenue of identifying children with potential learning disabilities will be to reference any prior "Child Find" program assessments. Finally, a request for special education evaluation may also be made by a child's parents. This can be communicated verbally or in writing.

When a child is identified as possibly having a special education need, the child's parents will be asked for permission to effect an evaluation. Of note, parental rights under IDEA include the right to receive prior written notice from the school each time the school proposes to take (or refuses to take) actions with respect to a child. Thus FSMA will ensure, a.) full notification of the child's parents regarding the proposed special education evaluation, and b.) written parental consent for the evaluation. Parents whose native language is other than English will be provided with the necessary support including translators to ensure that they understand the school's informed consent request.

Once parental consent is received FSMA will complete evaluations within 45 school days or 90 calendars days, whichever is less.

Evaluation

An Instructional Support Team (IST) will conduct a full and individualized special needs evaluation. An important prerequisite of this evaluation is to ensure assessment tools are not discriminatory on a racial or cultural basis.

The purpose of the IST evaluation is to, a.) determine if the child is a "child with a disability" as defined by IDEA; b.) gather information that will help ascertain the child's educational needs, and; c.) serve as a later reference for decision-making about appropriate educational programming for the child.

The IST will utilize a variety of methodologies (e.g., observations, interviews, tests, curriculum-based assessment) and a variety of sources (parents, teachers, specialists, and at times, the child) to gather relevant developmental and academic information about the student. All areas potentially impacting on the suspected disability, including health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities will be assessed as indicated.

In complying with IDEA, FSMA will use technically sound processes in the evaluation of its students. Technically sound processes are defined as assessments that have been shown through research to be valid and reliable (71 Fed. Reg. at 46642). Technically sound processes require that assessments and other evaluation materials be:

- administered by trained and knowledgeable personnel;
- administered in accordance with any instructions provided by the producer of the assessments, and
- used for purposes for which the assessments or measures were proved valid and reliable.

In line with IDEA statute, once completed, parents will be provided a copy of the evaluation. If the parents disagree with the results of their child's evaluation, FSMA will inform parents of their right to obtain an Independent Educational Evaluation (IEE). Further, FSMA will provide information about where an IEE may be obtained.

To ensure comprehensive participation of all relevant individuals in identified children's special education, the completed IST evaluation and the actions proposed will also be provided to appropriate staff.

Eligibility

Subsequent to the above evaluation process, the IST will convene a meeting for the following purposes:

- To review the child's evaluation results and determine if the child is a "child with a disability"
- If a child is found to be a "child with a disability" the IST team will convene within 30 calendar days of the completed IST evaluation to match proposed special education services with the child's identified disability; and to ensure the child's disability is being appropriately matched to such proposed services an Individualized Education Plan (IEP) will be developed. In constructing an appropriate educational program for a child with a

disability, an IEP team will consider the child's involvement and participation in three main areas of school life: the general education curriculum, extracurricular activities, and nonacademic activities. From this:

- The IEP will be developed jointly by the IST, the child's classroom teacher, and the parent(s) of the child.
 - The team will review formal and informal pieces of gathered data (e.g. state tests, homework, assessments) and determine the child's academic and functional needs.
 - The IEP will create reasonable learning goals for the child, and will identify the services FSMA will provide.
 - If parents do not agree with the developed IEP and placement, a request for mediation can be made. In addition, parents may file a complaint with the Delaware Department of Education and request a due process hearing, at which time mediation must be available.
 - The IEP document will be used throughout the child's educational process to guide the delivery of related services, accommodations, modifications, and supports. (See Providing Services below)
 - The IEP will be reviewed at least one time a year, however, FSMA supports that a request to have an IEP related meeting can be made at any time to review the child's progress, discuss problems, share strategies or make necessary revisions to further the child's educational program.
- Personnel to be involved with the above "eligibility" process, (other than the IST members described) will include the student's classroom teacher, the child's parents, and at least one person qualified to conduct individual diagnostic examinations of children (i.e. school psychologist, speech-language pathologist, or remedial reading teacher).

Education

In line with educating students under the IDEA, integration of the child with a disability to within the general education environment, will be undertaken to the maximum extent appropriate. This goal requires implementation of "supports, modifications, and accommodations," as well as use of "related services." The IDEA describes these principles as necessary to facilitate the education of children with disabilities. FSMA understands and plans implementation of these special education principles. "Supports" relates to the assistance educators need to help them help the child (e.g. accessibility to educational conferences, having access to specialized equipment, etc). "Modifications" relates to necessary changes made in the education or expectations of students, (e.g. making assignments less involved for special education children). "Accommodations" relates to alterations in manner of student performance (e.g. allowing a child with writing difficulties to answer questions orally). "Related services" is defined by the IDEA as, "...such developmental, corrective, and other supportive services as are required to assist a child with disability to benefit from special education..." Examples include speech-language pathology, physical and occupational therapy, school health services, and social work services.

Importantly, Montessori education provides students, including those with disabilities, an individualized educational experience while focusing on doing so within an inclusive albeit broader environment. To meet this aim, the Montessori model ensures lower teacher to student ratios. Significantly, this allows many of the "supports, accommodations, and modifications"

described above to take place within the generalized classroom. Furthermore, in recognizing the importance of "supports, accommodations, and modifications" in the education of children with disabilities, special education teachers and the Instructional Support Specialist versed in these principles will be available to monitor IEP implementations as well as assist teachers. More, when necessary special education teachers will provide specific instruction to help maintain "special education" within the LRE.

Of note, Montessori education employs "supports, accommodations, and modifications" in its regular curriculum. Specific examples include: co-operative learning, peer learning, hands-on education, opportunities for choice, learning centers, multi-sensory learning, physical demonstration, as well as the use concrete materials. More, in maximizing the benefit of these education tools, a Montessori education includes repeated opportunities to practice as well as providing regular feedback. Lastly, to promote each child's individuality, regardless of disability, self-advocacy skills encouraged. In all, a Montessori education is illustrative of IDEA principles.

Specific examples of Montessori classroom education in the implementation of IEPs are:

- pacing of individual students education
- adjusting the sequence of instruction
- repetition of key points
- checking for comprehension
- visual tools
- physical prompt and cues
- accustom the materials available to the child
- paraphrasing
- reflection time
- simplified instructions and demonstrations.

FSMA plans on full compliance with current statutes regarding the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

Plan for compliance with the Individuals with Disabilities Act: As exemplified in the discussions above, FSMA understands, and plans compliance with the IDEA.

Plan for compliance under Section 504: Based on the Instructional Support Team evaluations, students will be identified as benefiting from placement under Section 504. Each child's need will have been determined individually thus facilitating an equal opportunity to learn. Also, based on the IST evaluation, an "Accommodation Plan" will be developed to include, but not be limited to: enlarged print, frequent feedback, visual aids, behavior intervention plans, extended time on assignments, auditory aiding technology, and peer assistance.

Plan for compliance with Americans with Disabilities Act: FSMA plans full compliance with the Americans with Disabilities Act of 1990. Students with disabilities will be identified in the manner described and appropriate accommodations will be made to ensure equal opportunities for learning.

b. *Describe how the school will implement response to intervention procedures, including a plan for how data will be collected and progress will be monitored related to student performance.*

RESPONSE:

A response to intervention model is in alignment with the philosophical stance of the Montessori teacher (reference sections 5 and 6 as well). The Montessori teacher continually evaluates students' progress, and makes any changes in the environment, materials, or interactions that might better meet the child's needs. The teacher then evaluates those adjustments, making new adjustments as necessary. This is the fundamental concept of Response to Intervention.

As explained by the National Research Center on Learning Disabilities in, Understanding Responsiveness to Intervention in Learning Disabilities Determination, the following core features of a strong RTI are:

- high-quality research-based classroom instruction
- student assessment with classroom focus
- universal screening of academics and behavior
- continuous progress monitoring of students
- implementation of appropriate research-based interventions
- progress monitoring during interventions (effectiveness)
- teaching behavior fidelity measures

FSMA will ensure that these best practices are followed. A systematic approach to interacting and intervening with students will combine a multi-tiered assessment approach with a multi-tiered instructional approach. Done well, this model will prevent some students from needing to participate in the IEP process; while for those that do require an IEP, this method will provide data to support the decisions of the Instructional Support Team. FSMA will use the RTI Essential Components Integrity Rubric (National Center on Response to Intervention, 2011) to conduct a biannual review of the Response to Intervention model. This will ensure that FSMA continues to adhere to the best practices of RTI.

Assessment

A multi-tiered process will begin with data gathered via tools for screening, progress monitoring (formative assessment) and diagnosis. The curriculum documents for reading, writing, and mathematics include assessment tools for ongoing daily formative assessment. Also, teacher observations of students, relating to goals for learning, will be noted. An additional means of assessment is more formal, though easily administered, standardized assessments. These can be used periodically to monitor children's progress. All the aforementioned will provide information on when a child is "on-track" as well as indication about when a child may be "off-track." Thus, the consistent use of specific screening tools and progress monitoring will promote early identification of students who may be at risk for learning difficulties. In this way teachers will have pertinent information to facilitate adapting the educational environment to better support the child.

The formal screening and progress monitoring assessments include but are not limited to:

- DIBELS Reading Assessments
- DIBELS CBM Mathematics Assessments
- AIMS Web Math Assessments
- AIMS Web Literacy Assessments
- Curriculum Based Measurement in Reading
- Observation Survey of Early Literacy Achievement
- Measures of Academic Progress (MAP)

Of note, for children that are known to be at risk, FSMA teachers will administer both the DIBELS Reading Assessments and AIMS web Math Assessment during the first two weeks of the school year

It is anticipated that screening will be completed for all children during the first four weeks of the school year. Children identified as potentially have special education needs will be reviewed in September and a response to intervention plan then developed.

Recognizing that children may fall behind at any point on the learning continuum, the teachers at FSMA will continually monitor progress of children. This will include particular attention to the areas of reading and mathematics (using the curriculum-based tools listed in Appendix I, Tabs ELA and Math, respectively). The DIBELS Reading assessments and AIMS web Math Assessments will be administered to all children in January and again in March. This data will be used to monitor the overall progress of children and identify children who may not have been identified in the September screening assessments.

For children who were identified at any time in the school year, as needing additional supports, FSMA will implement a more intensive and regularly scheduled progress monitoring program to ensure that the child is making progress. This progress monitoring is further defined below in the discussion of the three Tiers. This progress monitoring may lead to the use of specific diagnostic tools in order to better understand why a child may not be making progress.

Ongoing Data Collection

Monitoring of student progress during the RTI and tiered approach will occur in line with that described by Brown-Chidsey, Rachel and Steefe, Mark W. in *Response to Intervention: Principles and Strategies for Effective Practice*, (2005, Guilford Press):

- target the skill or behavior of concern addressing specifically its components, its display, and to what degree of intensity it is exhibited.
- establish the settings where the target behavior will be observed and recorded.
- data recording procedures will be established along with assignment of data collection personnel
- monitoring materials will be defined and continued access ensured
- analyze the data collected to determine whether the desired change in skill/behavior has been achieved; and/or to assess whether revision or continuation of the current intervention is appropriate.

FSMA teachers will be trained in the collection of data obtained during screenings, observations, and other classroom based assessments. The data from formal formative assessments will be admixed with information from teachers' observations as well as evidence from, other classroom-based assessments (as described in the curriculum documents). Ultimately, the data from these multiple sources will be collected in spreadsheets. Teachers will analyze this information and will then plan appropriate instruction tailored to the child's needs.

Interventions

Interventions will vary widely according to the needs of the child. As stated earlier, Montessori teachers are continually adapting the classroom environment in efforts to meet the educational needs of students. Adaptation tools to assist with writing, ear muffs to assist children in focusing, and ensuring quiet private work areas are among the many interventions that Montessori teachers can implement in order to support individualized learning. Also, FSMA teachers will be trained in the "Mind at a Time" model which connects brain research, knowledge of learning styles, and classroom adaptations. In addition, interventions may include but not be limited to:

- focused research-based reading/math curriculums that will supplement the Montessori curriculum. These will include resource sites approved by the DOE such as:
 - <http://www.fcrr.org/>
 - <http://rading.uoregon.edu/>
 - <http://www.ed.gov/rschstat/reasearh/pubs/rigoroussevid/index.html>
 - <http://www.w-w-c.org>
 - <http://www.promisingpractices.net>
- focused small group instruction to promote reading or math skills (120 minutes per week for children below the 25th percentile)
- environmental adaptations such as enhanced classroom work space
- additional support from the school nurse or counselor
- specialized equipment such as e-readers or computer access
- adjustments in the pacing of instruction
- adjustments in the presentation of Montessori lessons
- adjustments in class work plans
- scheduling and work-management tools
- the use of social skills groups

The Multi-Tiered Approach

Tier 1: Will focus on all students, ensuring catchment of those that fall into minority, low income, and English language learner categories. The goal will be to ensure academic achievement by all students at FSMA. Each child at FSMA will have a personal learning plan that focused on their strengths as learners. This plan will be developed by the classroom teachers as they establish goals for each student during the school year. These goals will include academic and social development. Importantly, as outlined in the preceding section (7a), the Montessori model inherently includes a wide variety of classroom adaptations including student choice, multi-age groupings, peer collaboration, and multi-sensory learning.

Special attention with the above will be given to children who fall between the 25th percentile benchmark on the screening assessments. Teachers will ensure these children are brought to the attention of the IST, so as to develop tailored academic or social support plans. In addition, these students will receive at least 90 minutes per week of targeted small group instruction in areas of need.

Tier 2: Children continually falling at or below the 25th percentile will be considered Tier II. An analysis of student related data as well as other diagnostic assessments will facilitate teachers in understanding the specific needs of these children. Specifically, the IST will meet to review the screening and other progress monitoring data collected by the teachers. A list of research-based social and academic interventions will then be developed and prioritized. As much as possible, the interventions will be done within the classroom environment. Children will receive at least 90 to 120 minutes of intensive small group instruction at least twice a week, relating to the specific academic areas of concern.

A member of the IST will conduct a weekly review of the implementation of interventions and decisions will be made regarding any necessary adjustments. Also, formal progress monitoring assessments (DIBELS, AIMS WEB) will be administered weekly, if appropriate to the child's plan. Lastly, the IST will meet monthly to review the child's progress and to problem-solve with the teacher.

Tier 3: For students who demonstrate persisting difficulties despite initial Tier 2 interventions of 12 weeks or more, the IST may move the child to Tier 3. Tier 3 involves increasing both the intensity (perhaps individual instruction) and duration (no less than 150 to 180 minutes of targeted instruction over four sessions) of the interventions used in Tier 2. If after 12 weeks of intensive instruction, a student continues to demonstrate difficulties in not meeting either academic or behavioral benchmarks, the IST will request permission from the family to administer further evaluative testing for Special Education Placement (see Question 7a).

c. Describe how the school will organize and use instructional support teams to meet the behavioral and academic needs of students.

RESPONSE:

Throughout the response to interventions process, teachers will be supported by the Instructional Support Team. Utilizing a child study model, the IST (Education Director, Teachers (both the child's teacher and others who are trained for this team), Special Education Teacher, Counselor, and others as appropriate) will meet to review the screening data and other progress monitoring data collected by the teacher. A variety of research-based accommodations and adaptations will then be accessed to help the teacher select and monitor those that may best support their student's needs. In addition, members of the IST will observe in the classroom and provide feedback to the teacher regarding the instructional plan's implementation. In essence the IST will provide a structure for the professional learning community; one that focuses on children's educational needs while helping teachers to succeed in meeting these learning disabilities.

d. Describe the continuum of educational placements available to students with disabilities.

RESPONSE:

As described in the IDEA, special education involves implementation of “supports, modifications, and accommodations,” as well as use of “related services.” Thus based on a child’s IEP, as well as their response to the tiered interventions described above, a continuum of educational placements will be utilized for students with disabilities. Relevant questions will be clarified facilitating appropriate placement. Namely, can the child be educated in a regular classroom environment; are all appropriate aids and supports being utilized while in the current LRE; have all other types of relevant accommodations within the LRE been considered and effected? Ultimately, if the child cannot be educated in the regular classroom despite use of appropriate “supports, accommodations, and modifications,” the IST placement group will consider other educational environments for the child.

Importantly, FSMA recognizes that relevant laws/statutes denote use of special classes, separate facilities, or the removal of children from the regular educational environment to occur only if the child’s disability is such that their education cannot be achieved satisfactorily in a LRE despite the use of supplementary “supports, accommodations, or modifications.”

With the above in mind, depending on the needs of the child, the IEP will be carried out in:

- a. a regular class with supplementary aids and services as needed
- b. a special class where every student in the class is receiving special education services for some or all of the day
- c. a special school
- d. at home
- e. a hospital or other institution
- f. another clearly defined educational setting

Also, as documented in special education regulatory statutes, FSMA anticipates meeting its obligation of appropriate placement of specialized education children by either:

- providing an appropriate program for the child on its own;
- contracting with another agency to provide an appropriate program, or
- utilizing other mechanisms or arrangements that are consistent with the IDEA in providing or paying for appropriate programs for the child.

Finally, the FSMA’s IST will provide continued direct oversight over the myriad of child placement interventions that might occur.

e. *Describe how the school will ensure staff is adequately trained and properly implementing state and Federal law related to the identification, evaluation, and education of students with disabilities.*

RESPONSE:

In order to meet the individualized needs of its students with disabilities, FSMA will ensure continual special education training of its teachers. This reflects both traditional Montessori practice, as well as meeting state and federal regulations.

Training of teachers and staff will involve instruction across various content areas, including:

- understanding brain-based research related to various topics, specifically children's educational development,
- monitoring responses to interventions, specific interventions and/or adaptations
- specialized focus on models such as the All Kinds of Minds training and Responsive Classroom Training.
- understanding the regulatory aspects of the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.

FSMA recognizes the responsibility of Charter schools to monitor their special education programs. FSMA will serve as its Local Educational Agency (LEA), which will then be monitored by the Department of Education. Relevant quantifiable and qualitative indicators to be used in monitoring will include (Delaware General Assembly: Delaware Regulations: Administrative Code: Title 14 Education, 900 Special Populations):

- the provision of FAPE in the LRE
- the use of resolution meetings, mediation, and transition services
- assessing any disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification

FSMA plans accountability within its special education programs. In serving as its LEA, the accountability process will start with a self-assessment to reviews its implementation of every special education requirement. Program data and outcomes will be reviewed. In addition FSMA will document:

- specific outcomes of students with disabilities,
- fiscal practices related to special education,
- timelines related to development and implementation of special education services
- qualifications of faculty and staff
- resolution of parent complaints.

Importantly, FSMA recognizes that resources are available to Charter schools to assist them in being successful in special education monitoring. FSMA anticipates utilizing these resources in order to ensure a strong and accountable special education program. Examples of available resources include:

- State Educational Agency, (SEA)
- other LEAs
- regional resource centers
- other Charter schools
- national organizations.

Another strategy to be explored in assisting FSMA with its special education programs monitoring and accountability is the use of "monitoring mentors." These experienced special

education personnel, with specific expertise in Charter school special education programming will be instructional in the day to day operations of the special education programs.

Finally, in the event, that through the above monitoring and accountability reviews FSMA is found to have any special programs deficiencies, remediation will occur no later than one year after the reported deficiency (in accordance with state DOE regulations).

f. Describe how the school will provide related services to students with disabilities, including, but not limited to, occupational therapy, speech and language therapy, and assistive technology.

RESPONSE:

As described in the IDEA, education of children with disabilities includes use of "related services." "Related services" is defined by the IDEA as "...such developmental, corrective, and other supportive services as are required to assist a child with disability to benefit from special education..." Examples include occupational therapy, speech and language therapy, and assistive technology. A more comprehensive "related services" list includes:

- Audiology (e.g. assistive technology, FM systems, proper classroom acoustical modifications)
- Counseling services
- Medical services
- Occupational therapy
- Orientation and mobility services
- Parent counseling and training
- Physical therapy
- Psychological services
- Recreation
- Rehabilitation counseling services
- School health services
- Social work services in schools
- Speech-language pathology services
- Transportation

The above "related services" will be provided by licensed or otherwise qualified FSMA staff. For example, medical services will be provided within an appropriate spectrum by the school's nurse; and this individual will also perform audiology device assessments to ensure proper functioning (e.g. hearing aid checks). If no "related service" resource is available within the school, FSMA will contract, as needed with accordant providers.

The application of "related services" will occur both on-site (e.g. transportation), or off-site (e.g. psychological services) as indicated. Of note, for suitable on-site "related services," space within the school will be provided to facilitate undisturbed completion of the provided service.

g. Describe the school's employment of special education staff, including, but not limited to, certified special education teachers, related service providers, and administrative staff.

Include a list of the staff positions for special education and a description of the job duties for each position.

RESPONSE:

In order to meet its aim of educating all of its children, FSMA recognizes that special education teachers will be needed to support the individual needs of its students. Further, having this expertise available will enhance the overall educational programming of the school. With this in mind, FSMA plans to employ an Educational Director, an Instructional Support Specialist, and classroom teachers with Special Education certification, as well as classroom teachers with backgrounds as reading specialists. Related services providers will include Occupational Therapists, Physical Therapists, speech and language therapists, and assistive technology specialists.

FSMA believes that the most highly qualified teacher needs to be working with children who are involved in RTI plans or have special education needs. This belief is supported by both empiric practice as well as educational research. Importantly, this teacher need not exclusively be a special education specialist. For example, a teacher with a strong educational background in reading might be better able to meet a child's reading needs (than a special education instructor), despite a lack of dedicated special education instruction.

A perspective on the above described special education staffing is to broaden the view beyond the individual classroom. Thus the educational staff is viewed as a whole. Resultantly, in hopes of enhancing its school, FSMA will insure there is a diverse staff with a variety of certifications and backgrounds. In this way the entire educational team could be disposed to work in addressing the individual needs of students.

Though teachers will be required to have Montessori training, it is their varied educational expertise (e.g. reading, math, counseling, etc.) that will facilitate the best educational environment. In essence, FSMA believes the strongest learning opportunities arise when broad expertise exists across its staff. More, FSMA holds that the best use of the Instructional Support Specialist and Special Education teacher is when they serve as resources for the school's teachers at large regarding particular instructional strategies. In this way special education principles will reach children not only in a defined classroom, but in all other teachers' classrooms as well. Practically speaking, the Special Education teachers and Instructional Support Specialist will "float" between classrooms as might other teachers with special areas of training. Of note, the above described model currently functions in select schools; and it serves a wide range of children.

With regard to specific special education personnel: FSMA plans to employ an Instructional Support Specialist. This individual will provide relevant expertise assisting all staff and students through the RTI process. In an effort to further enhance the capabilities of this position, this person will also ideally, have a strong background in reading education and counseling. Specific job duties of the Instructional Support Specialist, as related to students and families will include:

- identifying and addressing learning and behavior problems that interfere with school success
- participate with the IST to assess eligibility for special education services
- supporting students' social, emotional, and behavioral health.

First State Montessori Academy

- leading social skills groups.
- providing small group instruction in reading, math, or writing as determined by the IST.
- teaching parenting skills and enhancing home-school collaboration
- making referrals and helping to coordinate community support services

Specific job duties of the Instructional Support Specialist as related to working with teachers will include:

- identifying and resolving academic barriers to learning
- designing and implementing student progress monitoring systems
- designing and implementing academic and behavioral interventions
- supporting effective individualized instruction
- creating positive classroom environments
- motivating all students to engage in learning

Specific job duties of the Instructional Support Specialists as related to working with administrators will include:

- collecting and analyzing data to facilitate school improvement, student outcomes, and accountability
- implementing school-wide prevention programs to maintain a positive environment
- promoting school policies to ensure safety, particularly reducing school violence, and bullying/harassing
- responding to crises and providing expertise in services thereafter
- designing and implementing comprehensive school mental health programs

Separate to the Instructional Support Specialist, it is the goal of FSMA to have the Special Education certified teachers as an embedded adjunctive educator within each classroom teaching pod. (Ideally, the Special Education certified teachers will possess or will seek certification in Montessori teaching as well. In this way, all teachers will complement each other via teaching the Montessori method; and students will gain consistency in the teaching process).

FSMA will employ an Educational Director. This individual will: oversee the educational program, supervise all teachers, and provide leadership to the instructional support team. The educational director will ensure that intervention plans are developed and implemented.

Of note, because reading is such an important aspect of the instructional program for five to twelve year olds, FSMA will also seek classroom teachers who demonstrate both a strong knowledge in teaching reading as well as insight into the RTI paradigm.

The following is a list of job duties to be effected by the special education program personnel. These tasks will be parsed amongst the Educational Director, the Instructional Support Specialist, and the Special Education certified teachers.

- ensuring compliance with IDEA Federal and State education regulations
- having frequent communications with the Department of Education
- ensuring the education of students with disabilities in a LRE

- coordinating "Child Find" efforts with the Title 1 reading specialist
- being a member of the FSMA IST
- monitoring "response to interventions"
- coordinating and participating in the IEP process
- coordinating instruction for all teachers to receive continued professional development in special education
- provide classroom management assistance, specifically "Positive Behavior Supports" (PBS)
- attending State continued education PBS training
- providing direct instruction as outlined in IEPs
- coordinating "related services" to meet IEPs
- supervising associated educational personnel who are working with special education students
- providing parents "Notice of Procedural Safeguards" information, at IEP meetings (IDEA PART B)
- arranging assistive technology
- facilitating Functional Behavior Assessments
- developing and monitoring Behavior Intervention Plans before considering alternative placements

In addition to the above Special Education personnel, FSMA will facilitate use of its certified or otherwise qualified employees to effect "related services" (e.g. school nurse providing audiology device assessments/hearing aid checks). See Section 7f for a detailed discussion of "related services" providers.

h. Renewals/Modifications Only Discuss how the school has resolved any administrative complaints.

RESPONSE:

N/A

i. Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.

RESPONSE:

FSMA is aware and plans compliance with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), which amended the Americans with Disabilities Act of 1990 and included a conforming amendment to the Rehabilitation Act of 1973 affecting the meaning of disability in Section 504.

FSMA recognizes that the Amendments Act broadened the interpretation of disability, thus leading to a potential increase in the number of students requiring evaluation and/or accommodation under Section 504.

The Instructional Support Team will reference the significant changes made to the Amendments Act of 2008 (as listed below) when evaluating and/or determining qualification under Section 504:

- the definition of “major life activities” was expanded to include learning, reading, concentrating and thinking.
- the definition of “major bodily functions” was expanded to include neurological and brain functions, thus making it much easier for individuals with LD and/or AD/HD to qualify for protections under the ADAAA.
- the requirement that the limitation on a major life activity be broadly, rather than narrowly, interpreted.
- the requirement that episodic conditions or conditions in remission be covered when they are active; e.g. the ADAAA covers a student with AD/HD who is affected by his symptoms differently at different times
- the stipulation that a person cannot be denied protection under the ADAAA simply because of the use of a mitigating measure; e.g. taking medication for AD/HD or being allowed extra time when taking tests as an accommodating for a LD.
- the stipulation that a limitation in only one major life activity will not exclude ADAAA protection; e.g. the ADAAA will cover students with disabilities who struggle in just one academic area, (such as reading or writing), yet excel in others

j. Complying with Title VI and VII of the Civil Rights Act of 1964.

RESPONSE:

FSMA will be in full compliance with Title VI of the Civil Rights Act of 1964. This federal statute reflects Montessori Philosophy in that no person will be subject to discrimination in educational programs, services or activities based on race, color, religion, gender or national origin. In addition, FSMA recognizes that the 1991 Policy Update, “Schools’ Obligations Toward National Origin Minority Students With Limited English Proficiency” was designed as a mandate for alternative language programs so that national origin minority students with limited-English proficiency would have meaningful access to the schools’ programs. Recognizing this policy, FSMA will:

- not erroneously place students in Special Education because of a language barrier
- teach English to language minority students
- communicate with parents in a language they understand

With regard to Title VII, FSMA plans full compliance, and will not discriminate against its employees based on race, color, religion, gender, or national origin.

k. Complying with Title IX of the Education amendments of 1972.

RESPONSE:

FSMA will be in full compliance with Title IX of the Education amendments of 1972, “...no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity...”

l. Having certified special education teacher(s) providing services for students with disabilities.

RESPONSE:

Please reference the response in Section 7e, which includes a depiction of the number, organization, and job descriptions of the certified special education teacher(s) who will provide services to students with disabilities.

Section 8

Economic Viability

8. Economic Viability

a. List the staff positions and indicate the full-time equivalence for each position for the first four years of school operation. Include position descriptions for each job title. (Renewals/Modifications Update this section to make it current)

RESPONSE:

The chart below provides an overview of the staffing requirements for the first five years at FSMA, number represent full time equivalent employees. Detailed position descriptions follow. Additionally, an organizational chart is provided in Appendix K.

Staff Positions FTE	Year 0	Year 1	Year 2	Year 3	Year 4
Head of School	.5	1	1	1	1
Business Manager	.5	1	1	1	1
Educational Director	.17	1	1	1	1
Nurse		1	1	1	1
Instructional Support Specialist		1	1	1	1
Teachers		9	11	12	13
Paraprofessionals		9	11	12	13
School Secretary		1	1	1	1
Clerical business		1	1	1	1
Librarian/Technology		1	1	1	1
Specials (Art, Music, PE)		1.5	1.5	1.5	1.5
Custodial		1.5	1.5	1.5	1.5
Total FTE's	1	29	33	33	35

First State Montessori Academy: Proposed Full-Time Job Descriptions

Head of School (1 position)

Summary of Position: The Head of School is accountable for the operations of the program and activities of First State Montessori Academy, in keeping with the mission and vision of the school and the direction as set by the FSMA Board. The head of school must represent the Board and embody the vision of the school in its relations with faculty, staff, students, families and the community.

Duties:

- Reports directly to the First State Montessori Academy Board of Directors.
- Carries out the broad educational policies established by the Board and within the limits of the financial policy set by the Board.
- Assumes the responsibility for the day-to-day operation of the school.
- Acts as liaison between the Board and school.
- Oversees the business operation.
- Oversees the Educational Program of the school.
- Supervises all faculty and staff, both teaching and non-teaching.
- Provides administrative and professional leadership for faculty and staff

First State Montessori Academy

- Oversees the development, implementation, and evaluation of programs and services that support the mission and strategic goals of the school
- Provides leadership for activities which affect the current and future development of the school (such as: strategic planning, setting curricular goals)
- With the assistance of the Director of Education, ensures that program quality is maintained and that classrooms have appropriate instructional materials
- Conducts regular teacher and paraprofessional evaluations and provides feedback/coaching
- Ensures that all staff has quality Montessori professional growth opportunities
- Supervises and participates in the selecting and hiring of properly qualified persons to serve as members of the faculty
- Builds relationships with prospective and current parents supporting the admission and retention of children in the school
- Represents the school to all of its constituents including neighborhood, parents, students, business community, faculty, staff and the educational community

Required Qualifications:

- 5-7 years in managing an accredited Montessori school or child care center
- Masters degree or higher from an accredited institution
- Demonstrated experience with strategic planning
- Background knowledge of the fiscal and operating needs of a school
- Montessori Certified Training or extensive experience in with Montessori philosophy and curriculum
- Demonstrated ability to comply with the standards for ethical and professional performance established by the State Board of Education

Education Director (1 position)

Summary of Position: The Director of Education is responsible for the consistent quality of the Montessori program within and across grade levels at First State Montessori Academy. The Director of Education works directly with teachers to develop, implement, and supervise education programs that meet the schools mission and goals. The focus of this position is on continual development of the staff to ensure that all children are reaching their full potential.

Duties:

- Reports directly to the Head of School of First State Montessori Academy
- Acts on behalf of the Head of School in their absence (e.g., questions, concerns, complaints) for the purpose of conveying and/or gathering information required for their functions in a timely manner
- Assists Head of School in developing and evaluating student programs and services
- Assists in the recruitment and retention of state-certified teachers to school.
- Responsible for the oversight and administration of all required federal and state testing requirements on behalf of school
- Insures educational quality control with respect to all applicable federal and state school regulations.
- Provides leadership to faculty in their work with children, parents, curriculum, and colleagues
- Assists the staff in implementing "best practices" based on current research in the field

First State Montessori Academy

- Builds and maintains consistency, coherence, and continuity within program and across programs in the school community
- Participates in the planning/leading of curriculum focused meetings and professional days to review, discuss and update curriculum adhering to a Montessori focus, developmentally appropriate practices, and current research on "best practices." Facilitates meetings of both the whole school community and smaller teams.
- Monitors teachers use and interpretation of classroom-based assessments to inform instructional practices and monitor children's cognitive, social and emotional growth
- In conjunction with the Head of School, establishes professional development goals and plans to meet those needs for the school community
- Ensures that the faculty is provided support and training as needed
- Is present in classrooms, provides feedback and coaching for teachers
- Assists in making placement decisions for children in terms of educational programming
- Supervises classroom ordering process assuring that orders support the curriculum and focus of the school
- Develops a plan for providing support services both in within and outside the school community (reading support, speech, guidance, school psychology services, etc.)
- Supports the curriculum alignment to the common core standards

Required Qualifications:

- Masters degree or higher from an accredited institution.
- 3-5 years experience in working in academic administration or related field.
- Valid Delaware Teacher's Certification
- Demonstrated experience in creating and evaluating student programs
- Demonstrated experience working with adults in professional development or coaching situations
- Montessori Certified Training or extensive experience in with Montessori philosophy and curriculum

School Business Manager (1 position)

Summary of Position: The Business Manager is responsible for the effective management of the financial resources and facility needs of the school to ensure that the institution is financially stable and that all facility needs are addressed.

Duties:

- Reports directly to the Head of School of First State Montessori Academy.
- Acts on behalf of Head of School in their absence (e.g., questions, concerns, complaints) for the purpose of conveying and/or gathering information required for their functions in a timely manner.
- Compiles data from a variety of sources (e.g., time sheets, budget reports, specialized reports, personnel records) for the purpose of processing data in compliance with financial, legal and/or administrative requirements.
- Maintains a wide variety of manual and electronic documents files and records (e.g., student registration data, student health forms, master calendar, budget data, employee records, financial records, reports) for the purpose of providing up-to-date information and/or historical reference in accordance with established administrative guidelines and legal requirements.

First State Montessori Academy

- Monitors a variety of activities on behalf of Head of School (e.g., account balances, work order status, Worker's Compensation injuries, special projects, new teacher staffing, room assignments, maintenance work) for the purpose of achieving goals and meeting target dates.
- Oversees development activities on behalf of school including, but not limited to; fundraising, marketing, and community outreach.
- Facilitates ongoing maintenance of the facility
- Prepares a wide variety of reports, documents and correspondence of a confidential and non-confidential nature (e.g., letters, memorandums, meeting minutes, charts, operational procedures, manuals) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Processes documents and materials (e.g., time sheets, work orders, requisitions, travel reimbursements, budget transfers) for the purpose of disseminating information in compliance with program, district, state and/or federal requirements.
- Procures supplies and materials for the purpose of maintaining availability of required items.
- Reconciles account balances for assigned budget categories (e.g., student council, fundraisers, donations, requisitions) for the purpose of maintaining accurate account balances.
- Researches a variety of topics (e.g., current practices, policies, education codes) for the purpose of providing information and/or recommendations and/or addressing a variety of administrative requirements.
- Responds to inquiries from a variety of internal and external parties (e.g., staff, parents, students, public agencies) for the purpose of providing information or direction and/or facilitating communication among parties.
- Supports Head of School and other assigned administrative personnel for the purpose of providing assistance with their functions and responsibilities.
- Participates in a variety of meetings, workshops, and/or trainings for the purpose of providing or receiving information, recording minutes, and supporting the needs of the attendees.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Required Qualifications:

- Significant professional experience (5 plus years) in managing finance, business, and administrative operations.
- Strong background in school budgets
- Experience with computerized accounting systems
- A commitment to support the Montessori philosophy

School Secretary (1 position)

Duties:

- Reports directly to the Head of School of First State Montessori Academy.
- Answer phones and take messages
- Prepare and manage correspondence, reports and documents.
- Implement and maintain office systems.
- Maintain schedules and calendars.

First State Montessori Academy

- Arranges and confirm appointments.
- Coordinates daily substitute activities (certificated and non certificated) for the purpose of ensuring that staff absences are covered in a timely manner and that student safety and educational process needs are met.
- Handle incoming mail and other material.
- Set up and maintain filing systems.
- Set up work procedures.
- Collate information.
- Maintain databases including but not limited to student records.
- Communicate verbally and in writing to answer inquiries and provide information.
- Composes a variety of documents (e.g., correspondence, agendas, minutes, newsletters, bulletins, reports) for the purpose of communicating information and/or creating documentation in conformance with established guidelines.
- Coordinates a variety of projects, functions and/or program components (e.g., facility usage, guest teachers, meetings, in-service events, travel and accommodations) for the purpose of completing activities and/or delivering services in a timely fashion.
- Organizes internal and external events.
- Liaison with internal and external contacts.
- Coordinate the flow of information both internally and externally.

Required Qualifications

- Professional positive attitude and appearance
- Excellent verbal and written communication skills
- Ability to work independently with strong administrative/problem solving skills
- Highly organized and able to prioritize
- Ability to multi-task in a highly visible fast-paced, team-oriented environment
- Ability to handle confidential matters and information
- Proficient in Microsoft Outlook, Word, Excel. PowerPoint is a plus

School Nurse (1 Position)

Duties:

- Reports directly to the Head of School of First State Montessori Academy.
- Researches a variety of topics (e.g., current practices, policies, education codes) for the purpose of providing information and/or recommendations and/or addressing a variety of administrative requirements.
- Responds to inquiries from a variety of internal and external parties (e.g., staff, parents, students, public agencies) for the purpose of providing health related information or direction and/or facilitating communication among parties.
- Supports Head of School and other assigned administrative personnel for the purpose of providing assistance with their functions and responsibilities.
- On call availability to assist FSMA students with injuries, medication, and screenings.
- Conduct an active screening program for vision, hearing, orthopedics, postural/gait, etc as prescribed in the Nurses Technical Assistance Manual and Regulations
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.
- Oversees the nutritional aspects of menu planning and is the direct liaison for Cafeteria related issues including the part-time staff and any contracted vendors if applicable.

First State Montessori Academy

Required Qualifications:

- Qualified to practice as a Registered Nurse in the State of Delaware.
- Certified in CPR
- Minimum of one-year experience in public health nursing, community health nursing, or school health nursing
- Experience with pediatric nursing preferred

Instructional Support Specialist (1 position)

Duties:

- Assesses students and diagnosis as qualified
- Administers assessments upon referral and collects additional data from teachers, children's work samples, classroom portfolios, continuums of development, etc., to help create the Instructional Support Team create instructional decisions for individual students
- Uses current research-based instructional practices to develop instruction that meets the needs of individual and small groups of students with learning differences to be delivered according to the appropriate continuum of services
- Is responsible for coordinating with classroom teachers and the Education Director to develop an instructional plan for each student. He/she will maintain an on-going dialogue with classroom teachers.
- Suggests special education services based on assessments and data
- Supports teachers in identification of students with special needs
- Leads development of and monitoring of IEPs for individual children with the support of the Instructional Support Team.
- Conduct lessons with small groups on social and academic skills as identified by the RTI and IEP process
- Support classroom teachers by providing resources for addressing academic and social needs
- Serves as the liaison for various contracted services such as speech, OT, School Psychologist, etc.
- Providing leadership to the instructional support team and the RTI process
- Ensures that FSMA is following all rules and regulations within the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.

Required Qualifications:

- Demonstrated understanding of the federal and state regulations for special education needs
- Strong background in reading
- Strong backing in RTI
- DE certified teacher with a special education degree
- Strong background in the Montessori philosophy

Custodian/Maintenance (1.5 position)

Duties:

First State Montessori Academy

- Regular cleaning of the school and grounds
- Monitor the grounds to ensure the environment is safe and secure
- Facilities management to oversee minor repairs and monitor building health and needs

Required Qualifications:

- High School diploma or equivalent
- One year custodial experience.
- Custodial and building maintenance in school setting preferred.
- Experience with fire safety, air quality, mold and dampness issues, heating, ventilation, air conditioning, overall environmental safety, and common repair work.

Clerk (1 position)

Duties:

- Reports to the Business Manager of First State Montessori Academy.
- Manages the payroll reporting duties in coordination with the Business Manager
- Ensure security of school data with backup procedures.
- Act as lead web developer for school's web presence including coding, graphic design and uploading of pages to website.

Required Qualifications:

- High School diploma or equivalent.
- Excellent communication verbal and written communication skills
- Any combination of education, training, and/or experience which demonstrates ability to perform the required duties. A typical qualifying background would include graduation from high school or equivalent, and clerical and secretarial work including word processing skills.

Librarian/Technology (1 Position)

Duties:

- Conducts lessons that incorporate library skills and technology skills
- Maintains a current and up-to-date library collection and resources
- Correlates the library and technology skills instruction to support project work in classrooms
- Reports to the Business Manager and the Education Director.
- Provide technical support to faculty, staff and students on any and all technology-related issues.
- Provide computer training to faculty, staff and students.
- Manage internal computer and phone network ensuring stability and uptime.
- Handle incoming/outgoing staff and student technology needs both at the start of a new school year and throughout the year.

Minimum Qualifications:

- Bachelors degree or higher from an accredited institution.
- Any combination of computer training and certification(s) which demonstrates the ability to perform the required duties.

First State Montessori Academy

- One year of teaching experience; OR, any equivalent combination of experience and/or education from which comparable knowledge, skills, and abilities have been achieved
- Background in library education or incorporating library skills

Teacher (9 positions)

Duties:

- Reports to the Head of School and Education Director of First State Montessori Academy.
- Plan, prepare and deliver instructional activities that facilitate active Montessori learning experiences
- Creates instruction that supports the development of the cognitive, emotional, social, physical, and spiritual growth of the child
- Uses the school Curriculum, Montessori Albums, and current research-based instructional practices to develop integrated units of instruction that meet both the group and individual needs of students
- Prepares an environment that meets the sensitive period of development of the children he/she works with
- Prepares an environment in which the instructional resources are complete and correspond to the needs of the group.
- Uses various assessment tools/strategies such as observations, children's work samples, continuums of development, portfolios, etc. to help make instructional decisions for individual students.
- Monitor the progress of individual students, use all school approved screening and evaluation tools to develop RTI plans for individual children.
- Maintains a clean, orderly, and attractive Montessori environment
- Instruct and monitor students in the use of learning materials and equipment.
- Use relevant technology to support instruction.
- Maintain accurate and complete records of students' progress and development.
- Update all necessary records accurately and completely as required by laws, school policies and regulations.
- Creates an environment that demonstrates rapport with, respect and kindness for, all students as well as between students.
- Models and teaches conflict resolution and problem solving strategies in the classroom.
- Communicate necessary information regularly to students, colleagues and parents regarding student progress and student needs
- Establishes a positive relationship with parents of the students and maintains regular communication with parents with regard to their child's specific needs.
- Establish and maintain Montessori classroom culture, paying particular attention to the needs of students/parents new to Montessori
- Maintains his/her teaching skills and participates in professional development activities (both within the school community and attendance at conferences, workshops, etc.).
- Participate in on-going self assessment and refinement of practice as well as collaborative professional growth
- Participates in collegial activities meetings designed to make the entire school a productive professional learning community.

Required Qualifications:

First State Montessori Academy

- Bachelors degree or higher from an accredited institution
- Valid current Delaware Teaching Certificate/License
- Montessori Certified Training

Special Area Teachers (3 part-time positions)

1. Art Specialist
2. Physical Education Specialist
3. Music Specialist

Duties:

- Reports to the Head of School and Education Director of First State Montessori Academy.
- Plan, prepare, and deliver instructional activities that facilitate active Montessori learning experiences.
- Creates instruction that supports the development of the cognitive, emotional, social, physical, and spiritual growth of the child
- Uses the School Curriculum, Montessori Albums, and current research-based instructional practices to develop integrated units of instruction that meet both the group and individual needs of students
- Prepares an environment that meets the sensitive period of development of the children he/she works with
- Prepares an environment in which the instructional resources are complete and correspond to the needs of the group.
- Uses various assessment tools/strategies such as observations, children's work samples, continuums of development, portfolios, etc. to help make instructional decisions for individual students.
- Instruct and monitor students in the use of learning materials and equipment.
- Use relevant technology to support instruction.
- Maintains a clean, orderly and attractive Montessori environment
- Creates an environment that demonstrates rapport with, respect and kindness for, all students as well as between students.
- Models and teaches conflict resolution and problem solving strategies in the classroom.
- Establishes a positive relationship with parents of the students and maintains regular communication with parents with regard to their child's specific needs.
- Establish and maintain Montessori classroom culture, paying particular attention to the needs of students/parents new to Montessori
- Maintains his/her teaching skills and participates in professional development activities (both within the school community and attendance at conferences, workshops, etc.).
- Participate in on-going self assessment and refinement of practice as well as collaborative professional growth
- Participates in collegial activities meetings designed to make the entire school a productive professional learning community.

Required Qualifications:

- Bachelors degree or higher from an accredited institution
- Valid current Delaware Teaching Certificate/License
- Demonstrated background in area of expertise, art, music, or PE as appropriate

- Demonstrated understanding of the Montessori philosophy

Montessori Teacher Assistant (Paraprofessional) (9 positions)

Duties:

- Reports to the assigned First State Montessori Academy Teacher (s).
- Support the work of the Teacher, primarily through the preparation and maintenance of the environment in which the Montessori approach to education is implemented.
- Act as a support person during class work times and will support the work of the head classroom teacher.
- Work with individual and small groups of children as directed by the Teacher and/or Head of School.
- Assist the Teacher in the daily monitoring of students' work.
- Assist with preparation of curriculum materials as directed

Minimum Qualifications:

- One year of teacher's assistant experience; OR, Any equivalent combination of experience and/or education from which comparable knowledge, skills, and abilities have been achieved
- Montessori certification or a willingness to obtain certification

*b. List all positions **NOT** employed by the Board of directors. Where there is intent to hold a contract, provide a contract or template of intended contractual relationships. (Renewal/Modifications provide original documentation and any changes)*

RESPONSE:

First State Montessori Academy: Proposed Contracted Services

The following school services will be contracted out on a need basis:

1. Copier Leases
2. Auditing
3. Legal Services
4. Information Technology (computer and phone systems)
5. On-Call Therapist(s) (Occupational, Physical, Speech, and Psychologist)
6. Transportation

c. Identify the amount and source of funds that will be needed to acquire (purchase or lease) the facilities and ready them for school opening. Describe the plan for obtaining these funds. Describe the financial plan for facilities to accommodate all the students for the total enrollment for the initial four years of the Charter. Indicate whether the site will be purchased or leased. Identify the date by which the school's Board of directors will have direct control of the site either through a signed lease agreement or a signed purchase agreement. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

The First State Montessori Academy is not looking to purchase a facility; the FSMA board is focused on securing a property for a five- or ten-year lease term. To accomplish this, FSMA has

engaged the services of NAI Emory Hill Real Services, Inc. (Emory Hill), one of the top commercial real estate firms in the State of Delaware, to secure a suitable commercial property for FSMA to begin full school operations in Spring 2013.

Emory Hill (in collaboration with FSMA) has identified several properties that fit the criteria for the intended school use: a facility with a minimum of 25,000 square feet. In year one, FSMA will require 20,000 square feet; FSMA has been advised by Emory Hill that it will not be unreasonable to find a location that FSMA can grow into, adding square footage to the lease year by year.

Funds in the amount of \$10,000 will be used in year 0 to rent office space for administrative offices for 6 months prior to opening the school. In years one through four approximately \$140,000 of state funds will be used to lease a school building. As the enrollment increases in subsequent years additional space required would be utilized and added to the lease as reflected in the budget. The plan is to secure the lease of the facility in January, 2013 and to occupy the building in June, 2013.

Turnkey facilities have been identified that would accommodate all the school needs including growth and expansion requirements. One such facility may be available at 1400 Harvey Road, Wilmington, Delaware 19810. A business arrangement could be agreed upon between FSMA and the owners, where a large portion of a school building would be leased accommodating all the schools anticipated needs.

With guidance from Emory Hill (see Appendix E) FSMA has budget \$7.00 per square foot. This amount is reflected in the proposed budget. As FSMA has toured a number of properties in the Wilmington area and believes this number is reasonable to secure appropriate space.

FSMA has had preliminary lease discussions; the FSMA board feels it would be more prudent to execute and finalize the lease agreement if/when the Charter is approved. That said FSMA strongly believes an appropriate space for the school is available within budget parameters.

d. Identify who will own the school facilities. In the event that the school closes or (if applicable) the management agreement with any contractor terminates, describe what will become of the facilities and any debt owed on those facilities. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

The landlord would own the school facilities and FSMA would have lessor rights. In the event that the school closes there may be a debt due to the landlord for the remaining lease responsibility. Flexible lease termination arrangements may be negotiated in the lease.

e. List each contract necessary for the school to open and the specific dates on which those contracts will be finalized and signed. Contracts may include: equipment, bus and food services, related services such as speech therapy or occupational therapy for special education, financial operations, leases of real and personal property, the purchase of real property, the construction and/or renovation to real property, and insurance. THESE

CONTRACT AMOUNTS MUST ALSO BE ITEMIZED IN THE BUDGET SHEETS.
(Renewal/Modifications provide original documentation and any changes)

NOTE: Contracts for bus and food services are required by Regulation 275, Subsection 4.4.4 to be in place by August 1st of the year in which the school proposes to open and by August 1st of each year thereafter. Contracts for the lease or purchase of real property, and/or the construction and/or the renovation of improvements to real property must be in place sufficiently far in advance so that the applicant might obtain any necessary certificate of occupancy for the school premises no later than June 15th of the year in which the school proposes to open.

The application must include a complete and balanced budget for the proposed school in the approved format for the planning year and the first four years of school operation. THE METHOD BY WHICH AMOUNTS ARE CALCULATED MUST ALSO BE DESCRIBED. The budget spreadsheet is located at the following link:
<http://www.doe.k12.de.us/infosuites/schools/Charterschools/files/new%20Charter%20budget%20worksheet%20sample%20blank.xls>.

NOTE: All State and Local revenue estimates can be done by accessing the on line spreadsheet for New Charter School State and Local Fund Estimates located at the following link: <http://www.doe.k12.de.us/infosuites/schools/Charterschools/files/Revenue%20Estimates.xls>. Should you have questions in accessing, completing or understanding this spreadsheet please contact Scott Kessel, Education Associate for Charter School Finance at (302) 735-4040. These revenue estimates will be used to complete the on line budget worksheets located at the following link: <http://www.doe.k12.de.us/infosuites/schools/Charterschools/files/new%20Charter%20budget%20worksheet%20sample%20blank.xls>. Estimates for Federal program revenues may be obtained from Mrs. Tammy Korosec, Education Associate for Federal Accounts, who can be reached at (302) 735-4040. Information about the Federal Charter School Support Program startup funds may be obtained from Julia Webster, Charter Schools Office, who can be reached at (302) 735-4020. Estimates for state, local and Federal program revenues will be based on the assumptions which the applicant makes regarding the numbers of students anticipated at each grade, the numbers of students anticipated from various districts, the anticipated special education classifications of enrolling students, and the qualifications of teachers hired by the school. These revenue estimates must be viewed with caution since the assumptions upon which the applicant may have based them may change as students actually enroll and staff is hired.

The applicant must consult Scott Kessel regarding online forms for revenue projection at 302-735-4040 or skessel@doe.k12.de.us.

RESPONSE:

Professional Contract, Legal Services: June 30, 2012
Insurance: June 30, 2012
Facility Lease Agreement: January 1, 2013
Professional Contract, Substitute Teacher: June 30, 2013
Professional Contract, Psychologist-June 30, 2013
Professional Contract, Speech Therapist-June 30, 2013
Professional Contract, Physical Therapist-June 30, 2013
Telephone/Communications: June 30, 2013
Utilities: June 30, 2013

First State Montessori Academy

Alarms System: June 30, 2013
IT Outsourced Contract: May 1, 2013
Professional Contract, Auditor: May 1, 2013
Bus Contracts: June 30, 2013
Food Services Contract: July 30, 2013

Additional details of implementation can be found in Appendix O (which can and will adjust according to needs and outcomes).

f. List all start-up costs projected for the twelve-month period prior to school opening. List the source(s) of funds to cover these costs and include details on amounts provided by each source. (Renewals/Modifications Not Applicable)

RESPONSE:

The budgets outlining use of Federal, State & Local and Other funds are provided in Appendix L2-5. As grant money from a private foundation such as The Longwood Foundation is secured, FSMA will hire a Head of School and Business Manager using those funds for five months.

Head of School (5 Months)	\$50,259
Business Manager (5 Months)	\$39,678
Education Director (2 Months)	\$14,814
Down payment on school supplies/Materials	\$40,000
Financial training, other Charter training	\$5,000
Office Space	\$20,000
Insurance	\$4,800
Faxes	\$500
Desks	\$5,000
Phone	\$2,000
Misc	\$500
Copier	\$2,000
Computers	\$16,000
Supplies	\$2,500
Postage/Shipping	\$3,500
Printing/copying	\$5,000
Recruitment/Marketing	\$15,000
Parent Education Student Preparation	\$20,000

g. List other intended sources of revenue in addition to the state and local funds. Should loans be included, list the source and terms of the intended loan(s) as well as projected payment schedules for the life of the loan. Should fundraising be included, explain activities in detail to also include collection and deposit methods. Describe the process by which funds will be deposited into the school's state account. If a state account is not used, describe where the funds will be deposited to ensure that all school funds are available for audit by the State Auditor's Office upon request. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

Revenue Sources:

Longwood Foundation Transitional Grant for Public Montessori Schools (100K)
 Federal Start-up Grant for Charter School (12SK-Y0) (300k-Y1, Y2)
 Fundraising (50K/year)

Revenue Funds will be deposit in accordance with the State Accounting Policies and Procedures with had been incorporated as the FSMA Accounting Policies and Procedures Manual, attached herein.

h. Describe the school's intended contingency finance plan if enrollment falls below the projections as presented in this application. Include details of cost determination. List the minimum number of students the school can enroll each year to remain economically viable. (Renewals/Modifications Update this section to make it current)

RESPONSE:

The minimum number of students to remain economically viable is 230. The FSMA contingency plan if enrollment falls below projections would be to reduce personnel and operating cost to meet funding limitations. The chart below demonstrates a minimum number of students required each year and how the numbers were established.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Cumulative Excess funds per year	\$115,713	\$251,805	\$339,840	\$288,119
Projected number of students	241	276	312	325
Cost per student	\$10,277.29	\$9,834.69	\$8,738.66	\$8,825.61
Lowest student operating level w/a reducing services	230	251	274	293
Revenue per student	\$10,757.43	\$10,747.02	\$9,827.89	\$9,712.13

The contingency for failure to meet the projected enrollment includes:

- Increase marketing efforts to increase to student enrollment and fundraising effort.
- Request releases of surplus from the Longwood Foundation Grant to unrestricted income to make-up any deficits.
- Flex class sizes to accommodate existing enrollment.

Section 9

Administrative and Financial Operations

9. **Administrative and Financial Operations**

a. Provide the plan for managing the financial operations of the school in accordance with the State Budget and Accounting Manual and Title 29, Chapter 69 (in the areas of accounting, payroll, purchasing, compensation, retirement, and benefits management). Specify which individuals will have direct responsibility in each of these operations to also include internal controls for budgeting and financial management. Additional website references: <http://budget.delaware.gov/accounting-manual/account-manual.shtml>. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

FSMA's plan for managing the financial operations of the school in accordance with the State Budget and Accounting Manual and Title 29, Chapter 69 is outlined in the FSMA Accounting Policies and Procedures Manual, which is provided in Appendix M. This manual specifies which individuals will have direct responsibility in each of these operations and also includes internal controls for budgeting and financial management.

FSMA intends to use the Delaware Financial Management System (DFMS) for financial accounting and purchasing transactions, and Payroll Human Resources Statewide Technology (PHRST) for managing, compensating, payroll, personnel information and retirement and employee benefits. FSMA will assure personnel utilizing these systems are properly trained in accordance with state requirements.

The business manager will lead and FSMA will follow the state budget and accounting manual and contract for an outside annual audit.

b. Describe the roles and responsibilities of the Board of directors including how the Board of directors will ensure oversight of the school. The Board is ultimately responsible for the administrative and financial operations of the school. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

The roles and responsibilities of the board of directors, including oversight, are delineated in the FSMA by-laws. The by-laws are part of the corporate documents provided in Appendix F. Additionally, the FSMA Personnel and Finance Policies and Procedures Manual, which is attached in Appendix N, includes the roles, responsibilities and oversight of the board of directors.

In summary, the FSMA Board will be responsibility for the following:

- Employing the Head of School, administration, faculty and staff
- Approving operating and capital budgets
- Preparing and review of financial reports and providing direction to the school administration
- Review and evaluation of student performance indicators and measurement of student performance
- Ensuring compliance with state and federal regulations

- Ensuring reports, records, financial and administrative processes are accurate and comply with required laws and regulations.

c. Describe the internal form of management to be implemented at the school, including any plans to contract with an outside group to manage any portion of the educational, administrative, and/or financial operations of the school. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

An organizational chart depicting the internal form of management that will be implemented at FSMA is provided in Appendix K. Internal management is also addressed in the FSMA Personnel and Finance Policies and Procedures Manual, which is attached in Appendix N.

The educational operations of FSMA, as described in sections 4, 5 and 6 of this application were developed with the staff support of FSMA Advisory Council members Linda Zankowsky and E. McCrae Harrison who represent The Center for Montessori Advancement (CMA) and the Elementary Workshop, Inc, respectively. The CMA is an organization with which FSMA will continue to work on professional development for FSMA staff as well as programs for public outreach that will enable families to learn about Montessori education and demonstrate interest in the school's educational philosophy. The CMA will not manage the educational, administrative or financial operations of FSMA, although FSMA will consider CMA among the potential vendors offering professional development services.

e. Describe how teachers and parents will be involved in decision-making at the school. Provide details and not just a restatement of the question indicating that teachers and parents will be involved. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

As set forth in the FSMA by-laws, provided in Appendix F, both legal guardians (including, but not limited to, parents) of students enrolled at the school and teachers of the school are Members of FSMA. As Members, these individuals will have the right to attend Annual Meetings and to call Special Meetings of the Members for the purpose of electing the school's directors and transacting other business of the school. In addition, the by-laws require that both the legal guardians and teachers have representative directors on the board of directors at FSMA, thereby assuring their inclusion in decision-making at the school. Beyond this foundational governance structure, the board of directors intends to take action designed to ensure that the interests of the legal guardians and teachers are continuously communicated to the board of directors and inform their decision-making process. For example, the board envisions disseminating surveys regarding certain selected key issues involving the school to gather the opinions of the legal guardians and/or teachers with respect to these key issues. In 2010 The FSMA Board elected a new board member with specific expertise in forming and running a parent-teacher organization ("PTO") in the anticipation that a strong PTO will be formed at the school. The FSMA Board will encourage and facilitate this process.

In addition, one of the hallmarks of Montessori schools is the parent co-op model that incorporates parents in the day-to-day operations of the school. The members of the FSMA

Board and Advisory Council (who represent the various Montessori schools in the greater Wilmington area) all hail from schools in which the parent co-op is central to the school's environment. Parents working collaboratively to develop the school's culture helps to foster a strong home-school connection, and solidify the investment families have in the community. FSMA plans to draw on the spirit of a parent co-op by:

- Developing opportunities for families to interface with staff and teachers;
- Providing a forum for voicing concerns, suggestions for improvement;
- Offering avenues for volunteerism; and
- Connecting with the fundraising efforts of the PTO.

f. List the criteria and timeline to be used in the hiring of teachers, administrators, and other school staff. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

FSMA will attract, recruit, train and support the highest quality faculty and staff. The process of identifying the teachers and staff required to support the FSMA mission and vision will begin by casting a wide net into targeted applicant pool of certified professionals as soon as the Charter has been approved. The FSMA Head of School will be the first position FSMA seek to fill. A job description for the position of FSMA Head of School is provided in Section 8a. Among the qualifications of the Head of School, FSMA plans to identify candidates with strong Montessori backgrounds to ensure that it reaches one of the schools' five year goals accreditation from the American Montessori Society. The second position the FSMA Board will seek to fill is that of a Business Manager. The newly hired Head of School and Business Manager will collaborate and interface extensively with the FSMA Board while building out the faculty staff and structure of the school. To the extent FSMA hires a Head of School or Business Manager in its planning year, as it currently projects, the FSMA Board acknowledges that funding these two positions during the planning year will require other funding, such as grant funding, outside State and Federal sources. The FSMA Board has seasoned fundraisers and several grant proposals prepared for the Spring 2012 deadlines that are approaching. FSMA has budgeted to hire the Head of School and Business Manager as full-time positions starting four months prior to the opening of the school.

The FSMA Board is committed to searching nationally, as well as locally, to identify top talent for all open positions. The forums for posting job descriptions will include Montessori specific resources as well as the alumni networks of colleges and universities, local papers and online job sites such as monster.com, and educational journals. The Head of School and the Education Director will share the responsibility of identifying and interviewing qualified applicants. All final decisions will be made by the Head of School, with oversight from the FSMA Board. Prospective teachers will be evaluated on planning, experience, content knowledge, critical thinking, respect, communication abilities, professionalism, motivation, ability to motivate others, and any demonstrated interest in the values and mission of FSMA including commitment to authentic Montessori education. FSMA Executive Board members, Sean Boyd and Victoria Hostin, recently met with The Charter School of Wilmington President, Chuck Baldwin. Mr. Baldwin referenced the collaboration and support among charter school heads administrators. Mr. Baldwin offered his support in reviewing Head of School candidates; his extensive knowledge and experience leading charter schools affords him insight on the qualities required

for a successful head of school. The FSMA board is open to this kind of collaborative support with other charter schools.

The initial recruiting and hiring process, which will be further refined once the Head of School is hired, is noted below:

1. Identify hiring need, validate salary budget
2. Post open job descriptions in targeted outlets;
3. As applications are received, send a post card to indicate acknowledgement of the application; Referrals from employees and/or board/community members will be accepted
4. Review resumes to screen and assess qualifications of applicants. Highly qualified applicants may be granted an in-person interview; minimally qualified candidates may be granted a short phone interview to determine if a next step is appropriate;
5. Schedule and conduct screens and/or interviews;
6. Candidates who had successful first round interviews may be asked to submit additional materials (sample lesson plans, for example) to continue in the hiring process;
7. Additional rounds of interviews may be scheduled;
8. The most qualified applicant is identified and selected for the open position. A contingent offer is extended, pending appropriate post hire checks; including but not limited to background and employment checks. Candidates who were not selected are notified and their applications may be retained for future openings.

To ensure the quality of the FSMA workforce, ongoing professional development and performance reviews are built into the FSMA Personnel Plans. Likewise, monies for professional development are allotted in the FSMA budget.

A timeline for the initial staff hiring at FSMA is provided below. Please note that this timeline assumes that FSMA is successful in securing grant funding from other sources such as the Longwood Foundation. If funding is not secured for the Head of School or the Business Manager in the planning year, the timeline and the Implementation Plan (Appendix O) will be adjusted to reflect this change.

April/May 2012:

- FSMA Board Search Committee begins the recruiting process for interviewing and hiring for the Head of School and Business Manager positions;
- FSMA Board establishes a Contracts Committee, which will include lawyers on the FSMA Board, to oversee drafting and finalizing professional contracts.

June/July 2012:

- Execute Professional Contract for the Head of School position. Assuming that other funding is secured, the Head of School will be retained on a part-time capacity. His or her status will change to a full-time employee in June 2013 when FSMA expects to take occupancy of a site.
- Execute Professional Contract for the Business Manager position. The Business Manager will initially be hired in a part-time capacity. His or her status will change to a full-time employee in June 2013 when FSMA expects to take occupancy of a site.

June 1, 2012-December 31, 2012:

- The Executive Director and the Business Manager work with the Board to establish criteria/schedule in the hiring the IT Specialist, Secretary, Teachers, Paraprofessionals, and other Professional Contracted Services.

January 2013-June 30 2013:

- Professional Contracts Executed for the following positions by the date indicated (start-dates may vary and are reflected in the FSMA Implementation Plan, which is provided in Appendix O):
 - Library/ IT Specialist May 1, 2013
 - Clerk June 1, 2013
 - Education Director June 1, 2013
 - Secretary July 30, 2013
 - Teachers (9) June 30, 2013
 - Instructional Support Specialist June 30, 2013
 - Nurse (two part-time positions) July 1, 2013
 - Paraprofessional (9) July 30, 2013
 - Custodial/Maintenance June 30, 2013
 - Teacher Contract: Substitute Teacher June 30, 2013
 - Teacher Contract: Occupational Therapist June 30 2013
 - Teacher Contract: Speech Therapist June 30, 2013
 - Teacher Contract: Physical Therapist June 30, 2013

g. Describe how the school will recruit Delaware certified teachers. If the school hires any non-certified teachers describe how the school will meet the teacher certification requirements of the Delaware Charter law. Describe the procedures that will be used to ensure that any non-certified teachers that are hired are participating in an alternative certification program, if available. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

Recruiting and retaining Delaware certified teachers is a priority for FSMA. The FSMA Board along with the Head of School will oversee this process delegating responsibility for the implementation a targeted recruitment strategy. The Head of School will partner with Montessori and certified teaching professionals to develop best practice methods to both recruit and retain quality state-certified teachers. In addition, the FSMA Board acknowledges that, to implement an authentic Montessori teaching philosophy and achieve Montessori accreditation, Montessori certification will be an important priority among its Delaware certified teachers and retained paraprofessionals. The FSMA budget reflects the appropriate and desired number or dual and separate state and Montessori certifications required to operate the school. To the extent any Montessori certified teachers must be State certified (that is, to the extent they are hired as teaching and not paraprofessional units), the Head of School will impose deadlines for meeting such requirements. The FSMA Budget including funding for dual certifications. In addition to the recruitment strategies and procedures outlines in question E, FSMA will participate in job fairs and will continue to seek to hire Delaware certified teachers or those who qualify for the State's Alternative Route to Certification Program.

h. Describe the human resource policies governing: salaries, contracts, hiring, and dismissal that will be in place for all positions at the school. Please provide a copy of your proposed employee handbook. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

The human resource policies governing salaries, contracts, hiring, and dismissal are outlined in the FSMA Personnel and Finance Policies and Procedures Manual, which is attached in Appendix N. The specific language in the Manual addressing salaries, contracts, hiring and dismissal is reproduced below:

Management and Staff Salaries

Management, teachers and guidance counselors will receive an initial salary taking into consideration credentials as recognized by the State of Delaware, Department of Education, including but not limited to:

- Education related degrees,
- Years teaching only grades 1st through 12th
- Additional credit hours as recognized by DOE, and
- Years providing guidance, principal or vice principal services.

Initial salaries are set solely at management's discretion.

Contracts

All employees will receive contracts prior to the first day of the contract year. All employee contracts at the FSMA will be for one-year terms. Both the employee and the Head of School will sign the contract and each party will receive a copy. Issuance of a new employment contract annually reflects the fact that employees must be rehired by Management each year. Automatic renewal should not be assumed.

If a teacher's credentials should change during the contract period (e.g., obtaining a higher college degree, becoming Nationally Board Certified, etc.), and if this should result in a change in compensation, a new contract may be signed at the time. However, the Head of School and Business Manager must be informed of any such change in credentials, with accompanying documentation provided and approved by the Delaware Department of Education, prior to December 1st for the change to be in effect during the current contract year; otherwise, changes will take place when contracts are signed for the next fiscal year, based on the compensation rate authorized for the new fiscal year.

The Manual states that FSMA management is responsible for "hiring, firing, and establishing performance milestones for the staff."

*i. Describe how the school will incorporate the **Delaware Performance Appraisal System** into its teacher and staff evaluations. Provide detailed descriptions and not just a restatement of the question stating that you will comply. (Renewal/Modifications provide original documentation and any changes)*

RESPONSE:

FSMA's plan for applying the Delaware Performance Appraisal System into its teacher and staff evaluations is described in the FSMA Personnel and Finance Policies and Procedures Manual, which is attached in Appendix N. Specifically, this information begins on page 8 of that document.

Beginning with the current school year, the end-of-year Job Analysis will include a quantifiable rating for each teacher based on multiple indicators. The Job Analysis is done after reviewing:

1. Two to three formal written lesson Analyses for current year (based on at least one announced and one unannounced observation). This process follows what is outlined in the Delaware Performance Appraisal System (DPAS).
2. Parent Survey Responses.
3. Combined input from all administrators regarding employees' non-teaching responsibilities (e.g., punctuality, participation in the life of the school, collegiality, communication, etc.)

j. Describe how the school will be held accountable to the parents of children at the school. Provide detailed descriptions and not just a restatement of the question stating that the school will be held accountable to the parents of children at the school. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

As set forth in the FSMA by-laws, provided in Appendix F, legal guardians (including, but not limited to, parents) of students enrolled at the school are Members of FSMA. As Members, these individuals will have the right to attend Annual Meetings and to call Special Meetings of the Members for the purpose of electing the school's directors and transacting other business of the school. In addition, the by-laws require that both the legal guardians and teachers have representative directors on the board of directors at FSMA. As voting constituents, parents will thus have a fundamental role in holding the board of directors accountable for school's operations and performance. In addition, as set forth in the response to Question E of this section, the board of directors contemplates engaging in other actions to promote transparency and accountability in the school community, including holding public meetings of the board of directors, disseminating periodic surveys to gauge opinions among the parents of the school, and facilitating any efforts to form a parent-teacher organization at the school.

k. If the Board of directors is contracting a portion of the operation of the school to an outside group, identify the group, describe the relationship between the group and the Board of directors, and list the services the outside group will be providing. A copy of the management agreement between the Board of directors and that group must be included with the application. The management agreement must be consistent with the requirements of 14 Delaware Code, Chapter 5. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

FSMA does not plan at the time of submission of this application to contract any portion of the operation of the school to an outside group. If events change this status, FSMA will promptly notify the Department of Education.

l. If an outside group will be used to manage any portion of the school's educational, administrative and/or financial operations, the applicant must also provide: Verification the outside group is authorized to do business in the State of Delaware, a complete list of all other schools (regardless of location) with which the outside group has contracted and the locations of those schools. The list must include all schools with which the outside group contracted but is no longer managing, a summary of student performance on the appropriate state assessment of each school the outside group has managed, a complete list of all past and any pending litigation against that group or submit a statement that there has been none and that none is pending. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

As stated above, FSMA will not be contracting any portion of the school's educational, administrative and/or financial operations.

m. Describe the plan (including timetable) to be used for recruiting students. Describe how the school will publicize its program and admission procedures. Describe how the school will recruit a sufficient number of students to be financially viable. You must convincingly demonstrate that the school will be able to attract enough students to make the school financially viable. Signatures of potentially interested parents and student in the community, feasibility studies are possible methods of demonstrating interest. While these methods are good indicators the committee may review other sources of information in making its determination. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

The FSMA Implementation Plan is in Appendix O and describes the recruitment strategy, assigns responsibility for tasks, and outlines the time frame for recruitment work to be completed.

In accordance with the timeline set forth in response to this Section of the application, the FSMA Board will hire a Head of School and Business Manager. These two positions will be part-time until the summer prior to opening the school. The plan for recruiting students will be primarily executed by the Business Manager in conjunction with the Marketing and Fundraising Committee of the Board; the Head of School will maintain oversight of the recruitment plan and participate when needed. The marketing plan includes:

Marketing Strategies

- Establish awareness of FSMA in the market through traditional advertising (print, radio, cable, online) and direct mail. As a result of two years of grass-roots community building, FSMA has an extensive email list, Facebook presence, and hundreds of signatures from interested community members (see Appendix C) whom it will reach out to.
- Identify potential feeder schools students aging out at Kindergarten and/or First grade.

- Get the FSMA marketing message directly in front of targeted consumer.
- Establish FSMA presence at family events that offer tabling opportunities.
- Targeted, grassroots distribution of marketing materials.
- Increase awareness through community relations, networking, co-marketing arrangements.

In the first year of operation, feeder schools will be a vital component of the student recruitment plan. For older children entering any Montessori School, it is desirable for them to have experience in a Montessori environment; this poses a challenge to filling the spots available in FSMA's 3rd, 4th and 5th grades. The FSMA recruitment plan addresses that challenge with two tools: 1) offer a summer training session to acclimate children with no Montessori background who are entering the school in 3rd, 4th or 5th grade, and 2) identify Montessori schools that will have children aging out after 3rd grade, as those parents may have interest in continuing their children's Montessori education beyond that point.

For decades, the vast majority of Montessori schools have been independent, private schools with high tuition; however there is an increasing trend toward Public and Charter Montessori Schools. The web site for The Public Montessorian, the Montessori community newspaper, estimates that there are currently over 400 Montessori schools in the United States that are either public or Charter schools. Additionally, these schools are finding their educational services in high demand. For example, San Francisco Public Montessori school in San Francisco, CA received 125 application for 8 spots and the school maintains a sizable wait list.

New Castle County, DE has approximately ten Montessori Programs, four of which offer elementary level classrooms. Families attending these ten schools have — for many — seen enough value in a Montessori Education that they have been willing to pay tuition. Tuition for a full day program at Delaware Montessori schools ranges from \$9,000 to \$14,000. This demonstrates a strong demand for Montessori education, and the FSMA Board feels confident that the school will be able to attract enough students to make the school financially viable.

Additionally, the FSMA board began gathering signatures of support from community members following the November 10, 2010 Charter School Applicant Seminar held at the DOE offices in Dover, DE. In November and December of 2010 FSMA gathered two hundred fifty signatures of support. These signatures are included in Appendix C along with signatures collected in 2011 during two public information sessions held at both the Brandywine Hundred Library as well as the Woodlawn library.

As a result of FSMA's extensive relationship with the broader Montessori community in Delaware, FSMA has access to data that has helped hone its marketing plan. The aforementioned independent schools that offer Montessori education from toddler-aged children through elementary school have provided a breakdown of their student enrollment across the years. This data provides evidence of the districts that Montessori families have drawn from to date. Additionally, the heads of schools at these independent Montessori schools have provided data regarding attrition at their schools: families are withdrawing as a result of the economy; parents are faced with hard financial decisions that result in students reluctantly leaving Montessori schools for public schools. FSMA will be a welcome institute to those families who want a Montessori education for their child, but cannot afford it. Data collected from

independent Montessori schools in the Wilmington area, which demonstrated districts of student distribution and school attrition across the years is provided in Appendix L9.

n. List all the admissions preferences authorized by this statute the school will use. If more than one preference will be used, describe how the various preferences will be employed together. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

The school will apply the preferences authorized by the Delaware Code, Title 14, Chapter 5, 506 (b) in the following sequence in order to support the goal of a continuous experience for children and families. The admission preferences for FSMA are as follows:

- Children or step children of the Founder's of FSMA, but not more than 5% of the school's total population.
- Children of staff members employed 30 hours or more a week by FSMA including adopted children and step children will receive preferential enrollment placement for "open positions".
- Siblings of students currently enrolled at FSMA. Siblings will be defined as:
 - Children having the same parent or parents, either natural or adoptive.
 - Children who are step-siblings and share a common custody or legal residency arrangement, and who has a natural or adoptive parents at the same residence.
- Students whose families have a demonstrated specific interest in a Montessori education;
- Families residing within a 5-mile radius of the school.

In the first year of operation, FSMA will need to fill all the spots delineated in the enrollment breakdown. For students entering FSMA at the kindergarten, first and second grade levels, a demonstrated interest in the Montessori method is preferred, but not required. However, for students entering FSMA at the third, fourth, fifth and sixth grade levels, a demonstrated interest in the Montessori method will be required. The reason for this requirement is that in the Montessori model the child uses freedom of choice to independently complete his or her work. This requirement is found at most Montessori schools, both public and private and is based on solid experience. The materials become familiar to the children over time, and gradually a child in a Montessori classroom will have had training with all the materials in a classroom and can even serve as a peer tutor to other children. In traditional class-rooms with teacher-directed methods, students are accustomed to sitting in assigned seats and doing assigned work to receive grades and other recognition. Some children without prior pre-school Montessori experience may find it difficult to transition to a Montessori classroom. In addition, because the teacher gives lessons to individuals and small groups, the expectation is that the other children are working independently at that time. When children who cannot work independently are few, the teacher is able to give that student the support he or she needs to adapt. If there are more than a few such children, the classroom ideal of freedom of choice takes longer in the year to establish as the teacher will have to give large group lessons. An appropriate analogy for this is that of a second language. Montessori is an immersion environment that becomes very second nature as a child gets older. Like a child who is fluent in Spanish and English, a Montessori trained student will have no trouble transitioning from a Montessori environment to a traditional classroom. Likewise, a student who speaks only one language will struggle in a bi-lingual environment.

In the first two years of operation, FSMA will run a summer program for students with no Montessori background to help students entering 3rd, 4th, 5th and 6th grade accclimate to the new environment and to draw upon the above analogy, they will learn to speak the Montessori language. This program will help facilitate getting enough students in the first year and allow for FSMA to reach a broader number of interested families.

a. If the proposed school will give admissions preference ta children af the school's founders, describe how the school will identify the founders and how the preference will be used in the enrallment process. (Renewal/Madificatians provide ariginal documentation and any changes)

RESPONSE:

The term "founder" includes those entities and persons who assisted in the formation, application process, approval, and opening of the School. The term "founder," shall not include anyone whose sole significant contribution to the School was monetary. "Founders" shall be determined by a three-quarter majority vote of the board.

p. Describe the plan far selecting students if more students seek odmission than space allaws. If a lottery is used, describe how it will be conducted. (Renewal/Madificatians provide original documentation and any changes)

RESPONSE:

The school will apply the preferences authorized by the Delaware Code, Title 14, Chapter 5, 506 (b) in the following sequence in order to support the goal of a continuous experience for children and families:

1. Children or step children of the Founder's of FSMA, but not more than 5% of the school's total population.
2. Children of staff members employed 30 hours or more a week by FSMA including adopted children and step children will receive preferential enrollment placement for "open positions".
3. Siblings of students currently enrolled at FSMA. Siblings will be defined as
 - o Children having the same parent or parents, either natural or adoptive.
 - o Children who are step-siblings and share a common custody or legal residency arrangement, and who has a natural or adoptive parents at the same residence.
4. Students whose families have a demonstrated specific interest in a Montessori education;
5. Families residing within a 5-mile radius of the school

FSMA will hold an open enrollment period for all grades October 10th though November 30th of the year preceding enrollment. If the 30th falls on a weekend, the enrollment period will be extended to the following Monday. All applications postmarked by the deadline will be considered to be on-time. If there are as many spots available as there are applications, all students will be offered the opportunity to enroll. If there are fewer spots available than the number of applicants, FSMA will sort the applications according to the admissions preferences. The spots will then be filled according to the above preference order. In the event there are

First State Montessori Academy

fewer spots than applicants with the same preference criteria, a publicized lottery will be held to award the spot in January. The order of the lotteries will be 6, 5, 4, 3, 2, 1, K.

Students entering FSMA in 3rd, 4th, 5th, or 6th grade, will be required to have demonstrated a preference in the Montessori method, which can be achieved by attending a summer intensive program that FSMA will provide at no cost.

Applicants who have not been awarded a spot during the initial enrollment period will be placed on a waiting list by preference and by grade. If a space becomes available, FSMA will contact the applicant with the highest preference on the list. That applicant will be given a limited amount of time to reply, such as 48 hours, before the space is offered to the next applicant on the list.

If openings remain after the above open enrollment period, applications will be accepted on a first come, first served basis until the spots are filled.

Applications are only valid for one year. Students not admitted or placed on the waiting list do not carry over to the next year. A new application will need to be submitted for the following year.

q. Provide the timetable for the school's application and admissions process. Demonstrate how it is consistent with the timetable set forth in 14 Delaware Code, Chapter 4, for the public school choice program. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

The recruitment and admissions process are part of the FSMA Implementation Plan in Appendix O. Additional details of the school's plan that address the application and admission process are provided below.

The steps and key dates of the FSMA application and admissions process for the 2012/2013 school year:

Timeline	
FSMA Application/Admission Process	
Summer 2012	Enrollment process, open enrollment dates, enrollment deadlines and lottery date posted on the FSMA web site and included in all marketing materials
Dates TBD	Information session will be held monthly throughout the fall of 2012
October 10-November 30	Open enrollment as applications are received FSMA will notify the district of residence, as set forth in 14 Delaware Code, Chapter 4, section 404. Applications must include immunization records, proof of age (birth certificate), custody paperwork if applicable and proof of Delaware residency.
November 30	Application deadline
January 10, 2013	Conduct admissions lottery (if the 10th falls on a weekend, the lottery will take place on the following Monday). This date is less than 45 days following the application deadline.

First State Montessori Academy

January 10-13	Notify families of status/establish a wait list
January-April	Confirm acceptances as they come in

This timeline is consistent with the timetable set forth in 14 Delaware Code, Chapter 4. FSMA will continually seek counsel from advisers to ensure that FSMA adheres to the timetable.

r. List in detail the administrative tasks that will be undertaken between approval of the Charter and school opening. Describe the tasks, how they will be accomplished, who will accomplish them, and the timetable by which they will be accomplished. The list of activities should be thorough and not generalized. The more detail provided in the list of activities indicates a well thought out proposal. (Renewals/Modifications Not Applicable)

RESPONSE:

The FSMA Board is exceptionally well-rounded and has approached this application in phases and by committee. Likewise, the FSMA Board intends to approach the tasks between approval of the Charter and the school opening in a similar fashion. This approach enables the FSMA Board to divide tasks along skills and abilities of its members. The FSMA Implementation Plan in Appendix O delineates the tasks, including time line and responsibility, required to open FSMA in August 2013.

The FSMA founding board is flexible and open to advice and guidance. Upon approval of this Charter application, the FSMA Board will consult with the DOE regarding best practices. Any requirements or timetables that the DOE has for this process will be respected and changes to the attached implementation plan will be made to reflect best practices of the DOE.

Section 10

Insurance

10. Insurance

Describe the types and limits of insurance coverage that the school plans to obtain and when it plans to have them in effect. If the school is contracting with an outside company to manage the school, the application must include a description of the insurance for the school and the Board of directors, including the source of funds to purchase the insurance. The proposed costs for the coverage must be reflected in the budget worksheets. The applicant should contact the Insurance Coverage Office at (302) 739-3651 for further information on liability protection for public schools in Delaware. (Renewal/Modifications provide original documentation and any changes)

NOTE: If a Charter is granted to the applicant, a copy of the Certificate of Insurance must be submitted prior to the opening of the school.

RESPONSE:

It is anticipated that insurance will be obtained through the charter "co-op" via Pratt insurance. FSMA will obtain the following types of insurance in the following amounts and time frame:

Directors and officers Insurance	\$1 million	Upon Charter approval
Errors and Omissions Insurance	\$1 million	Upon Charter approval
General liability	\$1 million	Upon Charter approval
Property insurance	\$1 million	Upon occupancy

Section 11

Student Discipline and Attendance

11. **Student Discipline and Attendance**

a. *The application must include a draft "Student Rights and Responsibilities Manual" that includes the school rules and guidelines governing student behavior. The manual must describe student rights and responsibilities and the plan the school will follow to discipline students. Describe how the manual will be distributed to parents and students prior to students applying for enrollment at the school. (Renewal/Modifications provide original documentation and any changes)*

RESPONSE:

FSMA's "Student Code of Conduct Rights and Responsibilities Manual" (see Appendix P) will be available to parents, students, prospective families and staff through the school's website. In addition, paper copies will be available at the school. As a part of the application process, parents will be asked to review the Code of Conduct and sign a document verifying that they have received and understood it. The Code of Conduct outlines specific behavior expectations, violations, consequences, and the state and Department of Education requirements.

Based on the Responsive Classroom Approach from the Northeast Foundation for Children (<http://www.responsiveclassroom.org/about-northeast-foundation-children>), discipline at FSMA is viewed as an aid to learning responsible, social behaviors and is not considered a punishment. Children are always treated with respect in a pleasant, non-competitive, and purposeful environment. Corporal punishment and humiliation are not allowed under any circumstance.

Maria Montessori initially discovered that children involved in deep, uninterrupted concentration did not disrupt or misbehave. In Montessori terms this is called "normalization" and is a natural and predictable result of training students in self-regulation and attention. Research shows that children who have the capacity for self-regulation decrease their negative, attention getting behaviors (Rathunde, K. & Csikszentmihalyi, M., 2005 & 2006). FSMA's goal in discipline is to:

- Establish a calm, orderly, and safe environment for learning;
- Foster an appreciation for the role of rules in school;
- Help children develop self-control and self-discipline;
- Teach children to be responsible, contributing members of their school community, and promote respectful, kind, and healthy teacher-student and student-student interactions.

The approach does not rely on punishment or rewards to "get students to behave". FSMA offers clear expectations for behavior, actively model and role-play behaviors that teach children how to live up to those expectations, and provide opportunities for the children to practice the rules. In fact, during the first week of school, students will participate in creating the ground rules for their classroom and classmates to follow throughout the year. These classroom rules are organic and differ year to year, classroom to classroom. When students break rules, teachers incorporate natural and logical consequences to help students learn from their mistakes. Teachers also incorporate other strategies for resolving problems such as classroom meetings, problem solving meetings between students involved in a conflict, and positive time out spaces

within the classroom for a child to regain composure. The following content outlines the code of conduct based on C.A.R.E.S (Cooperation, Assertion, Responsibility, Empathy and Self Control).

The FSMA Code of Conduct — C.A.R.E.S.

As a community, FSMA focuses on the principles of C.A.R.E.S. (Cooperation, Assertion, Responsibility, Empathy and Self Control) as the code of conduct that guides students, parents, faculty, administrators and staff in their everyday interactions throughout the school. The positive and healthy learning environment is based on:

- Respect and appreciation for what each member contributes to the community.
- Mutual respect and trust in communications, no matter what our roles may be.
- Teamwork and support of each other in our personnel growth.

FSMA focuses on the principles of C.A.R.E.S. (Cooperation, Assertion, Responsibility, Empathy, and Self-Control) in its everyday interactions in the community.

Cooperation

1. Listening respectfully and actively to all perspectives
2. Collaborating to share resources, information, and ideas
3. Participating positively and actively in the process to support a positive outcome
4. Compromising to achieve a common goal

Assertion

1. Setting healthy boundaries and expressing needs honestly, directly and respectfully
2. Considering appropriate time, place and participants when addressing concerns
3. Behaving in a manner that is mutually safe and respectful
4. Stating ideas clearly using a calm voice and respectful tone
5. Staying on topic and focusing on solutions

Responsibility

1. Keeping our commitments to each other and the community
2. Acting as positive role models for others in the school community
3. Approaching challenges from a solution-oriented perspective
4. Inviting and including all parties who need to be part of, and could be affected by, our conversations and decisions.

Empathy

1. Being responsive to the needs of others, supporting, encouraging, or assisting as necessary
2. Seeking to understand other points of view

Self-Control

1. Taking time to reflect on a situation before responding to it
2. Maintaining confidentiality in communications

3. Accepting differences gracefully and speaking positively about others in our school community.
4. Being mindful of our commitment to the C.A.R.E.S. principles.

REFERENCES

Rathunde, K. & Csikszentmihalyi, M. (2005A), "Middle school students' motivation and quality of experience: A comparison of Montessori and traditional school environments", *American Journal of Education* 111 (3): 341–371, doi:10.1086/428885.

Rathunde, K. & Csikszentmihalyi, M. (2005B), "The social context of middle school: Teachers, friends, and activities in Montessori and traditional school environments", *Elementary School Journal* 106 (1): 59–79, doi:10.1086/496907.

Rathunde, K.; Csikszentmihalyi, M. (2006). "The developing person: An experiential perspective". In Lerner (ed.), R.M.; Damon (series ed.), W. Theoretical models of human development. *Handbook of Child Psychology* (6 ed.). New York: Wiley.

b. Describe how discipline will be handled with students with disabilities. Describe how the school will report inappropriate behavior to affected parents, the Department, and when necessary, to law enforcement agencies. (Renewal/Modifications provide original documentation and any changes as well as a discussion of discipline issues you may have had and the general discipline climate in your school)

RESPONSE:

The process for handling discipline with students with disabilities is outlined in the Student Code of Conduct (Appendix P). The process follows that outlined by the Department of Education in the Administrating Manual for Services for Exceptional Students. In the case of behaviors that are related to the child's disability, the Individualized Educational Plan (IEP) team will create a plan for Positive Behavior Support which will be monitored by the team and teachers. Following the Response to Intervention Model, teachers will closely monitor the child's response to various interventions suggested by the team and make resulting changes and modifications based on their data. The IEP team will meet and work closely with parents to determine what the best approaches are to helping a child shape their behavior. When required (depending on the severity of the offense(s)), reports will be filed with the appropriate agency relating to the guidelines of DOE and the state law.

c. Describe how the school will ensure staff is adequately trained and properly implementing state and Federal law related to the discipline of students with disabilities. Include a description of the school's specific action steps to ensure compliance with the disciplinary provisions of the Individuals with Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.

RESPONSE:

FSMA will require all staff to review the Individuals with Disabilities Education Act (IDEA 2004). In addition, guidelines will be developed in similar fashion to the Discipline Flowchart found at <http://drnpa.org/File/publications/discipline-flowchart---children-with-ieps-in-public->

schools.pdf and paired with the processes found in the Student Code of Conduct (see Appendix P),

When a child with disabilities is enrolled, the family will be required to review and show understanding of FSMA's Code of Conduct. The teacher, along with the Instructional Support Team, will also determine if any specialized help and instruction is required to help the student understand the code. This would be included in that student's Individualized Education Plan (IEP).

Given that each student with disabilities is unique, case-by-case determinations will be implemented to help choose the best course of discipline. Factors taken in consideration include, but are not limited to:

- disciplinary history
- student's ability to understand consequences
- student's ability to express remorse

Disciplinary action for a student with disabilities will be no greater than the disciplinary action levied on a student without disabilities.

Following the IDEA 2004 Discipline Rules guidelines:

- Students with a disability who has an IEP can be disciplined in the same manner as any other student for 10 consecutive school days or less if the student violates FSMA's Code of Conduct. Parents should be familiar with and review the code of conduct with their child at the beginning of the school year.
- If the student is disciplined for more than 10 consecutive school days within the same school year, school or district staff must conduct a functional behavioral assessment and implement a behavior intervention plan before the end of the 10th day, or before moving the student to an interim alternative educational placement. In many cases, a student with an IEP will already have a behavior intervention plan in place as part of his IEP in order to support learning and the achievement of his goals. In fact, a student's IEP must include a behavior intervention plan whenever the student's behavior impedes his own learning or the learning of others.

Parents will be continuously informed of disciplinary actions to allow for feedback and understanding. Additionally, open communications will allow patterns to be identified and assessed to revise a student's IEP, and to protect a parent's right to appeal decisions made regarding interim alternative educational settings and placement.

However, serious offenses, whether or not related to a student's disability, may require moving the student to an interim alternative educational setting and does not require the parent permission or agreement and does not require involvement by a hearing officer or other impartial third party. These offences are:

- the carrying or possession of weapons (on way to or at school, or on school premises, or at school function)

- the possession of illegal substances for use, sale or the solicitation of sale (at school, or at school function)
- the infliction of serious bodily injury to another person (at school, or on school premises, or at school function)

FSMA will maintain a discipline record for children with disabilities in accordance with 14 DE Admin. Code 252. If a child with a disability transfers from one (1) school to another, the transmission of such child's records will include both the child's current IEP and discipline record in accordance with 14 DE Admin. Code 252.

SOURCES:

IDEA 2004 Close Up: Disciplining Students With Disabilities

<http://www.greatschools.org/special-education/LD-ADHD/996-idea-2004-close-up-disciplining-students-with-disabilities.gs?page=all>

Q and A: Questions and Answers on Discipline Procedures

<http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C7%2C>

IDEA—the Individuals with Disabilities Education Act

<http://nichcy.org/laws/idea>

Discipline Flowchart -- Children with IEPs in Public Schools

<http://drnpa.org/File/publications/discipline-flowchart---children-with-ieps-in-public-schools.pdf>

d. Describe the plan the school will follow to ensure compliance with 14 Delaware Code, Section 4112, regarding the reporting of school crimes. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

The Student Code of Conduct (Appendix P) identifies reportable instances to families and students. Such instances as described by 14 DE Code, Section 4112 will be reported as required. The written record will include data about the incident, the perpetrator and victim, and the disposition of incident. There will be yearly reporting of incidents to the School's Board.

- e. Describe the attendance policies of the school. Describe the level of attendance that will be required of the students each year. Describe the actions that will be taken to ensure that students meet those levels of attendance. Describe how the attendance policies will be distributed to each student at the beginning of each school year. (Renewals/Modifications Discuss any attendance anomalies you may have had here. If the committee is aware of any such issues they will request this information.)

RESPONSE:

The FSMA attendance policies can be found in the Student Code of Conduct (Appendix P). The Code of Conduct is available to students and parents through the school's web site. The policy requires students to attend school each day unless they have a permissible excused absence. These are clearly listed in the policy as are the acceptable reasons for tardiness and extended

First State Montessori Academy

leaves of absence. Meetings with the administration, teachers, and parents will be held to develop plans of action for children who have unexcused absences or tardiness in excess of 10 days.

Section 12

Health and Safety

12. Health and Safety

a. Describe the procedures that will be implemented to ensure the health and safety of the school's students, staff, and guests. List the staff (i.e., nurse) who will be hired or contracted to ensure that the school will provide a safe and healthy environment. (Renewal/Modifications provide original documentation and any changes. Also discuss any health and safety issues you have had here. If the committee knows of any they will ask specific questions regarding these issues.)

RESPONSE:

Ensuring the health and safety of First State Montessori Academy students, guests, staff and parents will be the responsibility of all staff members. FSMA will contract the services or hire a Delaware licensed registered nurse who holds experience in pediatric nursing. The FSMA nurse will be responsible for complying with the policies and procedures outlined in the Nursing Technical Assistance Manual.

The FSMA Health and Safety Manual is included in Appendix Q. The manual outlines general safety precautions, procedures for fire drills, emergency plans, drop-off and dismissal routines, medication administration guidelines, first aid, infectious disease, playground rules and a healthy snack check list. The manual also explains the staff role in each area. **Please note: this document will be updated and edited to reflect the actual aspects of FSMA's building once a site has been identified and secured. Other pending edits to this document include bussing systems and specific staff stations during drop off and dismissal, as well as the location of safety features including, but not limited to, fire extinguishers and first aid kits.**

FSMA Board of Directors recognizes that medical issues, best practices and recommendations change as technology and diseases progress (H1N1 for example). When new health issues arise, FSMA's policy is to seek the current recommendations from the Center for Disease Control as well as the Delaware DOE and implement procedures accordingly. The FSMA administration and teachers will incorporate very basic health precautions into daily practices in an effort to keep students, faculty and staff healthy. Specifically, vigilant hand washing will be a primary focus as FSMA is aware that hand-washing is the best known tactic for preventing illness and stopping the spread of germs. Students are asked and continually reminded to wash hands, the list below outlines the time/frequency of hand-washing:

- After using the restroom
- In the morning before school starts (part of morning drop-off)
- Before and after eating (snack and lunch)
- After recess

Additionally, children who are sick will be required to stay home from school. Children must be fever free (without the use of a fever-reducer) for twenty-four hours before returning to school. Any child who becomes ill at school (with a fever) will be sent home.

b. Describe the process that will be used to ensure that:

- Students have physical examinations prior to enrollment
- Required immunizations are in compliance

- *Medications and medical treatments are administered in accordance with Delaware Code*
- *Screenings for health problems are administered correctly*
- *Student health records are monitored and maintained*
- *Emergency care for known and unknown life-threatening health conditions is administered*
- *Ensuring health representation on IEP teams when students' needs require such.*

RESPONSE:

The FSMA nurse will be responsible for overseeing any health-related issues dealing with students. The first step to ensuring that these processes are properly managed and overseen will be a clear, detailed and thorough job description that explicitly outlines the expectations of the school nurse. During the hiring process, the FSMA Board and director will look for applicants with experience in working with school age children and ideally hold a school nurse certificate. The current HR plans allocation for a full time nurse, however, FSMA views student health and safety as a community effort. Thus, the following actions will be taken:

1. FSMA staff will be required to have first aid and CPR training. A mandatory review course will be offered during the in-service week prior to school opening in September.
2. If the school nurse is not available and a student has a health-related issue, the teacher and/or other FSMA staff will assess the seriousness of the situation to determine a course of action based on the training noted above.
3. If a teacher or other FSMA staff needs to take some action relating to a student's health, a report will be generated, sent home to that child's parents, passed on for the nurses' review and noted in the child's file.

The following bulleted list respectively corresponds to the list outlined in question B.

- Each student will be required to provide a vaccination history and documentation that a complete physical exam has been conducted by a pediatrician or family doctor within the last 12 months. To ensure that forms and paperwork remains up to date, the FSMA registered nurse (RN) will be responsible for communicating with parents when their child's forms are within 30 days of expiration. This documentation will be required as part of the application process. Students with incomplete records will be notified prior to the end of the enrollment period. Students with incomplete applications will not be eligible for the lottery process.
- The school RN will be responsible for making sure all enrolled students vaccinations are up to date. S/he will be responsible for creating and updating the forms that outline immunization requirements.
- The RN will be responsible for administering any medication required during the day. S/he will be responsible for making sure this process is in accordance with Delaware codes.
- The school nurse will conduct an active screening program for vision, hearing, orthopedics, postural/gait, etc as prescribed in the Nurses Technical Assistance Manual and Regulations. Should a teacher ever grow concerned about a particular student, they would refer the student to the RN. The RN will be responsible for following up with parents when required.

- Student health records will be monitored and maintained by the Nurse who will coordinate with the Dean of Academics to ensure that the student's main file and health records are in sync. This duty will be written into both the Nurse and the Dean of Academics job descriptions.
- In the event that life threatening emergency care is required, any FSMA staff member will be qualified to make an immediate assessment and provide care within the guidelines of the American Red Cross for CPR and Basic First Aid. As mentioned above, all staff will hold these certifications current. For the child who has the potential from suffering an anaphylactic allergic response. It will be the responsibility of that child's parent/guardian to provide the school with his/her prescribed medication (EpiPen). This medication will need to be with the teacher of that student 100% of the time. Specific training regarding indications for use and technique will be provided to the teacher of that student. The small size and intimate nature of the school community helps to ensure that every staff member looks after the health and well being of every student. When medically related issues are discussed, the school nurse will serve as a member of the IEP team. Additionally, the school nurse will provide relevant medical information during the evaluation process.

c. Describe the plan the school will use to ensure that criminal background checks will be made on the school's employees prior to hire. Identify the staff member that will have the responsibility for ensuring background checks are completed. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

The FSMA Head of School will be directly responsible for ensuring that Federal and State criminal background checks are initiated/completed prior to an individual staff member's employment, and that the results are documented in the employees personnel file by either the Head of School or an individual designated by the Head of School. A copy of the report will also archived for purposes of the Department of Education.

d. Identify where the school will be located (include county location and any other location specifics). Describe the site and how it will be suitable for the proposed school to include health and safety considerations. Describe how access to the building will be controlled. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

The site for FSMA is not yet determined. FSMA has a Facility Search Committee and the plan for identifying and securing a location is outlined in Section 9. However, the FSMA Board is keeping the following health and safety features in mind as they relate to building access to any potential site FSMA consider:

- Front and back entrances that have double doors, which open out and operate with panic bar latches
- Doors that lock automatically upon closing
- A security camera at the front and back entrances

- A closed circuit TV access door that is operated through the phone system. This allows voice and visual confirmation of a person requesting access prior to approving entrance to the building
- A coded alarm system
- A fully inspected, functioning fire alarm system that is linked in with the alarm system
- Fire escapes on every floor of the building, extinguishers in appropriate places
- Properly functioning sprinkler system

e. Describe how the facility is in full compliance with all applicable building codes for public schools and is accessible for individuals with disabilities. Describe any renovations of the facility and provide a schedule for that renovation. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

FSMA plans to operationally mitigate and adjust where ADA non-compliant issues arise so that the limitations of the proposed building will not force us to limit the student body. If/when renovations are required, these projects will commence with the guidance and input from FSMA Advisory Council member and architect, Christian J. Sereduke. Additionally, Mr. Sereduke's guidance will ensure that FSMA operationally accommodates all students that apply and makes facility changes as required by law and building code.

f. Describe building maintenance practices which will provide a reasonable assurance of a safe school environment for students, staff, and visitors. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

The building maintenance will be handled by an employee hired with the background and experience in proper building maintenance. The employee will have expertise in a number of areas including but not limited to: fire safety, air quality, mold and dampness issues, heating, ventilation, air conditioning, overall environmental safety, and common repair work. Other safety areas may include, playground safety, storage safety and grounds maintenance security. It will be expected that routine inspections and evaluations are performed and reported back to the Head of School. Should there be a safety issue that warrants repairs that are large in nature or affect safety codes, the issue will be discussed with the Board of Directors and approved for remedy.

g. What location and facilities will be used for Physical Education? What further safety issues will this add, and how will they be addressed? (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

Physical Education will take place on a specified playground and/or in a gymnasium. The ideal location for FSMA, as determined by the FSMA Facility Search Committee, will include a gymnasium as well as ample playground space. The FSMA Search Committee will look for sites that have outdoor spaces that are easy for teachers to watch over children and are not located in areas of increased safety issues (for example, areas that contain heavy traffic). If possible, these outdoor spaces are bound by fencing or natural borders. Routine safety inspections and

observations conducted and discovered issues addressed by maintenance personnel will ensure proper safety and maintenance of the facilities.

h. Describe how students will be transported to the school. Provide intended contract language for the transportation methods chosen (whether the school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof). (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

FSMA intends to negotiate a contract with a local transportation service provider to outsource student transportation. FSMA intends to provide the same level of transportation service as the school district FSMA is located within. To accommodate students outside of the school district that FSMA is located in, pick-up hubs will be established in other districts.

i. Describe how students who reside outside the district in which the school will be located will be transported to the school. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

The Board of Directors will analyze these data and evaluate its options with regard to the transportation of students who live outside the District. The Board of Directors may consider one common solution (e.g., establishment of "hub" sites, etc.) for all students in this category or it may determine that a differentiated, case-by-case approach best serves all students.

j. Describe how special needs students will be transported if specialized transportation is required by the IEP. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

FSMA recognizes that special transportation accommodations may be required pursuant to individual students IEPs and fully intends to comply with its obligations relating to students with disabilities under applicable Federal and Delaware law.

This will likely occur through the use of handicapped accessible busses. The transportation contract will include a clause that allows for the contract to be amended so that any special needs can be accommodated if such a need arises after the contract is set.

k. Provide the plan for oversight of school transportation operations, e.g., route planning, bus stop selection, drivers/aides, coordination with contractors if used, school bus discipline. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

The FSMA Business Manager will oversee the student transportation services. This includes keeping open lines of communications with the bus drivers and occasionally riding along on the morning route to ensure the integrity of the transportation system and attain firsthand knowledge of the bus environment. Additionally, FSMA will strive to have quarterly meeting

with drivers and the Business Manager will work to establish regular, informal rapport with the bus drivers.

The timeline below indicates the initial structure of FSMA's transportation plan and the various documents that FSMA intends to prepare to support student safety:

- August 2012 — Contact the local transportation companies from which FSMA will request bids.
- September 2012 — Establish a committee of the Board to oversee the completion of the transportation related contingency plans. Work on this committee will include research to identify best practices in the following areas:
 - Accidents: this document will establish standard operating procedures in the case of an accident involving a bus transporting FSMA students. Additionally, the document will identify the FSMA staff member who will be dispatched to the scene of the accident.
 - Student Discipline: this document will identify who is responsible for student discipline, what the consequences of policy infractions are, and who enforces the policy.
 - Inclement Weather: this document will establish an inclement weather protocol to ensure the safety of drivers and students alike.
 - Emergency situations: this document will address bomb threats, hostage situations, acts of and/or threats of terrorism, and other perils as identified by the committee
 - The committee will use identified best practices as bench marks for developing transportation contingency plans that are unique to FSMA and its students. The committee will not limit its work to the above noted areas; the committee's work will include thinking through other requirements to enhance the safety of FSMA students and contracted bus drivers.
- March 2013 — Contingency plans noted above and developed by committee will be presented to the FSMA Board for approval. Contract negotiations with local transportation providers begin.
- May 2013 — Contract, which will include driver training, will be secured by May 30, 2013. This contract will include a clause that allows FSMA to amend the contract based in any special needs that arise as a result of enrollments that occur after May 2013
- June 30, 2013 — Busing routes established based on actual enrollment data and a determination of any students with special needs.

School bus discipline and expectations of behavior while on a school bus are part of the student handbook. The section on school bus discipline is attached in Appendix P.

1. Describe the plan for providing meals to students, including students eligible for free and reduced lunch. If the school participates in the National School Lunch/Breakfast programs and it intends to contract for meals, identify the contractor and describe the services to be provided. List the estimated annual costs per student for food services. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

FSMA may have a cost neutral food plan. The ideal location for the school will include a cafeteria. Menu planning will be the responsibility of the Nurse while the food contract will be overseen and negotiated by the Business Manager.

Based on visits FSMA Board members have made to other Delaware Charter schools, it is considering using US Foods, Sysco Food Service, or a local catering service that meets school dietary requirements and health standards.

m. Describe how the school will comply with the requirements of the Federal Free and Reduced Lunch Program for eligible students, if the school participates in the program. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

Ultimately, the facility that becomes home for FSMA will dictate many aspects of its school lunch program. For example, if FSMA has limited cafeteria space that prevents us from meeting the Federal requirements for food storage and quantities, then the entire program will likely be outsourced. FSMA Board members have met with Eastside Charter school administrators and from that meeting learned how that school is successfully outsourcing their lunch program and meeting the requirements of the Federal Free and Reduced Lunch Program.

While the FSMA Board is not able to definitively describe the food program due to the fact that the facility will impact many of those decisions, the board has researched the requirements of the Federal Free and Reduced Lunch Program and with certainty can attest to the following:

1. The school nurse will oversee all menu planning such that it complies with the Federal requirements outlined in §210.810 of the Federal nutrition guidelines including, but not limited to providing food that is sodium and cholesterol reduced, limiting the percent of calories from total fat to 30 percent of the actual number of calories offered; limiting the percent of calories from saturated fat to less than 10 percent of the actual number of calories offered; and increasing the levels of dietary fiber.
2. The FSMA Board and Business Manager will ensure that any contracts with food service providers contain a statement to the effect that the "School Food Authority and participating schools under its jurisdiction, shall comply with all provisions of 7 CFR parts 210 and 245."
3. Lunches will be priced as a unit.
4. All children who are determined to be eligible for such meals will be served lunches free or at a reduced price.
5. FSMA will claim reimbursement at the assigned rates only for reimbursable free, reduced price and paid lunches served to eligible children.
6. The cafeteria manager or any contracted meal provider shall be responsible for reviewing and analyzing meal counts to ensure accuracy as specified in §210.8 governing claims for reimbursement.
7. The number of free, reduced price and paid reimbursable meals served to eligible children will be counted at the point of service.
8. FSMA will make no discrimination against any child because of his or her eligibility for free or reduced price meals in accordance with the approved Free and Reduced Price Policy Statement.

9. Proper sanitation and health standards will be followed in the storage, preparation and service of food.

The FSMA Board recognizes that the above guidelines represent a fraction of the Federal requirements for FRL. To ensure that all of the requirements are met from nutrition to reporting the board will invoke language regarding compliance requirements in any food service contracts and relevant job descriptions for FSMA employees. The board intends to work with and hire experienced companies and people with a proven track record of instituting FRL.

Section 13

Student and School Data

13. **Student and School Data**

a. Describe the process and procedures the school will follow to comply with the Family Education Rights and Privacy Act (FERPA) and implementing Federal and Department of Education regulations regarding disclosure of student records. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

FSMA will be in compliance with the Family Educational Rights and Privacy Act (FERPA) and the Delaware Department of Education regulations regarding the handling and disclosure of students' records. Specific policies and procedures are listed below.

- Student records will include, but not be restricted to written documents, computer media, video or audio tapes or CDs, film, and or photographs.
- FSMA will require written permission from parents/guardians in order to release any information from a student's record. FSMA will follow the guidelines of the FERPA regarding exceptions to this written requirement.
- FSMA will inform parents/guardians of any "directory" information that may be developed. Parents will be allowed a reasonable amount of time to request that the school not disclose information about them in any directory.
- FSMA will notify parents/guardians annually of their rights under FERPA. The means of notification could occur through a Student Handbook, a letter, email, or via inclusion in a PTO bulletin.

b. Describe the plan for the timely transfers of student and school data to the Department of Education. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

FSMA will be part of the State's Pentameter pupil accounting system. The use of this system should aid in the timely transfer of student data and records to other schools as well as the Department of Education. FSMA's staff will be fully trained on the system at least 90 days prior to the opening of school. A primary indicator of FSMA's successful planning efforts during its first year of operations will be the timely reporting of 100% of its student records prior to the opening of the program.

Section 14

Management Companies

14. Management Companies

The Board of directors shall annually certify to the Department, on a form provided by the Department, that prior to the payment of any fees or other sums to any management company employed by the Board, the Board shall ensure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program. Such form of certification may require documentation of all actual or proposed expenditures by the school. Failure to provide sufficient funds to adequately support the school's proposed education program shall be grounds for revocation of the school's Charter. A management company may be a company that manages any aspect of the school to include administrative and financial functions as well as the educational process. Provide with this application a copy of the contract to include detailed descriptions and delineation of responsibilities between the school and the management company. (Renewal/Modifications provide original documentation and any changes)

RESPONSE:

FSMA currently has no plans to use a management company to oversee the core functions of the school. When needed, FSMA will contract with an outside accounting firm to handle financial audits. FSMA Board Members, Crystal Lewis and Sean Boyd, have accounting and business management backgrounds. Their advice and guidance will shape any decision to contract for these services and the budget reflects the anticipated expenditure to perform financial audits. FSMA recognizes that the final determination of its location may impact the need for a management company to facilitate the school lunch program. If this is resolved by Phase II of the application, the proposed expenditures for this service will be reflected in a revised budget.

Assurances

ASSURANCES

The Board of Directors of this Charter school assures that the school will:

- 1) Be in full compliance with **14 Delaware Code, Chapter 5** and **14 DE Admin Code, Section 275** in the **Regulations of the Department of Education**.
- 2) Not discriminate against any student in the admissions process because of race, creed, color, sex, disability, or national origin or because a student's school district of residence has a per student local expenditure lower than another student seeking admission.
- 3) Not operate in a sectarian manner or include religious practices in its educational program.
- 4) Participate in the Delaware Student Testing Program and meet the requirements for school accountability as described in state law.
- 5) Manage the school within all State administrative and financial systems listed in **14 Delaware Code, Section 512 (9)** including accounting, payroll, purchasing, retirement, and benefits. All school funds will be managed through the school's accounts set up in the Delaware Financial Management System (DFMS).
- 6) Initiate and maintain direct communication with other public and nonpublic schools to assure efficient notification and transfer and exchange of records.
- 7) Update the application to incorporate any modifications and/or conditions identified as pre-conditions to final approval by the Secretary of Education and State Board of Education as set forth in its written decisions; and operate the program in accordance with the content of the updated and approved Charter granted by the Department of Education and State Board of Education. The school's Board of directors will not implement any modifications to the Charter school program or operation without the express written consent of the Department of Education.
- 8) Notify the Department of Education in writing within 30 days when the school's administrative head or any member of the Board of directors change.
- 9) Provide the Department of Education with copies of all the policies and by-laws of the school and the school's Board of directors and inform the Department in a timely manner when by-laws change.
- 10) By the first day of instruction each school year, ensure that all teachers meet the certification requirements of the Delaware Charter law and are properly listed in the PHRST and DEEDS programs.

- 11) Employ only staff who have complied with the requirement of having a successful criminal background check and report to the Department of Education by September 1 of each school year that the school is in full compliance with state law related to this requirement.
- 12) Cooperate fully with Department of Education requests for reporting information and activities related to monitoring the school's compliance with the Charter and applicable state and Federal laws and regulations.
- 13) Comply with the provisions for a Performance Agreement, as required by the Secretary of Education.
- 14) Distribute copies of the Department's **Frequently Asked Questions About Delaware Charter Schools/Parent Guide to Delaware Charter Schools** to all parents seeking to enroll their child(ren) as well as to parents of enrolled children.
- 15) Conduct all meetings of the Board of directors in a manner consistent with the Freedom of Information Act, especially the legal requirements of **29 Delaware Code, Sections 10002, 10003 and 10004**.
- 16) The Board of Directors will include a member who is a certificated teacher employed by the school and a member who is a parent of a student currently enrolled in the school, consistent with **14 Delaware Code, Section 512(1)**.
- 17) Comply with the requirements for reporting school crimes as described in **14 Delaware Code, Section 4112**.
- 18) As required by 14 Del. C. § 506, maintain on file a written statement signed by the parent or guardian of each enrolled child acknowledging that the child will attend the Charter school for at least one complete school year.
- 19) Advise any person or entity offering a loan to the school that debts of the school are not debts of the State of Delaware and that neither the State nor any other agency nor instrumentality of the State is responsible for the repayment of any indebtedness.
- 20) Annually certify to the Department, on a form to be provided by the Department, that prior to the payment of any fees or other sums to a management company employed by the Board, the Board will ensure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program.
- 21) Participate in all training offered by the Department of Education to Charter schools prior to the opening of the school.

- 22) Establish a student application and admissions process that will enable the school to provide the local districts in which the students reside with a preliminary roster of students for the subsequent year on or before April 1 each year.
- 23) Ensure that by April 1 each year the school has enrolled at least 80% of the total authorized number of students and that it has notified each school district of information about enrolled students.
- 24) Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.
- 25) Comply with Title VI and VII of the Civil Rights Act of 1964.
- 26) Comply with Title IX of the Education amendments of 1972.
- 27) Have certified special education teacher(s) providing services for students with disabilities.
- 28) Ensure that students have physical examinations prior to enrollment.
- 29) Ensure that required immunizations and screenings (lead, TB) are in compliance.
- 30) Administer medications and medical treatments, including first aid.
- 31) Screen for health problems (vision, hearing, postural/gait, etc.)
- 32) Monitor student health and maintaining health records.
- 33) Ensure emergency care for known and unknown life-threatening health conditions.
- 34) Ensure health representation on IEP teams when student's needs require such.
- 35) 14 Delaware Code, Section 511 (1) states that all applications for a Charter shall contain an affirmative representation by the applicant that, no later than June 15 immediately preceding the authorized opening date of the school, the applicant shall secure a Certificate of Occupancy, either temporary or final, for the premises in which the school is to be located; provided that any temporary Certificate of Occupancy must permit occupancy at the premises by school staff and students for school purposes. If the Charter is approved and the Charter holder shall subsequently fail to obtain the necessary Certificate of Occupancy as required by this section, the opening of the school shall be delayed by one year from the date previously authorized by the approving authority and the Charter shall be placed on probation subject to the terms and conditions imposed by the Department of Education with the consent of the State Board of Education. No waivers are available for this requirement.

- 36) The school must participate and receive training in the use of the Department of Education's Pupil Accountability system E-School Plus.
- 37) The school must intend to comply with all additional curriculum regulations including 501, 502, 503, and 525 and any other curricular regulations.
- 38) Maintain corporate status as described in Title 14, Del. C. § 504.
- 39) Follow the Family Education Rights and Privacy Act (FERPA) and implement Federal and Department of Education regulations regarding disclosure of student records.

Board Signatures

As members of the Board of Directors of the Charter Holder, we hereby agree to these assurances as a condition of the approval of the charter modification.

We have reviewed the Delaware Charter Law (14 Delaware Code, Chapter 5) and 14 DE Admin Code, Section 275 in the Regulations of the Department of Education (Regulation 275), and have based the responses in this application on the review of these documents.

December 21, 2011

Date of Signature

First State Montessori Academy, Inc.

Name of the Charter School

Victor Horton

Signature of the Co-Chair of the Board of Directors

[Signature]

Signature of the Co-Chair of the Board of Directors

Courtney Fox

Signature of the Secretary of the Board of Directors

Sean Boyd

Signature of the Treasurer of the Board of Directors

Laura Messinger

Signature of Member of the Board of Directors

[Signature]

Signature of Member of the Board of Directors

Crystal Hill

Signature of Member of the Board of Directors

Kerry W. Shwartz

Signature of Member of the Board of Directors

Vernon S. Rao

Signature of Member of the Board of Directors

Kathleen McCormick

Signature of Member of the Board of Directors

Revised 11/11

Appendix A

**Letters from Hockessin Montessori School's
DIME Program and
Wilmington Montessori School's CMA**



November 14, 2011

To Whom It May Concern:

I write to you today with the hopes of providing pertinent information regarding the Delaware Institute for Montessori Education (DIME). Founded in 2009, DIME is an entity of The Hockessin Montessori School (HMS). The mission of The Delaware Institute for Montessori Education is to provide the Educational community with expertly trained and highly qualified Montessori teachers who will assist in the development of confident, independent children who embrace a lifelong love of learning. Our training program provides Montessori education for five Levels of Montessori Certification: Infant Toddler (students Birth through 3 years of age), Early Childhood (students 2 ½ through 6 years of age), Elementary I (Students First through Third Grade), Elementary I-II (Students First through Sixth Grades), and Elementary II (Students Fourth through Sixth Grade).

DIME has completed all of the necessary prerequisites for applying for accreditation from the Montessori Accreditation Council for Teacher Education (MACTE) and affiliation with The American Montessori Society (AMS). In order to apply for joint MACTE and AMS Accreditation and Affiliation, DIME is required to be officially licensed/certified by the Delaware Department of Education as a Private Business and Trade School. DIME attained its initial certification/license on July 5, 2011 from the Delaware Department of Education. The official registered name for the program is "The Delaware Institute for Montessori Education, Hockessin Montessori School – Wilmington Montessori Association." Our current certification is valid from July 1, 2011 through June 30, 2012. The certification requires an annual report and review to determine approval for the next year. We expect that we will be granted



continuing certification each year, as our initial certification process was accepted and approved without reservation.

DIME will open to public enrollment in the summer of 2012. In order to be adequately prepared for this we have run two pilot training sessions with employees of The Hockessin Montessori School. This has enabled us to identify and fix any issues with the program, the schedule or content of material presented.

Dime will submit its official applications to both MACTE and AMS on December 16, 2011 and expect to be granted Full Accreditation/Affiliation as early as June 2012 but no later than November 2012.

Please know that I am available to answer any questions you may have regarding the program. My contact information is included below.

Respectfully Submitted,

Janette S. Henry, M. Ed., M.B.A
Program Director – The Delaware Institute for Montessori Education
Head of School – The Hockessin Montessori School

Email: jhenry@TheHMS.org
Telephone: (302) 234-1240
Fax: (302) 234-6950

The Hockessin Montessori School/Delaware Institute for Montessori Education
1000 Old Lancaster Pike
Hockessin, DE 19707



Wilmington Montessori School

December 15, 2011

To Whom It May Concern,

It is my pleasure to write this letter on behalf of the Center for Montessori Advancement at Wilmington Montessori School in support of the work that First State Montessori Academy is doing to bring Montessori education to a broader constituency of children in Delaware. While this effort to submit a charter application is independent of WMS, quality Montessori schools in Delaware are important, regardless of their business model, and the growth of Montessori in Delaware is strongly supported by the WMS Board.

As of September 2011, Wilmington Montessori School announced that it would be creating the Center for Montessori Advancement at Wilmington Montessori School (CMA). CMA is dedicated to making Montessori more accessible to children, educators and families through the adults who teach and the places where children learn. CMA is early in its development. During the next 24 months and in harmony with Delaware's multi-year effort to create a student-centered experience through Vision 2015, the work of the Early Childhood Council, the Early Learning Challenge Grant and Race to the Top efforts, CMA will seek opportunities to help others replicate Montessori education. CMA is extending its reach with support from the American Montessori Society and partnerships with the future AMS Center for Montessori Education in the Public Sector. The goals are increased access to Montessori learning and a stronger educational experience for more children in Delaware today, expansion of Montessori learning practices throughout the region and continued growth in Delaware's pool of intellectual capital for the future.

Specifically, CMA will focus its efforts on two activities: replication of the model helping others to open accessible Montessori schools serving children in the early childhood years from birth to age 12 and professional development helping others to implement Montessori like practices. With this in mind, CMA looks forward to a relationship with First State Montessori Academy to provide professional development support in various curricular areas, curriculum development and revision, mentoring leadership support, program support with after school and camp activities, and a partnership in replicating the FSMA model in charters or school districts across the state.

At this important point in history for education in Delaware, CMA takes an unprecedented look at public, private and Montessori education in Delaware; marshals the tremendous resources that exist within the state; and creates the vision, plan and infrastructure to support the expansion of quality Montessori education in Delaware. We look forward to working to support the First State Montessori Academy as it takes the first steps to provide a model for future Montessori Charter schools in Delaware.

Sincerely,

A handwritten signature in cursive script, reading "Linda S. Zankowsky".

Linda S. Zankowsky, Ed.D.

Head of School

Wilmington Montessori School/Center for Montessori Advancement

1400 Harvey Road

Wilmington, DE 19810

www.wmsde.org

linda_zankowsky@wmsde.org

Appendix B

Letter from IRS Confirming FSMA Non-Profit Status

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: MAY 11, 2009

FIRST STATE MONTESSORI ACADEMY INC
C/O MARCUS A HENRY
305 ROCKWOOD RD
WILMINGTON, DE 19802

Employer Identification Number:
27-3480706
DLN:
201032103
Contact Person:
ALICE T LI ID# 95032
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
JUNE 30
Public Charity Status:
509(a)(2)
Form 990 Required:
YES
Effective Date of Exemption:
NOVEMBER 30, 2009
Contribution Deductibility:
YES
Addendum Applies:
NO

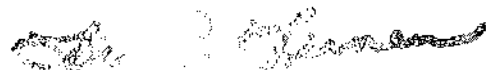
Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

Appendix C

Letters and Signatures of Support and Facebook “Likes” as of December 21, 2011



Oliver Yeh <the8horse@gmail.com>

Letter of Support

Jeff Flynn <jflynn@ci.wilmington.de.us>

Tue, Dec 20, 2011 at 9:36 AM

To: fsma.charter@gmail.com

Cc: Oliver Yeh <the8horse@gmail.com>

To Whom It Concerns at the Delaware Department of Education,

I am writing in support of a charter for the First State Montessori Academy. I believe that the creation of a Charter Montessori public school will improve student learning, allow for greater access and choice for parents, and serve as a model for alternative approaches to education by providing a proven and innovative teaching and learning environment.

I have a 17 month old who I would like to send to a Montessori school. The private Montessori options are not within financial reach for my family. The First State Montessori Academy concept might make it financially possible for us to pursue a Montessori education.

If you have any questions, please do not hesitate to contact me.

Sincerely

Jeff Flynn

Deputy Director of Economic Development

Mayor's Office

City of Wilmington

800 French Street

Wilmington, DE 19801

(P) 302-576-2128

(F) 302-571-4326

This City of Wilmington e-mail, including any attachments, may contain information that is privileged, confidential and exempt from applicable law. This e-mail is intended to be reviewed by only the individual(s), or organization(s) to which it is addressed. If you are not the intended recipient, you are hereby notified that any dissemination, distribution or copying of this communication, including any attachments, is strictly prohibited. If you have received this e-mail in error, please immediately notify the sender by return e-mail and delete this e-mail from your system. Thank You.



Oliver Yeh <the8horse@gmail.com>

(no subject)

Robert Buccini <rbuccini@bpgroup.net>**Mon, Dec 19, 2011 at 8:06 PM**

To: fsma.charter@gmail.com

Beth and Rob Buccini

908 Greenhill Avenue, Wilmington

In 2013, We will have four children in grades Pre-K, 1st, 3rd and 5th.

"I support First State Montessori Academy and its mission." -- REB

Robert E. Buccini**The Buccini/Pollin Group**

322 A Street

Suite 300

Wilmington, DE 19801

302.691.2122 w

866.279.6957 f

bpgroup.net

Please consider the environment before printing this e-mail. The Buccini/Pollin Group is going green!



Oliver Yeh <the8horse@gmail.com>

RE: Support

Carin Rollins <carin@5amventures.com>

Tue, Dec 20, 2011 at 6:50 AM

To: Oliver Yeh <the8horse@gmail.com>, John Rollins <jrollins3@comcast.net>

Carin & John Rollins

1702 N. Bancroft Pkwy

Wilmington, DE 19806

"I support First State Montessori Academy and its mission." CMR

Best wishes for a wonderful holiday!!!

From: Oliver Yeh [mailto:the8horse@gmail.com]**Sent:** Sunday, December 18, 2011 12:34 PM**To:** Carin Rollins; John Rollins**Subject:** Support

Dear Carin and John,

Hope all's well and that you're geared up for the holidays. Kiddies must be excited! It's a great time of year filled with goodwill and sentiment. And as such, I'm writing to ask for your support.

I'm a Co-Chair on the Board of Directors for First State Montessori Academy (FSMA). The mission of the FSMA is to create successful, contributing, life-long learners in a Montessori public educational program for students in Kindergarten through 6th grade. We believe that the creation of a Charter Montessori public school in New Castle County, DE (the first of its kind in Delaware) will improve student learning, allow for greater access and choice for parents, and serve as a model for alternative approaches to education by providing a proven and innovative teaching and learning environment.

For more information, please visit our website FAQ at http://www.firststatemontessori.org/frequently_asked_questions. We are submitting this Charter application to the Delaware Department of Education this month for approval. If approv



Oliver Yeh <the8horse@gmail.com>

RE: Support

Steve Martelli <smartelli2008@yahoo.com>

Mon, Dec 19, 2011 at 11:37 AM

Reply-To: Steve Martelli <smartelli2008@yahoo.com>

To: Oliver Yeh <the8horse@gmail.com>

Oliver,

Hey...hope all is well with you. That's awesome that Helen got Nowak's autograph! I made the home playoff game...what an atmosphere. Shame the result.

I will certainly support FSMA. Filled out the form below as requested. Let me know if there is anything more I can do.

Steve

Stephen J. Martelli
Wilmington City Council, 8th District
Wilmington, DE 19806
302.593.7081
smartelli2008@yahoo.com

From: Oliver Yeh <the8horse@gmail.com>
To: Steve Martelli <smartelli2008@yahoo.com>
Sent: Monday, December 19, 2011 6:41 AM
Subject: Support

Dear Steve,

Hope all's well and that you're geared up for the holidays. It's been a while since I've seen you but then I don't get out as often as I used to... you still catching the Union? We saw Nowak at the Brandywine Town Center catching a movie? Helen got his autograph. He was all embarrassed.

Anyway, the reason why I'm shooting you an email is to ask for your support on a project I'm working on.

I'm a Co-Chair on the Board of Directors for First State Montessori Academy (FSMA). The mission of the FSMA is to create successful, contributing, life-long learners in a Montessori public educational program for students in Kindergarten through 6th grade. We believe that the creation of a Charter Montessori public school (the first of its kind in Delaware) will improve student learning, allow for greater access and choice for parents, and serve as a model for alternative approaches to education by providing a proven and innovative teaching and learning environment.

For more information, please visit our website FAQ at [http://www.firststatemontessori.org/frequently asked questions](http://www.firststatemontessori.org/frequently_asked_questions). We are submitting this Charter application to the Delaware Department of Education this month for approval. If approved, we would open in 2013. One of the important components to our application is to show need through support by the public.

And this is where you come in.

If after you've visited our website, you believe a Montessori Charter school would benefit you and/or other families and children in Delaware, **please reply by noon, Tuesday, December 20th with the information below.** Information provided is strictly for the purpose of showing support. No information will be forwarded, sold, or used for marketing purposes.

If there are others you feel would also like to support our mission, please feel free to forward this and ask them to reply to fsma.charter@gmail.com.

I appreciate your consideration to this worthy effort. It's a very personal one to me because I've seen Bruno (and so many other children) succeed in this environment. More children and families should have this opportunity. The more responses of support, the stronger our application.

We wish you the best for the holidays and for the new year to come. Hope to catch you down the line.

Kindest,
Oliver
Co-Chair, First State Montessori Academy
Deep Roots, New Branches

Name: Stephen L Martelli
Address: 1911 West 16th Street, Wilmington, DE 19806
No. of children and grades in 2013 (if applicable): N/A

Please type your initials at the end of this statement:

"I support First State Montessori Academy and its mission." -- SLM



Oliver Yeh <the8horse@gmail.com>

RE: Support

Joanie Kalin <joaniekalin@hotmail.com>

Mon, Dec 19, 2011 at 3:52 PM

To: Oliver Yeh <the8horse@gmail.com>

Hi Oliver,

Of course I will offer our support. I'm not interested in moving Lauren out of her current school but you never know.....

Happy Holidays to you and your family!

Joanie

Name: Joanie Kalin

Address: 226 Weldin Ridge Rd., Wilmington, DE 19803

No. of children and grades in 2013 (if applicable): 2 children, grades 9 and 5 in 2013

Please type your initials at the end of this statement:

"I support First State Montessori Academy and its mission." -- JK



Oliver Yeh <the8horse@gmail.com>

(no subject)

robert.w.friz@us.pwc.com <robert.w.friz@us.pwc.com>

Mon, Dec 19, 2011 at 6:38 PM

To: fsma.charter@gmail.com

Name: Robert Friz**Address:** 1103 Westover Road, Wilmington, DE 19807**No. of children and grades in 2013 (if applicable):** Two (grades 1 and 3)**Please type your initials at the end of this statement:**

"I support First State Montessori Academy and its mission." -- RWF

Best regards,

Rob

Robert W. Friz

Partner

PricewaterhouseCoopers LLP

Two Commerce Square

2001 Market Street, Suite 1700

Philadelphia, PA 19103-7042

Tel: 267-330-6248

Fax: 813-375-4121

Cellular: 302-545-0885

E-mail: robert.w.friz@us.pwc.com

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Oliver Yeh <the8horse@gmail.com>

RE: Support

Francella, Jr., Thomas J. <TFrancella@wtplaw.com>

Mon, Dec 19, 2011 at 9:44 AM

To: Oliver Yeh <the8horse@gmail.com>

See below.

Thomas J. Francella, Jr.

Partner | Whiteford Taylor Preston LLC

Renaissance Centre | 405 King Street | Suite 500 | Wilmington, DE 19801

t: 302.357.3252 | f: 302.357.3272 | m: 302.584.4118

tfrancella@wtplaw.com | www.wtplaw.com

From: Oliver Yeh [<mailto:the8horse@gmail.com>]

Sent: Monday, December 19, 2011 7:21 AM

To: Francella, Jr., Thomas J.

Subject: Support

Dear T2,

Hope all's well and that you're geared up for the holidays. It's been a while... hopefully 2012 will provide more opportunities to catch up.

Anyway, the reason why I'm shooting you an email is to ask for your support on a project I'm working on.

I'm a Co-Chair on the Board of Directors for First State Montessori Academy (FSMA). The mission of the FSMA is to create successful, contributing, life-long learners in a Montessori public educational program for students in Kindergarten through 6th grade. We believe that the creation of a Charter Montessori public school (the first of its kind in Delaware) will improve student learning, allow for greater access and choice for parents, and serve as a model for alternative approaches to education by providing a proven and innovative teaching and learning environment.

For more information, please visit our website FAQ at http://www.firststatemontessori.org/frequently_asked_questions. We are submitting this Charter application to the Delaware Department of

Education this month for approval. If approved, we would open in 2013. One of the important components to our application is to show need through support by the public.

And this is where you come in.

If after you've visited our website, you believe a Montessori Charter school would benefit you and/or other families and children in Delaware, **please reply by noon, Tuesday, December 20th with the information below.** Information provided is strictly for the purpose of showing support. No information will be forwarded, sold, or used for marketing purposes.

If there are others you feel would also like to support our mission, please feel free to forward this and ask them to reply to fsma.charter@gmail.com.

I appreciate your consideration to this worthy effort. It's a very personal one to me because I've seen Bruno (and so many other children) succeed in this environment. More children and families should have this opportunity. The more responses of support, the stronger our application.

We wish you the best for the holidays and for the new year to come. Hope to catch you down the line.

Kindest,

Ollie

Co-Chair, First State Montessori Academy

Deep Roots, New Branches

Name: Thomas Francella

Address: 13 Westover Circle, Greenville, DE 19807

No. of children and grades in 2013 (if applicable):

Please type your initials at the end of this statement:

"I support First State Montessori Academy and its mission." tf

This transmission contains information from the law firm of Whiteford, Taylor & Preston LLP which may be confidential and/or privileged.



Oliver Yeh <the8horse@gmail.com>

I support First State Montessori Academy and its mission

Lisa Stone <lisa@stonesassagr.com>

Tue, Dec 20, 2011 at 10:35 AM

To: Oliver Yeh <the8horse@gmail.com>

Lisa Stone
117 Somerset Road
Wilmington, DE 19803

I support First State Montessori Academy and its mission. Please contact me at the number below with any questions.



Lisa Stone
Managing Director
StoneSassa Group
www.stonesassagr.com
Direct: 302-530-2707



Oliver Yeh <the8horse@gmail.com>

FSMA Support

rtchristopher@comcast.net <rtchristopher@comcast.net>

Tue, Dec 20, 2011 at 11:33 AM

To: the8horse@gmail.com

Oliver:

R.T. & Liz Christopher

8 Vining Lane

Wilmington, DE 19807

We have 3 children who will be in the 6th, 4th and 1st grades in 2013.

I support First State Montessori Academy and its mission. -- R.T.C.

Please keep us informed of progress of this very worthy effort.



Oliver Yeh <the8horse@gmail.com>

Support for FSMA charter application

Wiggin, Mary <Mary.Wiggin@astrazeneca.com>

Tue, Dec 20, 2011 at 11:47 AM

To: fsma2012@gmail.com

Cc: the8horse@gmail.com

Name: Mary C. Wiggin**Address:** 409 Brentwood Drive, Wilmington, DE 19803**No. of children and grades in 2013 (if applicable):** 1 child, grade 5 in 2013**Please type your initials at the end of this statement:**

"I support First State Montessori Academy and its mission." -- MCW

Mary C. Wiggin


Senior Clinical Publications Associate

AstraZeneca LP

Clinical Development, Clinical Information Science

C4B-117B, 1800 Concord Pike, P.O. Box 15437, Wilmington, DE, USA, 19850

Tel +1 (302) 885-8396 Fax +1 (302) 886-3381

mary.wiggin@astrazeneca.com Please consider the environment before printing this e-mail

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Oliver Yeh <the8horse@gmail.com>

First State Montessori Academy

Lynn Barber <lynn_eva_barber@me.com>

Tue, Dec 20, 2011 at 11:58 AM

To: the8horse@gmail.com

Cc: Ken Barber <ken@houseind.com>

Hi!

Due to the craziness of this time of year, I have been unable to collect signatures, but I know of at least 2 dozen families would be very interested in the school. If I could have one more day, I could get more signatures for you! Please let me know if you could still use them

Here is ours:

Lynn and Ken Barber

2 West Dale Rd.

Wilmington, DE 19810

Children: Lila Barber, age 5 (3 years of Montessori experience)

Kanai Barber, age 2, starting at MLC in January of 2012

Best,

Lynn Barber



Oliver Yeh <the8horse@gmail.com>

First State Montessori Academy Needs Signatures

Vidhya <svidhya_s@yahoo.com>

Tue, Dec 20, 2011 at 3:05 PM

Reply-To: Vidhya <svidhya_s@yahoo.com>

To: "the8horse@gmail.com" <the8horse@gmail.com>

Name: Srividhya Balaji

Address: 1375 Brookstone Dr, 19060

No. of children and grades in 2013 (if applicable): 2 children. Grade 2nd Grade, 4thGrade.

Please type your initials at the end of this statement:

"I support First State Montessori Academy and its mission." --

SB



Oliver Yeh <the8horse@gmail.com>

Re: Signature sheets

Lisa Surbrook <lisa@thedetailzone.com>

Mon, Dec 19, 2011 at 11:41 PM

To: First State Montessori Academy <fsma.charter@gmail.com>

Sent from my iPhone

On Dec 19, 2011, at 3:22 PM, "First State Montessori Academy" <fsma.charter@gmail.com> wrote:

Hello Lisa and thank you for your interest and support!

To show your support, please fill in the following details (if there are others you know who would also like to provide support, please feel free to pass this on -- just make sure everyone replies to fsma.charter@gmail.com):

Name: Lisa Surbrook

Address: 1503 Beech Lane, Wilmington DE 19810

No. of children and grades in 2013 (if applicable): 2 - 5th grade and preK in 2013. Currently at Wilmington Montessori

Please type your initials at the end of this statement:

"I support First State Montessori Academy and its mission." --

LS

On Mon, Dec 19, 2011 at 2:14 PM, Lisa Surbrook <lisa@thedetailzone.com> wrote:

Not sure if the message on the FB page was to send an email to request a signature sheet or that an email could be added to your signature list.... But I would like to show my support. Please let me know what is the best way to do that at this point. Thanks.

Lisa Surbrook

Ron Francis Wiring / The Detail Zone

610-485-1981

610-485-1933 Fax



Oliver Yeh <the8horse@gmail.com>

Fwd: Support

Christine Graham <christine.m.graham@comcast.net>

Mon, Dec 19, 2011 at 7:29 PM

To: fsma.charter@gmail.com

Name: Christine M GrahaM

Address: 230 Locust Avenue; Wilm, DE 19803

No. of children and grades in 2013 (if applicable): n/a

Please type your initials at the end of this statement:

"I support First State Montessori Academy and its mission." – CMG

----- Forwarded Message -----

From: "Christine Graham" <christine.m.graham@rrd.com>

To: "christine m graham" <christine.m.graham@comcast.net>

Sent: Monday, December 19, 2011 7:37:59 AM

Subject: Fw: Support

From : Oliver Yeh [mailto: the8horse@gmail.com]

Sent : Sunday, December 18, 2011 05:44 PM

To : Christine Graham < christine.m.graham@rrd.com >

Subject : Support

Dear Christine,

Hope all's well (it's been a long long time) and that you're geared up for the holidays. I'm still trying to figure out how all this came around so fast. I'm sure it'll slow down in January.

Anyway, the main reason why I'm writing is to ask for your support.



Oliver Yeh <the8horse@gmail.com>

Montessori Charter

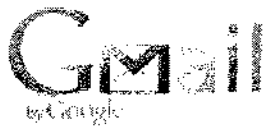
Ethan Townsend <ethantownsend@gmail.com>

Mon, Dec 19, 2011 at 5:05 PM

To: the8horse@gmail.com

I would like to support your petition to create Montessori Charter school

Kind Regards,
Ethan Townsend



Oliver Yeh <the8horse@gmail.com>

RE: Support

Woolpert, Todd M <todd.woolpert@astrazeneca.com>

Mon, Dec 19, 2011 at 8:01 AM

To: Oliver Yeh <the8horse@gmail.com>

Hey Ollie-

Yes. We need to catch up.

Sounds like a great effort and program....wish I was still living in Delaware to take advantage of the opportunity.

You definitely have my support! Let me know if you need anything else.

Have a great Holiday!

Name: Todd Woolpert

Address: 870 Bourbon Ln. West Grove, PA 19390

No. of children and grades in 2013 (if applicable): 2

"I support First State Montessori Academy and its mission." –Todd Woolpert

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From: Oliver Yeh [mailto:the8horse@gmail.com]

Sent: Monday, December 19, 2011 7:24 AM

To: Woolpert, Todd M

Subject: Support



Oliver Yeh <the8horse@gmail.com>

RE: Support

Ben Kiel <ben@houseind.com>

Mon, Dec 19, 2011 at 9:05 AM

To: Oliver Yeh <the8horse@gmail.com>

Hey Oliver,

Good to hear from you. Hope your CX season wound down well.

I've attached my support at the bottom:

Name: Ben Kiel

Address: 904 N. Harrison St., Wilmington, DE 19806

No. of children and grades in 2013 (if applicable): One in kindergarden

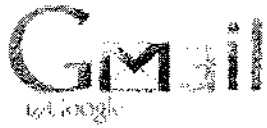
Please type your initials at the end of this statement:

"I support First State Montessori Academy and its mission." -- BK

Ben Kiel

<http://www.houseind.com>

Direct Dial: (302) 766-7593



Oliver Yeh <the8horse@gmail.com>

RE: Support

Rob Collins <robmcollins@hotmail.com>

Mon, Dec 19, 2011 at 11:00 AM

To: the8horse@gmail.com

Hey Oliver, good to hear from you.

I'd be happy to sign the petition, but can't find it. Is it on the website? Sorry, I was kind of in between patients and didn't have a lot of time to look.

Thanks
Rob C

From: the8horse@gmail.com
Date: Mon, 19 Dec 2011 06:20:41 -0500
Subject: Support
To: robmcollins@hotmail.com

Dear Rob,

Hope all's well. How did the season finish up? It's been a while since Fairhill. I haven't ridden in so long and my season's been pretty much a wash. But there was a reason and it's the reason I'm shooting you an email... to ask for your support.

I'm a Co-Chair on the Board of Directors for First State Montessori Academy (FSMA). The mission of the FSMA is to create successful, contributing, life-long learners in a Montessori public educational program for students in Kindergarten through 6th grade. We believe that the creation of a Charter Montessori public school (the first of its kind in Delaware) will improve student learning, allow for greater access and choice for parents, and serve as a model for alternative approaches to education by providing a proven and innovative teaching and learning environment.

For more information, please visit our website FAQ at <http://www.firststatemon>



Oliver Yeh <the8horse@gmail.com>

RE: Support

Marsh, Melissa <Melissa.Marsh@alico.com>

Mon, Dec 19, 2011 at 12:38 PM

To: Oliver Yeh <the8horse@gmail.com>, Gregg Truitt <gregg.truitt@astrazeneca.com>

Hi Oliver,

Hope all is well and that you are ready for the Christmas.

I have given my info below in support of FSMA.

Best regards,

Melissa Marsh

MetLife - International Ethics & Compliance
600 King Street, 9th Floor
Wilmington, DE 19801
Phone: 302-594-2917
Fax: 302-830-4460

Email: melissa.marsh@alico.com

From: Oliver Yeh [mailto:the8horse@gmail.com]

Sent: Sunday, December 18, 2011 8:09 PM

To: Gregg Truitt; Marsh, Melissa

Subject: Support

Dear Gregg and Melissa,

Thanks for the Xmas card. Helen's still trying to figure out how to get ours to you. If you don't see it until 2012, it wasn't me. Anyway. The reason why I'm writing is to ask for your support on a project I'm working on.

I'm a Co-Chair on the Board of Directors for First State Montessori Academy (FSMA). The

mission of the FSMA is to create successful, contributing, life-long learners in a Montessori public educational program for students in Kindergarten through 6th grade. We believe that the creation of a Charter Montessori public school in New Castle County, DE (the first of its kind in Delaware) will improve student learning, allow for greater access and choice for parents, and serve as a model for alternative approaches to education by providing a proven and innovative teaching and learning environment.

For more information, please visit our website FAQ at http://www.firststatemontessori.org/frequently_asked_questions. We are submitting this Charter application to the Delaware Department of Education this month for approval. If approved, we would open in 2013. One of the important components to our application is to show need through support by the public.

And this is where you come in.

If after you've visited our website, you believe a Montessori Charter school would benefit you and/or other families and children in Delaware, **please reply by noon, Tuesday, December 20th with the information below.** Information provided is strictly for the purpose of showing support. No information will be forwarded, sold, or used for marketing purposes.

If there are others you feel would also like to support our mission, please feel free to forward this and ask them to reply to fsma.charter@gmail.com.

I appreciate your consideration to this worthy effort. It's a very personal one to me because I've seen Bruno (and so many other children) succeed in this environment. More children and families should have this opportunity. The more responses of support, the stronger our application.

We wish you the best for the holidays and for the new year to come. Catch you down the line.

Kindest,

Oliver

Co-Chair, First State Montessori Academy

Deep Roots, New Branches

Name: Melissa Marsh

Address: 701 Westcliff Rd. Wilmington, Delaware 19803

No. of children and grades in 2013 (if applicable): 1 child , 7th grade for fall of 2013

Please type your initials at the end of this statement:

"I support First State Montessori Academy and its mission." MM

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Oliver Yeh <the8horse@gmail.com>

RE: Support

Lauri Webber <webberlm@gmail.com>

Tue, Dec 20, 2011 at 8:42 AM

To: Oliver Yeh <the8horse@gmail.com>

Sure Oliver see below:

On Sun, Dec 18, 2011 at 9:22 PM, Oliver Yeh <the8horse@gmail.com> wrote:

Dear Lauri,

Feels like an age since I last spoke to you. Obviously, I haven't been around the 'cross scene much. The reason is below and also why I'm emailing you... to ask for your support on this project I'm on.

I'm a Co-Chair on the Board of Directors for First State Montessori Academy (FSMA). The mission of the FSMA is to create successful, contributing, life-long learners in a Montessori public educational program for students in Kindergarten through 6th grade. We believe that the creation of a Charter Montessori public school (the first of its kind in Delaware) will improve student learning, allow for greater access and choice for parents, and serve as a model for alternative approaches to education by providing a proven and innovative teaching and learning environment.

For more information, please visit our website FAQ at http://www.firststatemontessori.org/frequently_asked_questions. We are submitting this Charter application to the Delaware Department of Education this month for approval. If approved, we would open in 2013. One of the important components to our application is to show need through support by the public.

And this is where you come in.

If after you've visited our website, you believe a Montessori Charter school would benefit you and/or other families and children in Delaware, **please reply by noon, Tuesday, December 20th with the information below.** Information provided is strictly for the purpose of showing support. No information will be forwarded, sold, or used for marketing purposes.

If there are others you feel would also like to support our mission, please feel free to forward this and ask them to reply to fsma.charter@gmail.com.

I appreciate your consideration to this worthy effort. It's a very personal one to me because I've seen Bruno (and so many other children) succeed in this environment. More children and families should have this opportunity. The more responses of support, the stronger our application.

We wish you the best for the holidays and for the new year to come. Catch you down the line.

Kindest,

Oliver

Co-Chair, First State Montessori Academy

Deep Roots, New Branches

Name: Lauri Webber and Brian Bahnson

Address: 24 Nightingale Circle Newark DE 19711

2/21/11

Gmail - RE: Support

No. of children and grades in 2013 (if applicable): 0

Please type your initials at the end of this statement:

"I support First State Montessori Academy and its mission." -- LW and BB



Oliver Yeh <the8horse@gmail.com>

RE: Support

Barton Yoder <yoderb@verizon.net>

Tue, Dec 20, 2011 at 3:24 PM

To: Oliver Yeh <the8horse@gmail.com>

Name: Margaret Nokona Kirby-Yoder

Address: 2122 Willow Way

No. of children and grades in 2013 (if applicable): 1

Please type your initials at the end of this statement:

"I support First State Montessori Academy and its mission." -- MNKY



Oliver Yeh <the8horse@gmail.com>

RE: Support

Cathleen Wilder <cwilder@psre.com>

Tue, Dec 20, 2011 at 4:40 PM

To: Oliver Yeh <the8horse@gmail.com>

Ollie -

I'm sorry I missed the noon deadline. Hopefully you can still use my response of support. I filled out the info below.

All the best,

Leen

-----Original Message-----

From: "Oliver Yeh" <the8horse@gmail.com>

To: "Cathleen Christopher Wilder" <cwilder@psre.com>

Date: 12/18/11 05:00 PM

Subject: Support

Dear Cathleen,

Were you at the Nutcracker today? I think I saw you from afar when it ended. Had a good time. Always good to see pros but also the little ones who are having a great time.

Anyway, the main reason why I'm writing is to ask for your support.

I'm a Co-Chair on the Board of Directors for First State Montessori Academy (FSMA). The mission of the FSMA is to create successful, contributing, life-long learners in a Montessori public educational program for students in Kindergarten through 6th grade. We believe that the creation of a Charter Montessori public school in New Castle County, DE (the first of its kind in Delaware) will improve student learning, allow for greater access and choice for parents, and serve as a model for alternative approaches to education by providing a proven and innovative teaching and learning environment.

For more information, please visit our website FAQ at http://www.firststatemontessori.org/frequently_asked_questions. We are submitting this Charter application to the Delaware Department of Education this month for approval. If approved, we would open in 2013. One of the important components to our application is to show need through support by the public.

And this is where you come in.

If after you've visited our website, you believe a Montessori Charter school would benefit you and/or other families and children in New Castle County, **please reply by noon, Tuesday,**

December 20th with the information below. Information provided is strictly for the purpose of showing support. No information will be forwarded, sold, or used for marketing purposes.

If there are others you feel would also like to support our mission, please feel free to forward this and ask them to reply to fsma.charter@gmail.com.

I appreciate your consideration to this worthy effort. It's a very personal one to me because I've seen Bruno (and so many other children) succeed in this environment. More children and families should have this opportunity. The more responses of support, the stronger our application.

We wish you the best for the holidays and for the new year to come.

Kindest,

Ollie
Co-Chair, First State Montessori Academy
Deep Roots, New Branches

Name: Cathleen Wilder

Address: 6 Courtney Rd. Wilmington, DE 19807

No. of children and grades in 2013 (if applicable): 3 children - Grades in 2013: Kindergarten, 3rd and 7th

Please type your initials at the end of this statement:

"I support First State Montessori Academy and its mission." -- CMW

--
Cathleen Wilder

Patterson-Schwartz
Realtor/Broker Associate
Licensed in DE & PA
302-429-7208
www.christopherwilderteam.com



Oliver Yeh <the8horse@gmail.com>

Fwd: Support for School

Victoria Hostin <fsma2012@gmail.com>

Mon, Dec 19, 2011 at 3:38 PM

To: the8horse@gmail.com

----- Forwarded message -----

From: Lisa Taylor <djtsales@msn.com>

Date: Mon, Dec 19, 2011 at 8:40 AM

Subject: Support for School

To: fsma2012@gmail.com

Name: Lisa and David Taylor

Address: 801 Cinnamon Dr Hockessin DE 19707

No. of children and grades in 2013 (if applicable): 2 children in
2013 5th and 9th grade

Please type your initials at the end of this statement:

"I support First State Montessori Academy and its mission." -- LTT



Oliver Yeh <the8horse@gmail.com>

First State Montessori Academy

Lewis Amy <alewi1@yahoo.com>

Mon, Dec 19, 2011 at 3:16 PM

Reply-To: Lewis Amy <alewi1@yahoo.com>

To: "fsma.charter@gmail.com" <fsma.charter@gmail.com>

Name: Dr. Amy Wise**Address:** 1912 Julian Rd Wilmington, DE 19803**No. of children and grades in 2013 (if applicable):** 0**Please type your initials at the end of this statement:**

"I support First State Montessori Academy and its mission." AW



Oliver Yeh <the8horse@gmail.com>

Support of your school

marc vettori <marc.vettori@gmail.com>

Mon, Dec 19, 2011 at 11:39 AM

To: fsma.charter@gmail.com

to whom it may concern,

I have reviewed the FSMA Charter school website and I support what they are looking to achieve. I would love to see more families in Delaware have this learning opportunity.

respect
Marc
Vettori



Oliver Yeh <the8horse@gmail.com>

FSMA

Truitt, Gregg WG <gregg.truitt@astrazeneca.com>

Mon, Dec 19, 2011 at 9:14 AM

To: fsma.charter@gmail.com

Dear Sir/Madam:

I am writing in support of the First State Montessori Academy.

I hope you will approve this Charter application.

Sincerely,

Gregg Truitt

1209 Gilpin Avenue

Apt #4

Wilmington, DE 19806

Senior Clinical Publications Lead

AstraZeneca

1800 Concord Pike

C3C-514

Wilmington, DE 19803

Tel: 302-886-7519

Fax: 302-885-5343

Email: gregg.truitt@astrazeneca.com

Please consider the environment before printing this email.



Oliver Yeh <the8horse@gmail.com>

First State Montessori Academy

Cradler, Mike <mcradler@energypluscompany.com>
To: "fsma.charter@gmail.com" <fsma.charter@gmail.com>

Mon, Dec 19, 2011 at 7:28 AM

Name: Mike Cradler

Address: 2435 W. 18th St. Wilmington, DE 19806

No. of children and grades in 2013 (if applicable):

4 Children

9th Grade

8th Grade

5th Grade

3rd Grade

Please type your initials at the end of this statement:

"I support First State Montessori Academy and its mission." -- MJC

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Oliver Yeh <the8horse@gmail.com>

Montessori charter school

Kraut, Jennifer (I.T.) <JeKraut@christianacare.org>

Mon, Dec 19, 2011 at 7:22 AM

To: fsma.charter@gmail.com

Name: Jennifer Kraut**Address:** 1709 N. Rodney Street, Wilmington, DE 19806**No. of children and grades in 2013 (if applicable):** 0**Please type your initials at the end of this statement:**

"I support First State Montessori Academy and its mission." -- JK



Oliver Yeh <the8horse@gmail.com>

Re: Support

Carroll Laurence <cilaurence@mac.com>

Sun, Dec 18, 2011 at 1:22 PM

To: Oliver Yeh <the8horse@gmail.com>

On Dec 18, 2011, at 12:37 PM, Oliver Yeh wrote:

Dear Carroll,

Hope all's well and that you're geared up for the holidays. Boys must be psyched -- Bruno's sleep deficit continues to grow. Anyway, I think we'll all get through it.

So, the main reason I'm writing is to ask for your support.

I'm a Co-Chair on the Board of Directors for First State Montessori Academy (FSMA). The mission of the FSMA is to create successful, contributing, life-long learners in a Montessori public educational program for students in Kindergarten through 6th grade. We believe that the creation of a Charter Montessori public school in New Castle County, DE (the first of its kind in Delaware) will improve student learning, allow for greater access and choice for parents, and serve as a model for alternative approaches to education by providing a proven and innovative teaching and learning environment.

For more information, please visit our website FAQ at http://www.firststatemontessori.org/frequently_asked_questions. We are submitting this Charter application to the Delaware Department of Education this month for approval. If approved, we would open in 2013. One of the important components to our application is to show need through support by the public.

And this is where you come in.

If after you've visited our website, you believe a Montessori Charter school would benefit you and/or other families and children in New Castle County, **please reply by noon, Tuesday, December 20th with the information below.** Information provided is strictly for the purpose of showing support. No information will be sold or used for marketing purposes.

If there are others you feel would also like to support our mission, please feel free to forward this and ask them to reply to fsma.charter@gmail.com.

I appreciate your consideration to this worthy effort. It's a very personal one to me because I've seen Bruno (and so many other children) succeed in this environment. More children and families should have this opportunity. The more responses of support, the stronger our application.

We wish you the best for the holidays and for the new year to come.

Kindest,
Oliver

Co-Chair, First State Montessori Academy
Deep Roots, New Branches

Name: Carroll Ivy Laurence

Address: 803 Essex Road

No. of children and grades in 2013 (if applicable): grade 4 and 6.

Please type your initials at the end of this statement:

"I support First State Montessori Academy and its mission." -- CIL

Carroll Ivy Laurence

cilaurence@me.com

www.carrollivy.com


[t: @carrollivy](#)

First State Montessori Academy

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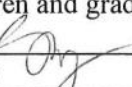
If you support First State Montessori Academy and its mission, please sign below.

Name (print): Jennifer Kriaz
Street Address: 513 Ruxton Dr.
City, State, Zip: Wilm DE 19809
✓ Email: jenniferkriaz@gmail.com
of children and grade(s) in 2013:

Signature: 

Name (print): Stacy Karpinski
Street Address: 322 Concord Ave
City, State, Zip: Wilm DE 19803
✓ Email: BKS4mam@aol.com
of children and grade(s) in 2013:
1 child - 7th grade
Signature:

Name (print): Jennifer Perdicke
Street Address: 820 Montico Rd.
City, State, Zip: Wilmington DE 19803
✓ Email: Jemperd@Verizon.net
of children and grade(s) in 2013:
1 child Kindergarten
Signature:

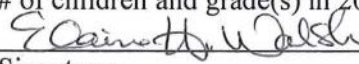
Name (print): JEANNE Shellenberger
Street Address: 4 SAGE WAY
City, State, Zip: HOCKESSIN DE 19707
✓ Email: jcsot@yahoo.com
of children and grade(s) in 2013: 2 - 2nd & 1st
Signature: 

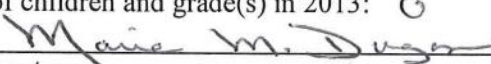
Name (print): Stephanie Simms
Street Address: 174 Brandquene Blvd
City, State, Zip: Wilm DE 19809
✓ Email: STEPH.SIMMS@comcast.net
of children and grade(s) in 2013:
1 - K
Signature:

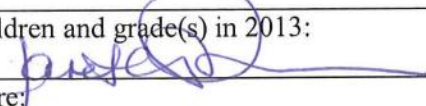
Name (print): Patricia Leary
Street Address: 825 Stockbridge Dr.
City, State, Zip: Hockessin DE 19707
Email: -
of children and grade(s) in 2013:
-
Signature:

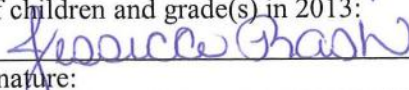
Name (print): Sandy Matalone
Street Address: 7 Woodsway Rd.
City, State, Zip: Wilmington DE 19809
✓ Email: smatalone@verizon.net
of children and grade(s) in 2013:
@wmsnow; 1 child; 3rd grade
Signature:

Name (print): Kelly Rhodunda
Street Address: 13 Briar Rd
City, State, Zip: Wilm DE 19803
✓ Email: kellyrho@verizon.net
of children and grade(s) in 2013:
2 - 6th grade + 9th grade
Signature:

Name (print): Elaine H. Walsh
Street Address: 325 Monmouth Ave.
City, State, Zip: Thorofare, NJ 08086
✓ Email: elainehwalsh@comcast.net
of children and grade(s) in 2013: 2 4th & 2nd
Signature: 

Name (print): Marie M. Dugan
Street Address: 721 Woodside Road
City, State, Zip: Wilmington, DE 19809
Email: mariedugan@verizon.net
of children and grade(s) in 2013: 0
Signature: 

Name (print): Janet Farina
Street Address: 1309 Greenway Rd
City, State, Zip: Wilm. DE 19803
Email:
of children and grade(s) in 2013:
Signature: 

Name (print): Jessica Rash
Street Address: 132 S. Shelley Dr.
City, State, Zip: Claymont, DE 19703
✓ Email: Jessr19@yahoo.com
of children and grade(s) in 2013:
Signature: 

First State Montessori Academy

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Name (print): Curtis Miller
Street Address: 6 Vining Lane
City, State, Zip: Wilmington, DE 19807
✓ Email: csmolz@yahoo.com
of children and grade(s) in 2013:
2 (1+3rd)
Signature: [Signature]

Name (print): ROBIN HINMON
Street Address: 1002 Stonewood Rd
City, State, Zip: Wilm, DE 19810
✓ Email: rhinmonr@BrandywineAcademics.com
of children and grade(s) in 2013:
3
Signature: [Signature]

Name (print): M. KATE COLLINS
Street Address: 702 HERTFORD RD.
City, State, Zip: Wilmington, DE 19803
✓ Email: K8collins23@hotmail.com
of children and grade(s) in 2013:
3 - K, 3, 5
Signature: [Signature]

Name (print): Nancy Hasted
Street Address: 5 Forest Creek Lane
City, State, Zip: Wilm., DE 19809
✓ Email: verynancy@gmail.com
of children and grade(s) in 2013:
[Blank]
Signature: [Blank]

Name (print): Joanna Breger
Street Address: 503 1/2 Dugan Road
City, State, Zip: Wilmington DE
✓ Email: joanna-breger@wmsde.org
of children and grade(s) in 2013: 2nd + 5th
Signature: [Signature]

Name (print): Eleonora Fischer
Street Address: 2401 Lori Lane
City, State, Zip: Wilmington DE 19810
✓ Email: olmyfi@yahoo.com
of children and grade(s) in 2013:
2
Signature: [Signature]

Name (print): Liz Harrod
Street Address: 1912 Dorset Road
City, State, Zip: Wilmington, DE 19810
✓ Email: statlertoo@hotmail.com
of children and grade(s) in 2013:
1 - 1st grade
Signature: [Signature]

Name (print): Vyenne Nass
Street Address: 5702 Highland Ct
City, State, Zip: Wilm, DE 19802
Email: [Blank]
of children and grade(s) in 2013:
1 in 4th
Signature: [Signature]

Name (print): Gretchen McDonnell
Street Address: 2509 Pennington Dr
City, State, Zip: Wilmington DE 19810
✓ Email: galcmcdonnell@yahoo.com
of children and grade(s) in 2013:
2 1st + preK
Signature: [Signature]

Name (print): Elva Delport
Street Address: 619 Andover Rd
City, State, Zip: Wilmington DE 19803
✓ Email: delport@verizon.net
of children and grade(s) in 2013:
2 yr. 2 + 6
Signature: [Signature]

Name (print): Nedda Mogtaderi
Street Address: 16 Dartmouth Rd.
City, State, Zip: Wilmington DE 19808
✓ Email: nmogtaderi@gmail.com
of children and grade(s) in 2013:
1-K
Signature: [Signature]

Name (print): JOSETTE COVINGTON, MD
Street Address: 221 N. Ford Ave
City, State, Zip: WILMINGTON, DE 19805-1833
✓ Email: JOSETTECOVINGTON@aol.com
of children and grade(s) in 2013:
1 → Grade 7, 1 → grade 5 (2 total)
Signature: [Signature]

First State Montessori Academy

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If you support First State Montessori Academy and its mission, please sign below.

Name (print):

Street Address:

City, State, Zip:

Email:

of children and grade(s) in 2013:

Signature:

Name (print):

Street Address:

City, State, Zip:

✓ Email:

of children and grade(s) in 2013:

Signature:

Name (print):

Street Address:

City, State, Zip:

✓ Email:

of children and grade(s) in 2013:

Signature:

Name (print):

Street Address:

City, State, Zip:

✓ Email:

of children and grade(s) in 2013:

Signature:

Name (print):

Street Address:

City, State, Zip:

✓ Email:

of children and grade(s) in 2013:

Signature:

Name (print):

Street Address:

City, State, Zip:

✓ Email:

of children and grade(s) in 2013:

Signature:

Name (print):

Street Address:

City, State, Zip:

Email:

of children and grade(s) in 2013:

Signature:

Name (print):

Street Address:

City, State, Zip:

Email:

of children and grade(s) in 2013:

Signature:

Name (print):

Street Address:

City, State, Zip:

Email:

of children and grade(s) in 2013:

Signature:

Name (print):

Street Address:

City, State, Zip:

Email:

of children and grade(s) in 2013:

Signature:

Name (print):

Street Address:

City, State, Zip:

Email:

of children and grade(s) in 2013:

Signature:

Name (print):

Street Address:

City, State, Zip:

Email:

of children and grade(s) in 2013:

Signature:

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Name (print): Donna L. Culver
Street Address: 18 Longacre Court
City, State, Zip: Hockessin, DE 19707
Email: dculver@mont.com
of children and grade(s) in 2013:
2 - 2nd & 8th

Signature:

Name (print): Rob Dehney
Street Address: 4609 Bedford Blvd
City, State, Zip: Wilm DE 19805
Email: rdehney
of children and grade(s) in 2013: 42 & 702 5th
Signature: Rob Dehney

Name (print): Tarik Haskins
Street Address: 2631 Longwood Dr.
City, State, Zip: Wilm. DE 19801
Email: thaskins@mont.com
of children and grade(s) in 2013:
2 1st grade
Signature:

Name (print): Chad Fights
Street Address: 1503 N. Rodney St.
City, State, Zip: Wilmington, DE 19806
Email: cfights@mont.com
of children and grade(s) in 2013:
1 Pre
Signature: Chad Fights

Name (print): Renee Fusco
Street Address: 294 Chippenham Lane
City, State, Zip: Hockessin DE 19707
Email: rfusco@mont.com
of children and grade(s) in 2013:
2 (7th & 2nd)
Signature: Renee Fusco

Name (print): Corey Lamborn
Street Address: 1101 Dardel Dr
City, State, Zip: Wilmington DE 19803
Email: coreylamborn@gmail.com
of children and grade(s) in 2013:
2 (1st + preschool)
Signature: Corey Lamborn

Name (print): SUSAN MOQTADERI
Street Address: 1117 FLINT HILL RD
City, State, Zip: WILMINGTON DE 19808
Email: smogtaderi@gmail.com
of children and grade(s) in 2013: 1 grandchild
Signature: Susan M. Moqtaderi

Name (print): Jason Peters
Street Address: 837 Stockbridge DR
City, State, Zip: Hockessin, DE 19707
Email: jpeters74@yahoo.com
of children and grade(s) in 2013: 4
Signature: Jason Peters

Name (print): James Wilson
Street Address: 48 E 4th St
City, State, Zip: New Castle, DE 19720
Email: jwilson19720@gmail.com
of children and grade(s) in 2013: 1 4th grade
Signature: James Wilson

Name (print): Suzanne Swift
Street Address: 48 E 4th St
City, State, Zip: New Castle, DE 19720
Email: suzanne@specsimpler.com
of children and grade(s) in 2013: 1 2nd grade
Signature: Suzanne Swift

Name (print): Liz Christopher
Street Address: 8 Vining Lane
City, State, Zip: Wilmington, DE 19807
Email: lizchristopherecomcast.net
of children and grade(s) in 2013:
1st, 4th, 6th
Signature: Liz Christopher

Name (print): Melissa Hayman
Street Address: 2401 Baynard Blvd
City, State, Zip: Wilmington, DE 19802
Email: melissa@ranchero.com
of children and grade(s) in 2013: 1 in 1st
Signature: Melissa Hayman

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Name (print): Jill Pyle
Street Address: 3330 Morningside Dr.
City, State, Zip: Wilmington DE 19810
✓ Email: jill-pyle@windsor.org
of children and grade(s) in 2013: (teacher)
2 10th + college
Signature:

Name (print): Meredith + David Amado
Street Address: 1002 Overbrook Road
City, State, Zip: Greenville, DE 19807
✓ Email: meredith.amado@gmail.com
of children and grade(s) in 2013:
3: 2 children in 4th grade, 1 child in K
Signature:

Name (print): Lori Beth + Edward Leimb
Street Address: 1613 N. Lincoln St
City, State, Zip: Wilm DE 19806
✓ Email: LBmail@aol.com
of children and grade(s) in 2013: 2, K + 4
Signature:

Name (print): Susan + Kevin Pissolo
Street Address: 806 Woodside Rd
City, State, Zip: Wilm DE 19809
Email: Sutabere@aol.com
of children and grade(s) in 2013: 4yr old 6yr old
Susan T. Pissolo
Signature:

Name (print): Keren Portia
Street Address: 38 Jonathan Drive
City, State, Zip: Newark DE 19702
Email: Kerenportia@yahoo.com
of children and grade(s) in 2013:
mother of college age children who
attended both WMS and DE public schools
Signature: Keren Portia

Name (print): Susan Johnson
Street Address: 133 Oldbury Dr
City, State, Zip: Wilm DE 19808
Email: sueroz714@hotmail.com
of children and grade(s) in 2013: K + 2
Susan Johnson
Signature:

Name (print): Cheryl Jones
Street Address: 1402 Prospect Dr.
City, State, Zip: Wilmington, DE 19809
✓ Email: cheryl-jones@gmail.com
of children and grade(s) in 2013:

Signature: Cheryl Jones

Name (print): Sharon Miller
Street Address: 2518 Reynolds Ave.
City, State, Zip: Claymont, DE 19703
✓ Email: sharonmiller7everizon.net
of children and grade(s) in 2013:
1 / 4th
Signature: Sharon E. Miller

Name (print): Shantea McDonough
Street Address: 115 McHallen Circle
City, State, Zip: Wilmington, DE 19802
✓ Email: wneenap@aol.com
of children and grade(s) in 2013:
4th, 5th Preschool
Signature:

Name (print): Kelly Wayne
Street Address: 1504 Woodside Rd
City, State, Zip: Wilmington DE 19809
✓ Email: kwayne@verizon.net
of children and grade(s) in 2013:
2 / 18th / college
Signature: Kelly Wayne

Name (print): PETER FARINA
Street Address: 132 SOUTH SHELLEY DR.
City, State, Zip: CLAYMONT, DE. 19703
Email:
of children and grade(s) in 2013:

Signature: P. Farina

Name (print): Kevin Fox
Street Address: 1205 Branford Rd
City, State, Zip: Wilm DE 19803
Email: chx570@cncast.net
of children and grade(s) in 2013:

Signature: Kevin Fox

First State Montessori Academy

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Name (print): Meredith Rosenthal
Street Address: 603 Baldwin Lane
City, State, Zip: Wilmington, DE 19803
Email: meredithsrosenthal@yahoo.com
of children and grade(s) in 2013:
2 children 3rd and kindergarten
Signature: Meredith Rosenthal

Name (print): Kate Spizzilli
Street Address: 2407 Kentmere Pkwy
City, State, Zip: Wilmington, DE 19806
Email: kspizz@gmail.com
of children and grade(s) in 2013:
(2) 3rd and 1st
Signature: Kate Spizzilli

Name (print): Bonnie Sherr
Street Address: P.O. Box 513
City, State, Zip: Wilm., DE 19899
Email:
of children and grade(s) in 2013:
Grandchildren
Signature: Bonnie Sherr

Name (print): Krista Brady
Street Address: 1913 Julian Rd.
City, State, Zip: Wilmington DE 19803
Email: K831 B@aol.com
of children and grade(s) in 2013:
2 children 3rd and kindergarten
Signature: Krista Brady

Name (print): BEVERLY FLANNIGAN
Street Address: 109 E 3rd St
City, State, Zip: NEWCASTLE DE 19720
Email: bevfl@NETZERO.NET
of children and grade(s) in 2013:
41 yr. old son went, hope y child will go ^{WILL} SUPPORT
Signature: Beverly Flannigan

Name (print): MICHAEL MCBOWAN
Street Address: 1127 WEBSTER RD.
City, State, Zip: WILM. DE 19803
Email:
of children and grade(s) in 2013:
2 6TH & 8TH
Signature: M. McBowen

Name (print): Dan Rosenthal
Street Address: 603 Baldwin Lane
City, State, Zip: Wilm., DE 19803
Email:
of children and grade(s) in 2013:
2 3rd & kindergarten
Signature: Dan Rosenthal

Name (print): Kris Vinokur
Street Address: 2503 Foulk Woods Road
City, State, Zip: Wilmington DE 19803
Email: kris.vinokur@gmail.com
of children and grade(s) in 2013:
grandchildren + my children WMS
Signature: Kris Vinokur

Name (print): Jack Vinokur
Street Address: 2503 Foulk Wds Rd
City, State, Zip: Wilm DE 19810
Email:
of children and grade(s) in 2013:
grandchildren + children attended WMS
Signature: Jack Vinokur

Name (print): ANDY VINOKUR
Street Address: 1721 N. Scott St.
City, State, Zip: Wilmington, DE 19806
Email:
of children and grade(s) in 2013:
Attended WMS
Signature: Andy Vinokur

Name (print): REZA MOGHADARI
Street Address: 1117 FULT HILL BL
City, State, Zip: WILMINGTON, DE 19808
Email:
of children and grade(s) in 2013:
Signature: Reza Moghadari

Name (print): Danielle S. Purcell
Street Address: 29 Carole Rd
City, State, Zip: Newark, DE 19713
Email: dmopps@msn.com
of children and grade(s) in 2013:
one in 2016
Signature: Danielle S. Purcell

First State Montessori Academy

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If you support First State Montessori Academy and its mission, please sign below.

✓ Name (print): ROBERTA S. ARNOLD
Street Address: 2105 N. VAN BUREN ST.
City, State, Zip: WILMINGTON, DE 19802
✓ Email: BeckyArnold@comcast.net
of children and grade(s) in 2013: 6 children - 1st, 1-4th, 1-1st, 1-2nd
Signature: Roberta Arnold

✓ Name (print): Tim Arnold
Street Address: 2105 N. Van Buren St
City, State, Zip: Wilmington, DE 19802
✓ Email: BeckyArnold@comcast.net
of children and grade(s) in 2013: 1-4th, 1-2nd, 1-1st
Signature: Tim Arnold

✓ Name (print): Kathy Jordan
Street Address: 2106 N. Van Buren St
City, State, Zip: Wilmington, DE 19802
✓ Email: kathy@jordanmarketing.com
of children and grade(s) in 2013: 1-2nd grade + 1-4th grade
Signature: Kathy Jordan

✓ Name (print): Charles Jordan
Street Address: 2106 N. Van Buren St.
City, State, Zip: Wilmington, DE 19802
✓ Email: Promote@jordanmarketing.com
of children and grade(s) in 2013: 1-2nd grade & 1-4th grade
Signature: Charles Jordan

✓ Name (print): EVONIE PRYOR
Street Address: 2102 N. VAN BUREN
City, State, Zip: WILM DE 19802
Email:
of children and grade(s) in 2013: 1- KINDERGARTEN
Signature: Evonie Pryor

✓ Name (print): RICHARD PRYOR
Street Address: 2102 N. VAN BUREN ST
City, State, Zip: WILM, DE 19802-3908
Email: DECLINE
of children and grade(s) in 2013: 1 KINDERGARTEN
Signature: Richard Pryor

✓ Name (print): JUDITH L. STODDARD
Street Address: 2101 N. VAN BUREN ST
City, State, Zip: WILMINGTON, DE 19802
Email:
of children and grade(s) in 2013: 6 children - 1st, 1-4th, 1-1st, 1-2nd
Signature: Judith L. Stoddard K + JND

✓ Name (print): Janet M. Miller
Street Address: 7 Brant Court
City, State, Zip: Middletown, DE 19709
✓ Email: janetmiller4@verizon.net
of children and grade(s) in 2013: 2 grandsons, 1st + 4th
Signature: Janet M. Miller

✓ Name (print): Charles G. Miller
Street Address: 7 Brant Court
City, State, Zip: Middletown, DE 19709
✓ Email: cmiller@csi-del.com
of children and grade(s) in 2013: 2 grandsons, 1st + 4th
Signature: Charles G. Miller

✓ Name (print): JAMES B. ARNOLD
Street Address: 212 CALLOW PLACE
City, State, Zip: NEW CASTLE DE 19720
✓ Email: ChristyArnold@comcast.net
of children and grade(s) in 2013: 1-3rd, 1-1st, 1-K
Signature: James B. Arnold

✓ Name (print): Christine Arnold
Street Address: 212 CALLOW PLACE
City, State, Zip: NEW CASTLE DE 19720
✓ Email: ChristyArnold@comcast.net
of children and grade(s) in 2013: 1-3rd, 1-1st, 1-K
Signature: Christine Arnold

✓ Name (print): EMILY CASSIDY
Street Address: 1809 SHALLOUGH AV.
City, State, Zip: WILM, DE 19806
Email: emmykopf@hotmail.com
of children and grade(s) in 2013: 4yr old, 6yr old - 1st grade
Signature: Emily Cassidy

First State Montessori Academy

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If you support First State Montessori Academy and its mission, please sign below.

Name (print): Christopher Bregel
Street Address: 503 1/2 Duncan Rd.
City, State, Zip: Wilmington, DE 19809
Email: cbregel@gmail.com
of children and grade(s) in 2013:
1-2nd Grade 1-5th grade

Signature:

Name (print): Daniel Bregel
Street Address: 24 Kings Creek Circle
City, State, Zip: Rehoboth Beach, DE
Email: kbregel2@comcast.net
of children and grade(s) in 2013:

Signature:

Name (print): Steve Mervine
Street Address: 28 Wyndan Circle
City, State, Zip: Hockessin, DE 19707
Email: smervine1@msn.com
of children and grade(s) in 2013:

Signature:

Name (print): Samuel Ford
Street Address: 503 Ballard Rd
City, State, Zip: Wilmington DE 19809
Email: samford@msn.com
of children and grade(s) in 2013:

Signature:

Name (print):
Street Address:
City, State, Zip:
Email:
of children and grade(s) in 2013:

Signature:

Name (print):
Street Address:
City, State, Zip:
Email:
of children and grade(s) in 2013:

Signature:

Name (print): Ethan Townsend
Street Address: 2317 Walnut Lane
City, State, Zip: Wilmington, DE 19810
Email: ethantownsend@gmail.com
of children and grade(s) in 2013:
1, pre-school (age 3)

Signature:

Name (print):
Street Address:
City, State, Zip:
Email:
of children and grade(s) in 2013:

Signature:

Name (print):
Street Address:
City, State, Zip:
Email:
of children and grade(s) in 2013:

Signature:

Name (print):
Street Address:
City, State, Zip:
Email:
of children and grade(s) in 2013:

Signature:

Name (print):
Street Address:
City, State, Zip:
Email:
of children and grade(s) in 2013:

Signature:

Name (print):
Street Address:
City, State, Zip:
Email:
of children and grade(s) in 2013:

Signature:

FIRST STATE MONTESSORI ACADEMY

MISSION: The First State Montessori Academy is a Delaware non-profit organization dedicated to creating successful, contributing, life-long learners in a Montessori public charter school. If you support Montessori public education in Delaware, please sign below.

With my signature below, I indicate my support of the First State Montessori Academy.

Name (print): Angela Hastings
Address: 1500 Fortfield Drive
City, State, Zip: Middletown, DE 19709
Signature: [Signature]

Name (print): J. Liang
Address: 1800 Grand Pike
City, State, Zip: Wilmington, DE 19803
Signature: [Signature]

Name (print): Pam Politis
Address: 2318 Cherry Ln
City, State, Zip: Wilmington DE 19810
Signature: [Signature]

Name (print): Kathy Staniskis
Address: 3131 Knights Rd
City, State, Zip: Berksalem PA 19020
Signature: [Signature]

Name (print): Josh Iskell
Address: 8 Pine Grove Lane
City, State, Zip: Hockessin, DE 19707
Signature: [Signature]

Name (print): Jessie Jiang
Address: 1535 Villa Rd
City, State, Zip: Wilmington, DE 19809
Signature: [Signature]

Name (print): Ciara Leisey
Address: 15 Courtyard Lane Apt 9
City, State, Zip: Wilmington, DE 19802
Signature: [Signature]

Name (print): Linda Morel
Address: 2605 Grenlon Dr.
City, State, Zip: WILM, DE 19808
Signature: [Signature]

Name (print): Marc Humberich
Address: 505 Summerlin Drive
City, State, Zip: Newark DE 19702
Signature: [Signature]

Name (print): _____
Address: _____
City, State, Zip: _____
Signature: _____

FIRST STATE MONTESSORI ACADEMY

MISSION: The First State Montessori Academy is a Delaware non-profit organization dedicated to creating successful, contributing, life-long learners in a Montessori public charter school. If you support Montessori public education in Delaware, please sign below.

With my signature below, I indicate my support of the First State Montessori Academy.

Name (print): Gladys Murphy
Address: 951 DuPont Rd.
City, State, Zip: Wilm De 19804
Signature: Gladys Murphy

Name (print): Lon Seward
Address: 5904 Vuttyr
City, State, Zip: Newark DE 19702
Signature: Lon Seward

Name (print): KARYN WASHINGTON
Address: 3215 N. JEFFERSON ST.
City, State, Zip: WILMINGTON, DE 19802
Signature: Karyn Washington

Name (print): Nela Pulcano
Address: _____
City, State, Zip: 19805
Signature: N. Pulcano

Name (print): Deborah Costas
Address: 1107 Talley Rd
City, State, Zip: Wilmington DE 19809
Signature: Deborah Costas

Name (print): Myka Harris
Address: 2705 Washington Street
City, State, Zip: Wilm, DE 19802
Signature: Myka Harris

Name (print): S. O'Neil
Address: 1 Versailles Ct
City, State, Zip: Newark DE 19702
Signature: S. O'Neil

Name (print): Ebony Wilmer
Address: 20A Elesmere Rd
City, State, Zip: Wilm DE 19805
Signature: Ebony Wilmer

Name (print): Ruth Clemente
Address: 115 Carrol av apt #1
City, State, Zip: NEW CASTLE DE 19720
Signature: Ruth Clemente

Name (print): Lubov Skurina
Address: 16 Abulia Ln.
City, State, Zip: Newark DE 19711
Signature: Lubov Skurina

FIRST STATE MONTESSORI ACADEMY

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With my signature below, I indicate my support of the First State Montessori Academy.

Name (print): Shola Coker Johnson
Address: 1008 Concord Avenue
City, State, Zip: Wilmington DE 19802
Signature: [Signature] (302) 51033184

Name (print): DELORIS HARRISON
Address: 2209 N. Pine St.
City, State, Zip: Wilm., DE 19802
Signature: [Signature]

Name (print): Danielle Munroe
Address: 29 York Rd
City, State, Zip: Wilmington DE 19803
Signature: [Signature]

Name (print): Jenna Dean
Address: 112 Carlie Rd
City, State, Zip: Wilmington DE 19803
Signature: [Signature]

Name (print): Brenda Good
Address: 1301 N. Harrison St Apt 101
City, State, Zip: Wilm DE 19804
Signature: [Signature]

Name (print): Catey Thompson
Address: 66 Watkin Ave
City, State, Zip: Chadds Ford, PA 19317
Signature: [Signature]

Name (print): Tony Thompson
Address: 323 Romilly Rd
City, State, Zip: Wilm, DE 19810
Signature: [Signature]

Name (print): Malinda Alexander-Rosario
Address: 604 Foulk Rd
City, State, Zip: Wilmington, DE 19803
Signature: [Signature]

Name (print): Allen Alexander
Address: 702 W 24TH ST
City, State, Zip: Wilmington, DE 19802
Signature: [Signature]

Name (print): Joanna Breger
Address: 503 1/2 Duncan Rd
City, State, Zip: Wilm DE 19807
Signature: [Signature]

FIRST STATE MONTESSORI ACADEMY

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With my signature below, I indicate my support of the First State Montessori Academy.

Name (print): <u>Pat Schlecker</u>	Name (print): <u>Leslie Sherman</u>
Address: <u>1517 N. Franklin Apt. 1</u>	Address: <u>119 South Rd.</u>
City, State, Zip: <u>Wilmington, DE, 19806</u>	City, State, Zip: <u>Wilmington, DE 19809</u>
Signature: <u>[Signature]</u>	Signature: <u>[Signature]</u>

Name (print): <u>Taylor Warrington-Purcell</u>	Name (print): <u>Jill Moncarz</u>
Address: <u>6 Beauford CT</u>	Address: <u>2210 Lower Lane</u>
City, State, Zip: <u>Wilmington, DE, 19810</u>	City, State, Zip: <u>Wilm. DE 19810</u>
Signature: <u>[Signature]</u>	Signature: <u>[Signature]</u>

Name (print): <u>Chris Junk</u>	Name (print): _____
Address: <u>2210 Lower Lane</u>	Address: _____
City, State, Zip: <u>Wilmington, DE</u>	City, State, Zip: _____
Signature: <u>[Signature]</u>	Signature: _____

Name (print): <u>Kara Clarke</u>	Name (print): _____
Address: <u>2005 N. Van Buren St.</u>	Address: _____
City, State, Zip: <u>Wilm. DE 19802</u>	City, State, Zip: _____
Signature: <u>[Signature]</u>	Signature: _____

Name (print): <u>Virginia Biasotto</u>	Name (print): _____
Address: <u>3 Saddle Lane</u>	Address: _____
City, State, Zip: <u>Wilmington DE 19803</u>	City, State, Zip: _____
Signature: <u>[Signature]</u> <u>(Reading ASSIST Inst. founder)</u>	Signature: _____

FIRST STATE MONTESSORI ACADEMY

MISSION: The First State Montessori Academy (FSMA) is dedicated to creating successful, contributing, life-long learners in a public, Montessori educational program in an urban setting. FSMA students will benefit from the opportunities, talents, energy, culture and diversity offered through collaboration with Wilmington, DE organizations, agencies, and other public and private entities.

With my signature below, I indicate my support of the First State Montessori Academy.

Name: Carrie & Shawn Santloff

Address: 706 W. 22nd St.

City, State, Zip: Wilmington DE 19802

Name: Libby Markl

Address: 403 Rockwood Rd.

City, State, Zip: Wilm., DE 19802

Name: RICHARD & UNICE PRYOR

Address: 2102 N. VAN BUREN ST

City, State, Zip: WILMINGTON, DE 19802

Name: Peter and Karin Dietz

Address: 2100 N. Van Buren Street

City, State, Zip: Wilmington, DE 19802

Name: Bob & Judy Stoddard

Address: 2101 N. Van Buren St.

City, State, Zip: Wilmington, DE 19802

Name: Rick & Charlotte Horgan

Address: 806 McCabe Ave.

City, State, Zip: Wilmington, De. 19802

Name: Patricia & Jessica Julian

Address: 2110 N. Van Buren St.

City, State, Zip: Wilmington DE 19802

Name: Christine Harmon

Address: 504 Glenside Ave

City, State, Zip: Wilmington, DE

Name: Carol O'Conna

Address: 1514 Turkey Run

City, State, Zip: Wilm. De 19803

Name: Theresa Siddam

Address: 332 Norwalk Way

City, State, Zip: Middletown DE 19709

Name: Robert Lull

Address: 703 W. 21st St.

City, State, Zip: Wilm., DE 19802

Name: Lisa Stoddard

Address: 705 W 21st St.

City, State, Zip: Wilmington, DE 19802

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With my signature below, I indicate my support of the First State Montessori Academy.

Name (print): Sadie Blue
Address: 415 W 26 St
City, State, Zip: Wilm, DE 19802
Signature: Sadie Blue

Name (print): Sandra Carter
Address: 213 West 28th St
City, State, Zip: Wilm, DE 19802
Signature: Sandra Carter

Name (print): Norman Warren
Address: 950 E 17 St
City, State, Zip: Wilmington, Del 19801
Signature: Norman Warren

Name (print): Diane Brown
Address: 3323 W. 30th Street
City, State, Zip: 19802
Signature: Diane Brown

Name (print): Mary Brown
Address: 2323 W. 30th Street
City, State, Zip: 19802
Signature: Mary Brown

Name (print): Larry M. Morris
Address: 3110 W. 3rd St
City, State, Zip: Wilm - DE
Signature: Larry M Morris

Name (print): Shanee West
Address: 521 East 8
City, State, Zip: Wilm, Delaware 19801
Signature: Shanee West

Name (print): Linda Taylor
Address: 508 Mc Cabele
City, State, Zip: Wilmington, Del 19802
Signature: Linda Taylor

Name (print): Coretta Taylor
Address: 11 Macaulay Ct West
City, State, Zip: Wilmington Del 19801
Signature: Coretta Taylor

Name (print): Mack Cochran
Address: 222 Wellington Rd.
City, State, Zip: Wilmington DE 19803
Signature: Mack Cochran

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With my signature below, I indicate my support of the First State Montessori Academy.

Name (print): Valerie Melton
Address: 650 North Walnut St.
City, State, Zip: Wilmington DE 19801
Signature: Valerie Melton

Name (print): Sharon Lindsay
Address: 1218 Lancaster Ave.
City, State, Zip: 19805
Signature: Sharon Lindsay

Name (print): Vernon Mowbray
Address: 108 Brandwine Blvd
City, State, Zip: Wilmington DE 19803
Signature: Vernon Mowbray

Name (print): WARREN Mowbray
Address: 108 Brandwine
City, State, Zip: W.D. DE 19803
Signature: Warren Mowbray

Name (print): JOAN FREEMAN
Address: 320 East 5th street
City, State, Zip: Wily Delaware 19801
Signature: JOAN FREEMAN

Name (print): NITZA VAZQUEZ
Address: 320 E 5 St
City, State, Zip: Wilm Del 19801
Signature: Nitza Vazquez

Name (print): BRUCE DENNETFIELD
Address: 121 Poplar Street - Apt: C-2
City, State, Zip: Wilmington, DE 19801
Signature: Bruce Dennefield
511-8885 x0

Name (print): Rachelle Grimes
Address: 520 E 5th St
City, State, Zip: Wilmington, DE 19801
Signature: Rachelle Grimes

Name (print): Robin Bland
Address: 320 E 5th St Apt 312
City, State, Zip: Wilm, DE 19801
Signature: Robin Bland

Name (print): Phillip E Reanne Jr
Address: 15 W. Balbach Ave
City, State, Zip: Newcastle DE
Signature: Phillip E Reanne Jr

FIRST STATE MONTESSORI ACADEMY

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With my signature below, I indicate my support of the First State Montessori Academy.

Name (print): Duane Holmes
Address: 805 N Jefferson Street
City, State, Zip: Wilmington, De
Signature: Duane Holmes

Name (print): JOHN M^r Graw
Address: _____
City, State, Zip: 19801
Signature: [Signature]

Name (print): Liza Conig
Address: _____
City, State, Zip: 19801
Signature: [Signature]

Name (print): Carol A. Juckin
Address: _____
City, State, Zip: 19801
Signature: Carol A. Juckin

Name (print): Cynthia Penn
Address: 2703 W Market St
City, State, Zip: Wilmington DE 19802
Signature: Cynthia Penn

Name (print): Rosetta Taylor
Address: 511 E 10th Street
City, State, Zip: Wilm DE 19801
Signature: Rosetta Taylor

Name (print): Barbara Coleman
Address: 1904 W. 2nd St
City, State, Zip: Wilm DE
Signature: Barbara Coleman

Name (print): Donni Price
Address: 105 Hedgewick Dr.
City, State, Zip: Newark 19702
Signature: Donni Price

Name (print): Victoria Hashin
Address: 28 West 3rd Street
City, State, Zip: New Castle, DE 19720
Signature: Victoria Hashin

Name (print): LAURA MESSINGER
Address: 24 North Cliffe Dr,
City, State, Zip: Wilmington, DE, 19809
Signature: Laura Messinger

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With my signature below, I indicate my support of the First State Montessori Academy.

Name (print): Kamlesh Patel

Address: 201 Megan CT

City, State, Zip: Newark, DE

Signature: K Patel

Name (print): Amandeep Kaur

Address: 225-D Presidential Dr.

City, State, Zip: Wilmington DE 19807

Signature: [Signature]

Name (print): Cecilia C. White

Address: 716 New Rd

City, State, Zip: WIL DE 19805

Signature: Cecilia C W White

Name (print): SALVATORE PUGLIS

Address: 3 LYNN ST.

City, State, Zip: WILM DE 19804

Signature: [Signature]

Name (print): Gurinder Singh

Address: 888 N. Waterford Lane

City, State, Zip: Wilm, DE 19808

Signature: [Signature]

Name (print): D. Suresha Vams

Address: 101 Briar Ave

City, State, Zip: Wilm, DE - 19805

Signature: [Signature]

Name (print): Jyothi Gajjala

Address: 46 - Mullcreek Appl

City, State, Zip: Wilmington - DE - 19804

Signature: jyothi gajjala

Name (print): MONA

Address: 11 Briar Court

City, State, Zip: Wilmington

Signature: MONA

Name (print): Nirajan Modi

Address: 829 N Spruce St

City, State, Zip: Wilmington DE

Signature: [Signature]

Name (print): Beet Wigmore

Address: Vander Ave

City, State, Zip: Wilmington

Signature: [Signature]

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With my signature below, I indicate my support of the First State Montessori Academy.

Name (print): P.M. SUBRAMANIAN
Address: 110 Camern DR
City, State, Zip: HOCKESSIN, DE 19707
Signature: [Signature]

Name (print): MANOJ & CHITRA DAS
Address: 10 Persimmon Drive
City, State, Zip: Bear, DE 19701
Signature: Manoj K. Das

Name (print): PUNITH VENKATESH
Address: 5 RANDALL PRESTON CT
City, State, Zip: NEWARK, DE 19702
Signature: [Signature]

Name (print): Lakr Jeleswaram
Address: 136 Harrogate Dr
City, State, Zip: Londonderry PA 19350
Signature: [Signature]

Name (print): Shashi Kanchana
Address: 25 Montague Rd
City, State, Zip: NEWARK, DE 17113
Signature: [Signature]

Name (print): Kumud Tandon
Address: 3 Evans Dr
City, State, Zip: Landen Berg PA 19350
Signature: [Signature]

Name (print): Kavita Deshpande
Address: 14, Woodridge Dr.
City, State, Zip: Hockessin De 19707
Signature: Kavita Deshpande

Name (print): Madhu Sachdev
Address: 21 Evans Dr
City, State, Zip: Newark De 19711
Signature: [Signature]

Name (print): Vijaya Shah
Address: 288 E. Flagstone Drive
City, State, Zip: Newark, DE 19702
Signature: [Signature]

Name (print): NIKKI & DEEPAK PERTI
Address: 403 HARRIS DR
City, State, Zip: HOCKESSIN, DE 19707
Signature: [Signature]

FIRST STATE MONTESSORI ACADEMY

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With my signature below, I indicate my support of the First State Montessori Academy.

Name (print): ^{Mrs} SAIYED AFTAB AHMAD
Address: 109 Chandler Ave
City, State, Zip: Wilmington DE 19807
Signature: [Signature]

Name (print): Dev Patel
Address: [Crossed out]
City, State, Zip: [Crossed out]
Signature: [Crossed out]

Name (print): KULBIR & NIRUPA SETHI
Address: 145 PARKVIEW LOOP
City, State, Zip: S.I. NY 10314
Signature: [Signature]

Name (print): GURU RAJAN
Address: 38, CAMEO ROAD
City, State, Zip: CHAMPAIGN ILL 61820
Signature: [Signature]

Name (print): Shanti Mehta
Address: 335 Indian Town Rd
City, State, Zip: Lancaster PA 17350
Signature: [Signature]

Name (print): Deep Patel
Address: 4 Thornberry Lane
City, State, Zip: Hockessin DE
Signature: 19707

Name (print): Vineta Pandya
Address: 111 Adlers Dr
City, State, Zip: WIL. DE - 19803
Signature: [Signature]

Name (print): RAJA SEKHAR SANKA
Address: 805, CLOISTER Rd, APT 15
City, State, Zip: WILMINGTON, DE-19809
Signature: [Signature]

Name (print): Bharat C. Shah
Address: 166 LANDIS WAY N
City, State, Zip: WILMINGTON, DE 19810
Signature: Bharat C. Shah

Name (print): Girish Vishwanath
Address: 192 Glencoe Ct
City, State, Zip: Newark DE 19702
Signature: [Signature]

FIRST STATE MONTESSORI ACADEMY

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With my signature below, I indicate my support of the First State Montessori Academy.

Name (print): Leonard Wysock

Address: 139 WINDSON DRIVE

City, State, Zip: SWEDBORO NJ 08085

Signature: [Signature]

Name (print): Prashant Mate

Address: 47 Calverton drive

City, State, Zip: Bea, DE 19701

Signature: [Signature]

Name (print): Raymond Alban

Address: 26 EYNON CT

City, State, Zip: HOCKESSIN - DE - 19707

Signature: [Signature]

Name (print): Hedra Brownell

Address: 43 Somerset Lane

City, State, Zip: Newark DE 19711

Signature: [Signature]

Name (print): [Signature]

Address: [Signature]

City, State, Zip: [Signature]

Signature: [Signature]

Name (print): Amit Sharma

Address: 23 Forest Gate lane

City, State, Zip: Wilmington DE 19810

Signature: [Signature]

Name (print): Pooja Sharma

Address: 23 Forest Gate lane

City, State, Zip: Wilmington DE 19810

Signature: [Signature]

Name (print): Kate Fawley

Address: 1007B Park Pl.

City, State, Zip: Wilm DE 19806

Signature: [Signature]

Name (print): Vaishali Patel

Address: 409 Wooddale Ave

City, State, Zip: New Castle DE 19720

Signature: [Signature]

Name (print): Veera Rao

Address: 37 Withers Way

City, State, Zip: HOCKESSIN, DE - 19707

Signature: [Signature]

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With my signature below, I indicate my support of the First State Montessori Academy.

Name (print): GLORIA EVANS

Address: 915 LUCY HARY

City, State, Zip: WILM DE 19801

Signature: [Signature]

Name (print): Helen L. GORDON

Address: 603 E. 10th St.

City, State, Zip: Wilmington, DE

Signature: [Signature]

Name (print): DONALD BROOKER

Address: 924 Spruce St.

City, State, Zip: Wilm, Del 19801

Signature: [Signature]

Name (print): Carl Henry

Address: 909 Kirkwood

City, State, Zip: Wilm DE 19805

Signature: [Signature]

Name (print): LAMAR DAVIS

Address: 605 East 10th St

City, State, Zip: WILM DE 19802

Signature: [Signature]

Name (print): DONALD A. FARZELL

Address: 618 E. 9th St.

City, State, Zip: WILM., DE 19801

Signature: [Signature]

Name (print): Boston Stewart

Address: 901 Kirkwood St

City, State, Zip: Wilm, DE 19801

Signature: [Signature]

Name (print): Lorey Coleman

Address: 505 east 10th street

City, State, Zip: Wilmington, DE, 19801

Signature: [Signature]

Name (print): ANNE WRIGHT

Address: 515 Taylor Street

City, State, Zip: Wilm DE 19801

Signature: [Signature]

Name (print): LATOSHA Mawbray

Address: 312 E. 9th St.

City, State, Zip: WILM DE 19801

Signature: [Signature]

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With my signature below, I indicate my support of the First State Montessori Academy.

Name (print): Andrea M Allen

Address: 914 W 39th ST

City, State, Zip: Wilm, DE 19802

Signature: Andrea M Allen

Name (print): Helen J Allen

Address: 921 Lombard ST

City, State, Zip: Wilm DE 19802

Signature: Helen J Allen

Name (print): CLARENCE TRIBBLE

Address: 834 Lombard ST

City, State, Zip: Wilm, DE, 19801

Signature: Clarence Tribble

Name (print): Christopher Brown

Address: 626 E 9th ST

City, State, Zip: Wilm, DE 19801

Signature: Christopher Brown

Name (print): Deborah Lewis

Address: 733 East 7th Street

City, State, Zip: Wilmington DE 19801

Signature: Deborah Lewis

Name (print): JOE REDDEN

Address: 502 E 9th ST

City, State, Zip: Wilm DE 19801

Signature: Joe Redden

Name (print): Myrtie Whye

Address: 1018 W Pine St

City, State, Zip: Wilm Del 19801

Signature: Myrtie Whye

Name (print): Penny Hayward

Address: 307 E 13th ST

City, State, Zip: Wilm, DE 19801

Signature: Penny Hayward

Name (print): Jesse R. Gifford

Address: 1606 Lippincott St

City, State, Zip: Wilm, DE 19801

Signature: Jesse R. Gifford

Name (print): Cammi Costen

Address: 917 N Pine St

City, State, Zip: Wilm, DE 19801

Signature: Cammi Costen

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With my signature below, I indicate my support of the First State Montessori Academy.

Name (print): Hansa Patel
Address: 857 Kirkwood Street
City, State, Zip: Wilmington, DE 19801
Signature: Hansa Patel

Name (print): Abdol Khan
Address: 54 Cheswold Blvd.
City, State, Zip: Newark, DE 19713
Signature: [Signature]

Name (print): Clarence Wells
Address: 907 N Spruce St.
City, State, Zip: WILM, DE 19801
Signature: [Signature]

Name (print): WAYNE MURRAY
Address: 831 N. Pine
City, State, Zip: Wilmington DE 19801
Signature: Wayne T. M

Name (print): JESS D HANES
Address: 503 TAYLOR ST
City, State, Zip: WILM, DE 19801
Signature: [Signature]

Name (print): Barbara Starks
Address: 910 Clifford Brown
City, State, Zip: WILM, DE 19801
Signature: [Signature]

Name (print): TAMMY Whye
Address: 933 Spruce St
City, State, Zip: WILM DE 19801
Signature: Tammy Whye

Name (print): Latheysa Edwards
Address: 913 N Lombard St
City, State, Zip: Wilm DE 19801
Signature: Latheysa Edwards

Name (print): Charlene Saddler
Address: 924 N. Spruce St
City, State, Zip: Wilm, Del 19801
Signature: Charlene Saddler

Name (print): Dorothy Redden
Address: 502 E 9th
City, State, Zip: Wilmington, DE
Signature: Dorothy Redden DR

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With my signature below, I indicate my support of the First State Montessori Academy.

Name (print): ARATHI KEDDA
Address: 179 Thompson Dr
City, State, Zip: Hockessin DE 19707
Signature: [Signature]

Name (print): LAKSHMI GOVINDAN
Address: 2419 DRIFTWOOD DR
City, State, Zip: WILMINGTON, DE 19870
Signature: [Signature]

Name (print): JAYA GADDAMIDI
Address: 504 Stenning Dr
City, State, Zip: HOCKESSIN DE 19707
Signature: [Signature]

Name (print): CHITRA KRISHNAN
Address: 45 BRISTOL LANE
City, State, Zip: NEWARK DE - 19711
Signature: [Signature]

Name (print): V. Koustakhan
Address: 35 Tenley Chase
City, State, Zip: Newark DE 19711
Signature: [Signature]

Name (print): SUCHITA NAYAK
Address: 7 Foxview circle
City, State, Zip: Hockessin, DE, 19707
Signature: [Signature]

Name (print): J. Rajeswari
Address: 23 Primrose Drive
City, State, Zip: Bear, DE - 19701
Signature: [Signature]

Name (print): James Queen
Address: 410 Victoria AVE
City, State, Zip: Wilmington DE 19804
Signature: [Signature]

Name (print): SREE PAKANATI
Address: 11 WHITEKIRK DR
City, State, Zip: WILMINGTON, DE 19808
Signature: [Signature]

Name (print): Matthew Jackson
Address: 2212 W 8th ST
City, State, Zip: Wilmington DE 19805
Signature: [Signature]

FIRST STATE MONTESSORI ACADEMY

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With my signature below, I indicate my support of the First State Montessori Academy.

Name (print): Viola Dillard
Address: 1140 Walnut Wilm. DE 19801
City, State, Zip: Wilm, DE 19801
Signature: _____

Name (print): LORNA B Gordon
Address: 1136 N Walnut St
City, State, Zip: Wilmington DE 19801
Signature: [Signature]

Name (print): ADRIAN S. ALLEN
Address: 815 N. CLAYTON ST.
City, State, Zip: WILMINGTON DE 19805
Signature: A. S. Allen

Name (print): A. Moss
Address: 926 N Spruce St.
City, State, Zip: Wilmington, DE
Signature: [Signature]

Name (print): Heidi Vancey-Mosely
Address: 3017 Frenchtown Rd
City, State, Zip: Newark, DE 19702
Signature: [Signature]

Name (print): Tawana Ricks
Address: 115 Laks Drive
City, State, Zip: Middletown DE 19709
Signature: Tawana Ricks

Name (print): Elise S. Barnett
Address: 1408 W. 7th St.
City, State, Zip: Wilm, DE 19805
Signature: Elise S. Barnett

Name (print): Alfred Washington
Address: 510 Lombard St
City, State, Zip: Wilmington Del 19801
Signature: Alfred Washington

Name (print): Eddie McVittie Jr.
Address: 715 E 12th Pl.
City, State, Zip: Wilm. DE 19801
Signature: Eddie McVittie Jr.

Name (print): Ebony Jervey
Address: 811 W 32nd St
City, State, Zip: Wilmington DE 19807
Signature: [Signature]

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With my signature below, I indicate my support of the First State Montessori Academy.

Name (print): N. KOUSTOBAKH

Address: 35 TENBY CHASE

City, State, Zip: NEWARK DE 19711

Signature: [Signature]

Name (print): GIRISA PARAM

Address: 5 ALTON RD

City, State, Zip: NEWARK DE 19711

Signature: [Signature]

Name (print): Bhuvana Sabesan

Address: #2 ROSS RD

City, State, Zip: Wilmington, DE 19810

Signature: [Signature]

Name (print): Ila Ganatra

Address: 24 Autumnwood Dr

City, State, Zip: NEWARK DE 19711

Signature: [Signature]

Name (print): Poorna Thakkar

Address: 272 Green Lane

City, State, Zip: NEWARK DE 19711

Signature: [Signature]

Name (print): JOE DICK

Address: 6-17 Tulip Lane

City, State, Zip: New Castle 19720

Signature: [Signature]

Name (print): Joanna Briggs

Address: 320 East 5th

City, State, Zip: WIL - DE 19801

Signature: [Signature]

Name (print): With 19 Wilm

Address: 320 East 5th

City, State, Zip: WIL DE 19801

Signature: [Signature]

Name (print): Erica Parnes

Address: 500 N Walnut St-12-F

City, State, Zip: Wilmington, DE 19801

Signature: [Signature]

Name (print): Andrew Simon

Address: 320 East 5th St

City, State, Zip: WIL DE

Signature: [Signature]

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With my signature below, I indicate my support of the First State Montessori Academy.

Name (print): Jennifer Banning

Address: 853 Samantha Circle

City, State, Zip: Beav, DE 19701

Signature: [Signature]

Name (print): Mary Maguire

Address: 37 W 6th St

City, State, Zip: New Castle DE 19720

Signature: [Signature]

Name (print): JASON FAWCETT

Address: 1039 W 7TH ST

City, State, Zip: Wilmington 19805

Signature: [Signature]

Name (print): Keenya Smallwood

Address: 10 Nicole Avenue

City, State, Zip: New Castle, DE 19720

Signature: Keenya Smallwood

Name (print): Veena Rao

Address: 37 Withers way

City, State, Zip: Hockessin, DE-19707

Signature: Veena S. Rao

Name (print): Sharon M. Wilk

Address: 399 Way Road

City, State, Zip: Greenville, NE 19807

Signature: Sharon M. Wilk

Name (print): Elisabeth Bhango

Address: 14B North Walnut St.

City, State, Zip: Wilmington, DE 19801

Signature: Elisabeth Bhango

Name (print): Jane Teulingsh (Jane Leiberg)

Address: 121 Villers Dr.

City, State, Zip: New Castle, DE.

Signature: Jane Teulingsh

Name (print): Charlotte Brown

Address: 500 N. Walnut St

City, State, Zip: Wilmington D.E 1980

Signature: Charlotte Brown

Name (print): Bharti Patel

Address: 353 N. Dupont

City, State, Zip: Wilmington, DE

Signature: [Signature]

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With my signature below, I indicate my support of the First State Montessori Academy.

Name (print): KATI DILEONARDO

Address: 212 W Old Squaw Rd.

City, State, Zip: Middletown DE 19709

Signature: Kati M. DiLeonardo

Name (print): Christine TOMASSIAN

Address: 1 N. Wells Ave

City, State, Zip: Glenaden PA 19036

Signature: Christine Tomassian

Name (print): Alison Franz

Address: 406 Horizon Lane

City, State, Zip: Springer, DE 19977

Signature: Alison M. Franz

Name (print): Luis Guerrero

Address: _____

City, State, Zip: _____

Signature: [Signature]

Name (print): Destina Liggins

Address: 265 W 23rd St

City, State, Zip: Wilm 12

Signature: [Signature]

Name (print): KATHY RAGAN

Address: _____

City, State, Zip: Wilm DE 19804

Signature: Kathy Ragan

Name (print): Dana Young

Address: _____

City, State, Zip: Middletown, DE 19709

Signature: [Signature]

Name (print): Greg Schulte

Address: 3429 Faulkland Rd.

City, State, Zip: SEW Wilmington, DE 19800

Signature: [Signature]

Name (print): Henry Aso

Address: 1220 Field Rd

City, State, Zip: Wilmington DE

Signature: [Signature]

Name (print): Tara Killian

Address: 2802 Boulevard Rd APT 203

City, State, Zip: Wilmington, DE 19805

Signature: Tara Killian

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With my signature below, I indicate my support of the First State Montessori Academy.

Name (print): Bob Bromwell

Address: _____

City, State, Zip: New Castle, DE

Signature: Robert Bromwell

Name (print): Sharon Baker

Address: 1 weldin Pk. Dr.

City, State, Zip: Wilm. DE 19803

Signature: Sharon Baker

Name (print): Frank Baker

Address: 1 weldin Pk Dr.

City, State, Zip: Wilm, DE 19803

Signature: Frank Baker

Name (print): Kate Frawley

Address: 1007 B Park Pl.

City, State, Zip: Wilm, DE 19806

Signature: Kate Frawley

Name (print): Richie German

Address: 700 n. Franklin St.

City, State, Zip: Wilm, DE 19806

Signature: Richie German

Name (print): Bonnie Frawley

Address: 904 n. Broad St.

City, State, Zip: Wilm, DE 19806

Signature: Bonnie Frawley

Name (print): Lisa Lynch

Address: 627 N. Bancroft Pkwy

City, State, Zip: Wilm, DE 19805

Signature: Lisa Lynch

Name (print): Shawn Williams

Address: 1300 W. Nassau Ave

City, State, Zip: Wilm, DE 19804

Signature: Shawn Williams

Name (print): Jonathan Jones

Address: 1341 Rosie Drive

City, State, Zip: Middletown, Delaware, 19701

Signature: Jonathan Jones

Name (print): Jerry Chandler

Address: 50 Walker Drive

City, State, Zip: New Castle, Del 1972

Signature: Jerry Chandler

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With my signature below, I indicate my support of the First State Montessori Academy.

Name (print): Nagaiah Nandakumar
Address: 6 Woodshaw Rd
City, State, Zip: Newark, DE 19711
Signature: Nandakumar

Name (print): NARAYANA BHATTAR
Address: 5419 GOLFVIEW DR. B3
City, State, Zip: Wilmington DE-19808
Signature: NARAYANA BHATTAR

Name (print): ARJUN SAU
Address: 521 Langwater Dr.
City, State, Zip: Newark, DE 19711
Signature: Arjun Sau

Name (print): RAT SARAN
Address: 5 TETHER COURT
City, State, Zip: WILMINGTON, DE 19808
Signature: Rat Saran

Name (print): Guna Gularada
Address: 133 E. Delaware Ave
City, State, Zip: Newark DE 19711
Signature: Guna Gularada

Name (print): Shradha Srivastava
Address: 97 Amstel Ave. W 10
City, State, Zip: Newark DE-19711
Signature: Shradha

Name (print): NARAYANABHATTA PAVANI
Address: 3807, Christian Meadows, Bear
City, State, Zip: DE - 19701
Signature: Pavani

Name (print): Christopher Spencer
Address: 28 Belmont Ave
City, State, Zip: Wilmington, DE 19804
Signature: Christopher Spencer

Name (print): J.D. FLOCCO
Address: 2110 WALMSLEY DR
City, State, Zip: WILM DR 19808
Signature: J.D. FLOCCO

Name (print): Janeen Brown
Address: 200 E. Front St.
City, State, Zip: Wilmington DE 19801
Signature: Janeen Brown

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With my signature below, I indicate my support of the First State Montessori Academy.

Name (print): SANTHI SOUNDER RAJAN

Name (print): _____

Address: 138 MEGAN DR

Address: _____

City, State, Zip: BEAR DE 19701

City, State, Zip: _____

Signature: Santhi Sounder Rajan

Signature: _____

Name (print): Sadhona Pasricha

Name (print): _____

Address: 547 Stenny Dr

Address: _____

City, State, Zip: Hockessin DE 19707

City, State, Zip: _____

Signature: Sadhona Pasricha

Signature: _____

Name (print): E. McCrae Harrison

Name (print): _____

Address: 801 Lore Avenue

Address: _____

City, State, Zip: 19809-3052

City, State, Zip: _____

Signature: E. McCrae Harrison

Signature: _____

Name (print): Dianne Soccie Knapp

Name (print): _____

Address: 128 S Ford Ave

Address: _____

City, State, Zip: Wilmington DE 19805

City, State, Zip: _____

Signature: Dianne Soccie Knapp

Signature: _____

Name (print): _____

Name (print): _____

Address: _____

Address: _____

City, State, Zip: _____

City, State, Zip: _____

Signature: _____

Signature: _____

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With my signature below, I indicate my support of the First State Montessori Academy.

Name (print): Emily Nisbet
Address: 4018 Greenmount Dr
City, State, Zip: Wilmington, DE 19810
Signature: Em Nisbet

Name (print): Jennifer Steinberg
Address: 25 W. ~~Wilmington~~ Dale Rd
City, State, Zip: Wilmington, DE 19810
Signature: Jennifer Steinberg

Name (print): Barb Voeko
Address: 118 Brookz Valley Rd
City, State, Zip: Wilm DE 19807
Signature: Barbara Voeko

Name (print): Eliza Lugar
Address: 903 Stuart Rd
City, State, Zip: Wilm DE 19807
Signature: Eliza Lugar

Name (print): Elaine Rutz
Address: 534 Cabot Dr
City, State, Zip: Hockessin DE 19707
Signature: Elaine Rutz

Name (print): Michelle Groffie
Address: 9 Equestrian Circle
City, State, Zip: Hockessin DE 19707
Signature: Michelle Groffie

Name (print): Stacey Huffmar
Address: 605 Milton Drive
City, State, Zip: Wilmington
Signature: Stacey Huffmar

Name (print): Felicia Grimes
Address: 202 1st Avenue
City, State, Zip: Wilm DE 19804
Signature: Felicia Grimes

Name (print): Adria Martinelli
Address: 114 W. Pembrey Drive
City, State, Zip: Wilmington DE 19803
Signature: Adria Martinelli

Name (print): Shaina Carney
Address: 1359 Riverside Dr
City, State, Zip: Wilmington, DE 19809
Signature: Shaina Carney

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With my signature below, I indicate my support of the First State Montessori Academy.

Name (print): CAITLIN GALLAGHER
Address: 101 C PRESIDENTIAL DR
City, State, Zip: GREENVILLE DE 19807
Signature: Caitlin Gallagher

Name (print): Kendra Watson
Address: 2229 Tatnall Street
City, State, Zip: Wilm. DE 19802
Signature: Kendra Watson

Name (print): Rachel Greenspan
Address: 902 N. Market St. Apt. 913
City, State, Zip: Wilmington DE 19801
Signature: Rachel Greenspan

Name (print): Paul Loughman
Address: 1009 cloister Road, Apt F
City, State, Zip: Wilmington, DE 19809
Signature: Paul Loughman

Name (print): Danielle Gibbs
Address: 2300 Foster Place
City, State, Zip: Wilmington, DE 19806
Signature: Danielle Gibbs

Name (print): Marianne D'Onofrio
Address: 211 Bromley Drive
City, State, Zip: Wilmington DE 19808
Signature: Marianne D'Onofrio

Name (print): Elena Norman
Address: 2303 Foster Place
City, State, Zip: Wilmington, DE 19806
Signature: Elena Norman

Name (print): Nicholas Rohrer
Address: 1000 West Street, 17 floor
City, State, Zip: Wilmington, DE 19801
Signature: Nicholas Rohrer

Name (print): Dominic Fanelli
Address: 141 Paladon Drive
City, State, Zip: Wilmington, DE 19802
Signature: Dominic Fanelli

Name (print): MAURA MEENAN
Address: 912 Bradley Drive
City, State, Zip: Wilmington, DE 19808
Signature: Maura Meenan

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With my signature below, I indicate my support of the First State Montessori Academy.

Name (print): Elisabeth S. Bradley

Address: 1218 N. West Street

City, State, Zip: Wilmington, DE 19801

Signature: Elisabeth S. Bradley

Name (print): Pilar G. Kraman

Address: 706 Nottingham Rd.

City, State, Zip: Wilmington, DE 19805

Signature: Pilar Kraman

Name (print): Joanne K. McCarthy

Address: 400 Coldspring Run

City, State, Zip: Newark, DE 19711

Signature: Joanne K. McCarthy

Name (print): C. Barr Flinn

Address: 2400 N. Grant Ave.

City, State, Zip: Wilmington, DE 19804

Signature: C. Barr Flinn

Name (print): William D. Johnson

Address: P.O. Box 391

City, State, Zip: Wilmington, DE 19809

Signature: W.D. Johnson

Name (print): KLYNN KING

Address: 713 RYSLING DR

City, State, Zip: WILMINGTON DE 19809

Signature: K Lynn King

Name (print): Betty Agostini

Address: 1707 Linden Street

City, State, Zip: Wilmington, DE 19805

Signature: Betty Agostini

Name (print): Emily V. Burton

Address: 1404 Bowersing Ave

City, State, Zip: Wilmington DE 19806

Signature: Emily V. Burton

Name (print): Eric Wittkowski

Address: 1000 West Street

City, State, Zip: Wilmington, DE 19801

Signature: E. Wittkowski

Name (print): June Sutton

Address: 7 Thistle Court

City, State, Zip: Wilmington, DE 19810

Signature: June M. Sutton

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Name (print): Shannon Fanning
Address: 4 Farrow Ct.
City, State, Zip: Wilm., DE 19810
Signature: Shannon Fanning

Name (print): Karen Keller
Address: 114 School Rd.
City, State, Zip: Wilmington, DE 19803
Signature: Karen Keller

Name (print): Robin P. Bissell
Address: 902 N. Market Street
City, State, Zip: Wilmington, DE 19801
Signature: Robin P. Bissell

Name (print): James M. Yoch, Jr.
Address: 1000 West St.
City, State, Zip: Wilmington, DE 19801
Signature: James M. Yoch, Jr.

Name (print): RICHARD A. LEVINE
Address: 4602 Belford BLVD
City, State, Zip: WILMINGTON, DE 19803
Signature: Richard A. Levine

Name (print): Daphney Walker
Address: 1000 West St. 17th Floor
City, State, Zip: Wilmington, DE 19801
Signature: Daphney R. Walker

Name (print): Zakia Jackson
Address: 1004 Kirk Ave
City, State, Zip: Wilmington, DE 19806
Signature: Zakia Jackson

Name (print): Bruce Silverstein
Address: 6 Equestrian Circle
City, State, Zip: Hickman, DE 19707
Signature: Bruce Silverstein

Name (print): WILLIAM D. SULLIVAN
Address: 145 MALCOLM FOREST RD.
City, State, Zip: NEW CASTLE, DE 19720
Signature: William D. Sullivan

Name (print): Rob Ostk
Address: 1212 Delaware Ave. Apt 52
City, State, Zip: Wilmington, DE 19806
Signature: Rob Ostk

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Name (print): JONATHAN BENSON

Address: 33 N. KINGS CROFT DRIVE

City, State, Zip: BEAR DE ~~4000~~ 19701

Signature: Jonathan Benson

Name (print): Bethany Sneed

Address: 522 Sparrow Court

City, State, Zip: Newark DE 19702

Signature: Beth Sneed

Name (print): KEVIN LALLY

Address: 228 CEDDES ST

City, State, Zip: Wilm, DE 19805

Signature: Kevin Lally

Name (print): JOHN WHITWORTH

Address: 1314 W. 10th ST.

City, State, Zip: WILMINGTON, DE 19806

Signature: John Whitworth

Name (print): Claire Harmer

Address: 27 Glenrock Drive

City, State, Zip: Claymont, DE 19703

Signature: Claire Harmer

Name (print): JOHN PASCHETTO

Address: 1000 WEST ST.

City, State, Zip: WILMINGTON DE 19801

Signature: John Paschetto

Name (print): Lauren Jester

Address: 2013 Delaware Ave.

City, State, Zip: Wilmington, DE 19806

Signature: Lauren Jester

Name (print): Monte' T. Squire

Address: 81 LYNAM ~~1000~~ Lookout Dr.

City, State, Zip: Newark, DE 19702

Signature: Monte' T. Squire

Name (print): Adam Poff

Address: 603 Helstead Rd

City, State, Zip: Wilmington, DE 19803

Signature: Adam Poff

Name (print): Lexie Axson

Address: 401 W. 18th St.

City, State, Zip: Wilm, DE 19802

Signature: Lexie Axson

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With my signature below, I indicate my support of the First State Montessori Academy.

Name (print): JAN ROECK

Address: 4031 KENNETT PIKE

City, State, Zip: GREENVILLE, DE 19807

Signature: [Signature]

Name (print): LVA ROECK

Address: 4031 KENNETT PIKE

City, State, Zip: Greenville, DE, 19807

Signature: [Signature]

Name (print): Diane Jones

Address: 100 S French

City, State, Zip: Wilm, DE 19801

Signature: [Signature]

Name (print): RON EDWARDS

Address: 117 WORTHWORTH DR

City, State, Zip: Claymont DE 19703

Signature: [Signature]

Name (print): Ed Owens

Address: 2520 Pennington Dr

City, State, Zip: Wilmington DE 19810

Signature: [Signature]

Name (print): CHRIS VENNARD

Address: 712 Bent Lane

City, State, Zip: Newark, DE 19711

Signature: [Signature]

Name (print): Kathy Leatherbury

Address: 302 S. Franklin ST.

City, State, Zip: Wilmington, DE 19805

Signature: [Signature]

Name (print): Jon Stanley Brown

Address: 17 Garden Lane

City, State, Zip: New Castle DE 19720

Signature: [Signature]

Name (print): Ashley Dougherty

Address: 44 Paisley St.

City, State, Zip: Bear DE 19701

Signature: [Signature]

Name (print): _____

Address: _____

City, State, Zip: _____

Signature: _____



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Write something...



First State Montessori Academy

We're currently prepping to submit our application. And thus, signature sheets are due tomorrow. If you have some and need a way to get them to us, please send us an email. If you're still gathering signatures THANK YOU! And if you need another way of signing up your support, you can do so via email -- send us an email and we'll get it out to you. We'd appreciate it if you continue beyond this application submission to spread the word about FSMA. Your support is one of the best ways we can prove the need for this school. Enjoy a safe holiday and we wish you a great start to the new year!

[Like](#) · [Comment](#) · [Share](#) · Monday at 4:56pm · 

First State Montessori Academy

Mornin' Everyone,

Feels like winter's decided to drop in for good this time.

We're starting to receive filled-in signature sheets! Thanks to all who've helped out.

...

[See More](#)

36 People Reached

[Like](#) · [Comment](#) · [Share](#) · December 13 at 12:51pm · 

First State Montessori Academy

Just a reminder: Tomorrow we're at the Woodlawn Library at 10:30am. If you didn't get a chance to make it to the Tuesday meeting, or you have more questions to ask, please join us.

For those of you who have signature sheets to return, or want more, it would be a great time to stop over. As always, thanks for all your help.



Woodlawn Library - New Castle County, DE

www2.nccde.org

New Castle County Libraries, Woodlawn Branch home page.

43 People Reached

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First State Montessori Academy

We had a great turnout at the Brandywine Hundred Library meeting. Lots of questions and support. Even a few laughs. Many thanks to all that attended.

The open meeting this Saturday (Dec. 10th at the Woodlawn Library, 10:30am) affords us more time and so if you couldn't make the first meeting, or have more questions to ask that you didn't get a chance to or only just thought of, please come see us this Saturday.

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Appendix D

FSMA Board, Advisory Council and Committees

FSMA BOARD

Oliver Yeh, Co-Chair
 Victoria Hostin, Co-Chair
 Sean Boyd, Treasurer
 Courtney Fox, Secretary, Vice-Chair
 Crystal Lewis
 Katie McCormick, Esq.
 Laura Messinger
 Yvonne Nass
 Veena Rao
 Kerry Shweiki

FSMA ADVISORY COUNCIL

Raymond Armstrong, Esq.	Sally McBride
Vienna Broadbelt	Faith McNamara
Emma Cooper	Mark Murray
E. McCrae Harrison	Julie Noonan
Janette Henry	Jessica Randolph-Reed
Marcus Henry	Christian Sereduke
Stacey Hogan-Tietze	Lillian Shah
Mary Ann Levan	Lauren Wilson
Cathy A. Lopez-Cooling	Michelle Woods
Liz Madden	Linda Zankowsky

COMMITTEES

APPLICATION REVIEW COMMITTEE

Sean Boyd	Katie McCormick	<i>E. McCrae Harrison</i>
Courtney Fox	Laura Messinger	<i>Linda Zankowsky</i>
Victoria Hostin	Oliver Yeh	

Finance/Administration

(Sections 1, 2, 8, 9, 10 & 14)

Sean Boyd
 Courtney Fox
 Victoria Hostin
 Crystal Lewis
 Katie McCormick
 Kerry Shweiki
 Oliver Yeh
Mark Murray

Curriculum

(Sections 4, 5, & 6)

Courtney Fox
 Veena Rao
E. McCrae Harrison
Linda Zankowsky
Teaching staff of Elementary
Workshop Montessori School
and Wilmington Montessori
School

Special Needs

(Sections 5, 7, 12 & 13)

Katie McCormick
 Yvonne Nass
 Kerry Shweiki
Faith McNamara
Linda Zankowsky

Facilities & Logistics

(Sections 9 & 12)

Sean Boyd
 Victoria Hostin
 Yvonne Nass
 Kerry Shweiki
*Paul Bryant**

Students

(Sections 11, 12 & 13)

Yvonne Nass
 Courtney Fox
 Kerry Shweiki
 Veena Rao
Linda Zankowsky

Goals & Values

(Sections 3 & 11)

Victoria Hostin
 Laura Messinger
 Oliver Yeh
 Katie McCormick
E. McCrae Harrison

Marketing & Fundraising

Victoria Hostin
 Katie McCormick
 Kerry Shweiki
 Oliver Yeh

Head of School Search Committee

Crystal Lewis
 Courtney Fox
Linda Zankowsky

Names in Bold Italics Indicate Advisory Council Members.

**Paul Bryant is our exclusive representative, but not an FSMA Advisory Council Member.*

Appendix E

Exclusive Representative Letter from Emory Hill



Commercial Real Estate Services, Worldwide.

10 Corporate Circle Suite 100
New Castle DE 19720
tel 302 322 9500
toll free 1 888 322 9502
fax 302 322 9518
www.emoryhill.com

September 27, 2011

Victoria Hostin
Vice Chair
First State Montessori Academy
28 West 3rd Street
New Castle, DE 19720

Dear Victoria:

It was a pleasure meeting with you recently to discuss your ongoing discussions with DDOE and other respective school districts concerning your desire to locate appropriate space to conduct and or operate your school. To that end, I will continue to present various real options for your review and consideration.

Please find below a synopsis of the representation relationship between the two parties.

This letter confirms the appointment of Paul Bryant of **Emory Hill Real Estate Services, Inc.** ("Emory Hill") as the single point of contact to act on behalf of First State Montessori Academy ("FSMA"), and or assigns, as the sole and exclusive real estate representative (Tenant/Buyer Agent) for our search for general office or other appropriate space for an educational school in Delaware. For so long as this appointment shall remain in effect, FSMA shall have authorized Emory Hill to represent us in discussions with any and all Owners, Landlords, Developers and Landlord Brokers (collectively "Owner") for any buildings or sites.

In consideration for this appointment, Emory Hill will undertake a thorough evaluation of all market alternatives; will advise you of our findings and make available to you all the information needed in your decision-making process. Emory Hill is authorized to request information, gather materials and negotiate on your behalf for these alternatives, but shall make no commitment whatsoever without prior written approval. Emory Hill is in no way authorized to incur any expenses on your behalf in their efforts.

Build on the power of our network.™ Over 375 offices worldwide. www.naiglobal.com

Individual member of



We expect Emory Hill to be compensated with a full normal market brokerage fee for their services by the "Owner" of the properties in a manner consistent with standard real estate practices in the region. This arrangement is to be in writing from the Owner and received by Emory Hill prior to commencement of any negotiations by us. Any Owner wishing to consider FSMA as a Tenant or Buyer is encouraged to cooperate fully and coordinate all efforts through Emory Hill. First State Montessori Charter reserves the right to independently locate similar properties without the direct involvement of Emory Hill and as such Emory Hill would receive no compensation from Owner, unless otherwise agreed to by Owner and Emory Hill.

The appointment of Emory Hill shall become effective immediately and will terminate upon consummation of a lease or sale transaction, or until sooner terminated in writing upon 45 days written notice by either party to the other.

Sincerely,

A handwritten signature in blue ink that reads "Paul Bryant". The signature is fluid and cursive, with the first name "Paul" and last name "Bryant" clearly distinguishable.

Paul Bryant

Appendix F

FSMA Corporate Documents

First State Montessori Academy, Inc.
Corporate Records

Current through December 21, 2011

CERTIFICATE OF INCORPORATION

OF

FIRST STATE MONTESSORI ACADEMY, INC.

1. The name of the corporation is First State Montessori Academy, Inc., hereinafter referred to as the "Corporation."
2. The address of the registered office is 1000 West Street, 17th Floor, Brandywine Building, Wilmington, New Castle County, Delaware 19801. The registered agent of the Corporation at that address is YCS&T Services LLC.
3. The purpose or purposes for which the Corporation is organized are exclusively charitable purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"); or in the corresponding provision of any subsequent law, including the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Code or corresponding provision of subsequent law. Without limitation to the foregoing, the Corporation is a nonprofit organization formed for the exclusively charitable purpose of educating children in the State of Delaware.
4. The term for which the Corporation is to exist is perpetual.
5. The Corporation shall be a membership corporation and shall have no authority to issue capital stock.
6. The number, qualifications, rights and limitations of members shall be as set forth in the bylaws of the Corporation.
7. The Corporation does not contemplate pecuniary benefit or gain incidental or otherwise.
8. The Corporation shall neither have nor exercise any power, nor shall it engage directly or indirectly in any activity, that would invalidate its status (i) as a corporation which is exempt from Federal income taxation, as an organization of the type described in Section 501(c)(3) of the Internal Revenue Code, or in the corresponding provision of any subsequent law, or (ii) as a corporation to which contributions are deductible under Section 170(c)(2) of the Internal Revenue Code, or under the corresponding provision of any subsequent law.
9. No part of the net earnings of the Corporation shall inure to the benefit of or will be distributable to its directors, officers, members or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the corporate purposes.
10. No subsequent part of the activities of the Corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation (except as may be permitted under Section 501(h) of the Code, or under the corresponding provision of any subsequent law); nor shall the Corporation participate or intervene (including the publishing or distributing of statements) in any political campaign on behalf of or in the opposition to any candidate for public office.
11. In furtherance of the purposes set forth in Article 3 above, the Corporation shall have all the powers created by law, so long as they are consistent with the requirements of Section 501(c)(3) of the Code, including, but not limited to, the power to accept gifts, grants,

devises, bequests of funds, or any other property from any public or governmental bodies and any private persons who shall include, but not limited to, private and public foundations, corporations and individuals.

12. The business and affairs of the Corporation shall be managed by or under the direction of the board of directors in the manner prescribed in the bylaws of the Corporation. The number of members of the board of directors shall be set forth in the bylaws of the Corporation.

13. The Corporation shall indemnify the directors and officers of the Corporation to the fullest extent permitted by law.

14. The directors of the Corporation shall incur no personal liability to the Corporation or its members for monetary damages for any breach of fiduciary duty as a director; provided, however, that the directors of the Corporation shall continue to be subject to liability (i) for any breach of the duty of loyalty to the Corporation or its members, (ii) for acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of law, or (iii) for any transaction from which the directors derived an improper benefit. In addition, the personal liability of directors shall further be limited or eliminated to the fullest extent permitted by any future amendments to Delaware law.

15. Pursuant to Section 141 of the General Corporation Law, no provision of Section 141 of the General Corporation Law shall apply to the Corporation if any such provision is inconsistent with any provision of the bylaws of the Corporation.

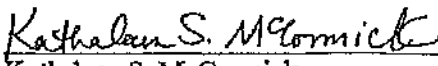
16. Upon the liquidation, dissolution or winding up of the Corporation, whether voluntary or involuntary, the assets of the Corporation remaining after the liabilities of the Corporation have been discharged or provided for, shall be transferred to such organization or organizations organized and operated exclusively for such purposes as are consistent with the Corporation's purposes and which are qualified as an exempt organization or organizations under Section 501(c)(3) of the Code, or the corresponding provisions of any subsequent law, as the Board of Directors shall determine.

17. The Corporation reserves the right to amend or repeal any provision contained in this Certificate of Incorporation in the manner now or hereinafter prescribed by the laws of the State of Delaware. All rights herein conferred are granted subject to this reservation.

18. The name and mailing address of the Incorporator is Kathaleen S. McCormick, 1000 West Street, 17th floor, Wilmington, DE 19801.

19. The powers of the Incorporator shall terminate upon the election of directors.

I, THE UNDERSIGNED, being the Incorporator, for the purpose of forming a corporation under the laws of the State of Delaware do make, file and record this Certificate of Incorporation, and accordingly, have hereunder set my hand and seal this 30th day of November, 2009.

 (SEAL)
Kathaleen S. McCormick
Incorporator

Delaware

PAGE 1

The First State

I, JEFFREY W. BULLOCK, SECRETARY OF STATE OF THE STATE OF DELAWARE, DO HEREBY CERTIFY THE ATTACHED IS A TRUE AND CORRECT COPY OF THE CERTIFICATE OF INCORPORATION OF "FIRST STATE MONTESSORI ACADEMY, INC.", FILED IN THIS OFFICE ON THE THIRTIETH DAY OF NOVEMBER, A.D. 2009, AT 10:11 O'CLOCK A.M.

A FILED COPY OF THIS CERTIFICATE HAS BEEN FORWARDED TO THE NEW CASTLE COUNTY RECORDER OF DEEDS.

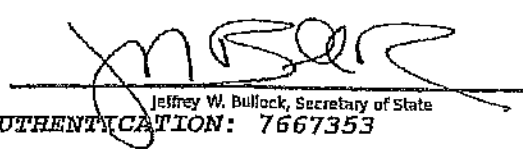
5/2009

4758078 B100

091051367

You may verify this certificate online
at corp.delaware.gov/authver.shtml




Jeffrey W. Bullock, Secretary of State
AUTHENTICATION: 7667353

DATE: 12-01-09



State of Delaware

SECRETARY OF STATE
DIVISION OF CORPORATIONS
P.O. BOX 898
DOVER, DELAWARE 19983

091051367

9094676

12-01-2009

YCS&T SERVICES LLC

1000 WEST STREET

BRANDYWINE BLDG., 17TH FLOOR

WILMINGTON DE 19801

DESCRIPTION	AMOUNT
FIRST STATE MONTESSORI ACADEMY, INC.	
4758078 0102 Incorp Delaware Non-Stock	
Incorporation Fee	15.00
Receiving/Indexing	25.00
Certification Fee	50.00
Data Entry Fee	5.00
Court Municipality Fee, Wilm.	20.00
Surcharge Assessment-New Castle	6.00
Page Assessment-New Castle Count	27.00
FILING TOTAL	148.00
CHARGED TO ACCOUNT	148.00

ORGANIZATIONAL ACTION
BY SOLE INCORPORATOR OF
FIRST STATE MONTESSORI ACADEMY, INC.

THE UNDERSIGNED, being the sole incorporator of First State Montessori Academy, Inc., a Delaware corporation, hereby takes the organizational action recited herein without a meeting in accordance with Section 108(c), Title 8, Delaware Code, in order to perfect the organization of this corporation, pursuant to the General Corporation Law of the State of Delaware, including, without limitation, Sections 107 and 108, Title 8, Delaware Code:

(1) Bylaws. The bylaws attached hereto are hereby adopted as the bylaws for the management of this corporation's property and the regulation and government of its affairs.

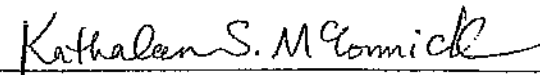
(2) Registered Agent in Delaware. The following resolution is hereby adopted:

RESOLVED, that YCS&T Services LLC, is hereby appointed as this corporation's registered agent in Delaware to be in charge of this corporation's registered office located at YCS&T Services LLC, 1000 West Street Brandywine Building, 17th Floor, Wilmington, DE. 19801, to maintain said office in the State of Delaware, and to act in all respects as agent in charge thereof.

(3) Directors. Until changed in accordance with the bylaws attached hereto, the entire board of directors of this corporation shall consist of three (3) members, and the following-named individuals are hereby chosen as the initial directors of this corporation to hold office until the next annual meeting of this corporation and until such individuals' successors are duly elected and qualified:

Jessica Reed
Victoria Hostin
Marcus Henry

Dated: December 14, 2009


Kathaleen S. McCormick, Incorporator

BYLAWS
OF
FIRST STATE MONTESSORI ACADEMY, INC.

Adopted as of December 14, 2009

ARTICLE I - NAME

Section 1.01. Name. The name of this corporation shall be First State Montessori Academy, Inc., hereinafter referred to as "the Corporation" or "the School."

ARTICLE II - PURPOSE

Section 2.01. The purposes for which the Corporation is established are as stated in its Articles of Incorporation, to wit:

The purpose or purposes for which the Corporation is organized are exclusively charitable purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), or in the corresponding provision of any subsequent law, including the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Code or corresponding provision of subsequent law. Without limitation to the foregoing, the Corporation is a nonprofit organization formed for the exclusively charitable purpose of educating children in the State of Delaware.

Section 2.02. The business of the Corporation is restricted to the opening and operation of a charter school under the laws of the State of Delaware, codified at 14 *Del. C.* § 501 *et seq.*, as amended from time to time by the Delaware General Assembly. The business of the Corporation may involve opening and operating a charter school, before school programs, after school programs, and educationally related programs offered outside of the traditional school year.

ARTICLE III - OFFICES

Section 3.01. Registered Office. The registered office of the Corporation in Delaware shall be located at 1980 Superfine Lane, #606, Wilmington, New Castle County, Delaware, 19802.

Section 3.02. Other Offices. The Corporation may also have offices at such other places as the Board of Directors of the Corporation may from time to time appoint or the business of the Corporation may require.

ARTICLE IV - MEMBERS

Section 4.01. Eligibility. The initial Members of the Corporation shall be the members of the Board of Directors. Upon the opening of the Corporation, the Members of the Corporation shall be made up of the parents or legal guardians of students enrolled in the School (the "Parent Members") and teachers at the School (the "Teacher Members") (collectively, the "Members").

Section 4.02. Annual Meeting. An annual meeting of the Members of the Corporation, for the purpose of electing directors for the ensuing year and for the transaction of such other business as may properly come before the meeting, shall be held immediately preceding the annual meeting of directors at such place, on such date, and at such time as shall have been established by the Board. The first annual meeting of the Members of the Corporation shall be held prior to the end of the first calendar year that the school is open (the "First Annual Meeting").

Section 4.03. Election of Directors. The Parent Members shall elect the Parent Directors and the Teacher Members shall elect the Teacher Directors. Such directors shall be elected by a plurality of the votes of each class of Members present or represented by proxy at the annual

meeting of the Members. All other directors of the corporation shall be elected in the manner set forth in Article V.

Section 4.04. Special Meetings. Special meetings of the Members of the Corporation may be held at the call of the Board, or by written petition by at least 10% of the Members of the Corporation, for any purpose or purposes. Such request shall state the purpose or purposes of the proposed meeting.

Section 4.05. Notice. A notice of any annual or special meeting, setting forth the time, date and place of the meeting, shall be given by the Secretary in person, by mail, by telephone, by telecopier, by telegram or by electronic mail not less than ten (10) days in advance of the meeting to each Member at the address last shown on the records of the Corporation. Unless otherwise indicated in the notice thereof, any and all business may be transacted at any annual or special meeting.

Section 4.06. Quorum. At any meeting of the Members, a quorum for the transaction of business shall consist of one-third of all of the Members of the Corporation either present at a meeting or represented by proxy, except to the extent that a greater number of Members may otherwise be required by law. An act of the majority of Members present and voting or represented by proxy shall be the act of the Members, except as may otherwise be required by these bylaws.

Section 4.07. Waiver. The transaction of business at any meeting of the Members of the Corporation, however called and noticed and wherever held, shall be as valid as though held at a meeting after regular call and notice, if a quorum is present in person or by proxy.

ARTICLE V -- BOARD OF DIRECTORS

Section 5.01. Subject to limitations imposed by law, the Certificate of Incorporation, or these bylaws, all corporate powers shall be exercised by or under the authority of the Board of Directors (the "Board"). The Board has the power to manage the property and business of the Corporation. The Members shall have no voting rights, other than as provided by the General Corporation Law of the State of Delaware and the provisions of these bylaws.

Section 5.02. Without limiting the foregoing, the Board shall conduct the business of the Corporation, including:

- a. Adopting the bylaws of the Corporation;
- b. Determining the general policies and strategic planning of the Corporation;
- c. Establishing the annual budget and approving major expenditures;
- d. Selecting projects and approving the overall budget of said projects;
- e. Approving the administrative budget of the Corporation;
- f. Approving the annual reports of the Corporation;
- g. Approving the annual financial statements of the Corporation; and
- h. Electing officers and filling vacancies in said offices as may occur from time to time during the year.

Section 5.03. Number. The Board shall consist of at least one (1) and no more than seventeen (17) directors. The initial Board shall consist of three directors.

Section 5.04. Eligibility. The initial directors do not need to be Members of the Corporation, provided, however, that prior to the end of the first calendar year in which the Corporation is open, at least two members of the Board shall be parents or legal guardians of students enrolled at the School ("Parent Directors") and at least one member of the Board shall

be a teacher at the School ("Teacher Directors"). No person shall serve as a director of the Corporation who is an elected member of a local school board of education.

Section 5.05. Voting Rights. Each director shall have one vote.

Section 5.06. Liability. No director shall be personally liable for the debts, liabilities or obligations of the Corporation.

Section 5.07. Election. The initial directors of the Corporation shall be selected by the Incorporator pursuant to a written action. Thereafter, at the First Annual Meeting, the Parent Directors shall be elected by Parent Members and the Teacher Directors shall be elected by Teacher Members, in accordance with the provisions these bylaws. The directors may, in their discretion, elect additional directors pursuant to an affirmative vote of the majority of all directors then serving on the Board.

Section 5.08. Term. The initial directors of the Corporation shall serve until the First Annual Meeting. After such initial terms, directors shall be divided into two classes (Class A and Class B). The directors shall be allocated by the Board among the Classes so that each Class contains as close to one-half of the total number of directors as is mathematically possible, and any directors who are Parent Directors or Teacher Directors shall, taken as a group, be allocated among the three classes of directors so that each Class will, to the extent mathematically possible, have an equal number of Parent or Teacher Directors. The Class A directors shall serve an initial term of one year, and terms of two years thereafter. The Class B directors shall serve terms of two years beginning with their initial terms. Directors terms shall expire upon adjournment of the annual meeting of the Members in the year the directors terms shall expire. No director may serve more than two consecutive terms, except for the initial directors of the Corporation, who may serve two terms subsequent to their initial term.

Section 5.09. Chair of the Board. The Board shall elect, at its first annual meeting, a Chair of the Board (the "Chair") who shall be a director and who shall hold office until the first meeting of the Board following the next annual meeting of the Members and until his or her successor is elected and qualified or until his or her earlier resignation or removal by act of the Board. The Chair shall preside at meetings of the Members of the Corporation and of the Board. In the absence of the Chair, a Vice-Chair shall preside at meetings of the members of the Board.

Section 5.10. Vacancies. The directors may, in their discretion, fill any vacancy by an affirmative vote of 3/4 of the directors then serving; provided, however, that any vacancy with respect to a Parent Director position on the Board must be filled by a parent or legal guardian of a student enrolled in the School and any Teacher Director position on the Board must be filled by a teacher at the School.

Section 5.11. Removal. A director may be removed from the Board, with or without cause, by an affirmative vote of 3/4 of all directors.

Section 5.12. Compensation. Directors shall serve without compensation, provided, however, the Board may, in its discretion, pay the reasonable expenses incurred by directors in connection with their service as directors.

Section 5.13. Resignations. Any director may resign from a committee of the Board, an office of the Board, or the Board itself by giving written notice to the Chair or the Secretary. Any such resignation shall take effect on the date of receipt of such notice or at any later time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective.

ARTICLE VI – MEETINGS OF THE BOARD OF DIRECTORS

Section 6.01. Compliance with the provisions of the Freedom of Information Act. The Board shall conduct its meetings as if it were a “public body” as defined in 29 Del. Code § 10002(a) and according to the requirements of Chapter 100 of said Title 29 (the “Delaware Freedom of Information Act”).

Section 6.02. Quorum. A quorum for the transaction of business at any meeting of the Board shall consist of a majority of the directors then serving on the Board.

Section 6.03. Meetings. The Board shall meet annually on a date to be determined by the Board. Officers shall be elected at this meeting and shall take office following the adjournment of this annual meeting. Any number of additional meetings may be held as called by the Chair or by the affirmative vote of a majority of the directors then in office.

Section 6.04. Notice of Meeting. Notice of any meeting of the Board which is subject to the requirements of the Delaware Freedom of Information Act shall be provided as required by the Delaware Freedom of Information Act, including as to the content, form, and timing of the notice. Notice of any such meeting shall also be delivered to the directors by e-mail, facsimile, or United States Mail as the Board may direct. Any director may waive notice, and shall be deemed to have waived notice if he or she attends a meeting for any purpose other than to protest the validity of the notice thereof.

Section 6.05. Act of the Board. An act of the majority of directors present and voting at a duly called meeting shall be the act of the Board, except as may otherwise be provided elsewhere by these bylaws.

Section 6.06. Action Without Formal Meeting. Any action which may be taken at a meeting of the Board, if any, may be taken without a meeting if a consent or consents in writing

setting forth the action so taken is signed by all of the directors then in office. Any such consent or consents shall be filed with the Secretary and shall be made part of the minutes of the Board. Notwithstanding anything in these bylaws to the contrary, no action without a meeting may be taken if such action were to be regarded as the sort of action that may only be taken at a public meeting as required by the Delaware Freedom of Information Act.

Section 6.07. Reliance. A member of the Board, or of any committee thereof, shall in the performance of his or her duties, be fully protected in relying in good faith upon the records of the Corporation and upon such information, opinions, reports or statements presented to the Corporation by any of its officers, or employees, or committees of the Board, or by any other person as to matters the member reasonably believes are within such other person's professional or expert competence and who has been selected with reasonable care by or on behalf of the Corporation.

ARTICLE VII – COMMITTEES OF THE BOARD

Section 7.01. Creation and Duration. The Board may appoint, or may provide for the appointment of, committees consisting of directors with such duties and powers as the Board may, from time to time, designate and prescribe. In the absence or disqualification of any member of any committee and any alternate member in his or her place, the Board may appoint another member of the Board to act at the meeting in the place of any such absent or disqualified member. The Board may, from time to time, suspend, alter, continue or terminate any of such committees or the powers and functions thereof.

Section 7.02. Action. Unless otherwise provided in the resolution of the Board designating a committee, a majority of the members of the whole committee shall constitute a quorum unless the committee shall consist of one or two members, in which case one member

shall constitute a quorum. All matters properly brought before the committee shall be determined by a majority vote of the members present.

Section 7.03. Action Without Formal Meeting. Any action that may be taken by a committee at a meeting may be taken without a meeting if all members thereof consent thereto in writing, and such writing is filed with the minutes of the proceedings of such committee; provided, however, that no such action without a meeting may be taken if such action were to be regarded as the sort of action that may only be taken at a public meeting as required by the Act.

Section 7.04. Procedures. Each committee may determine the procedural rules for meeting and conducting its business and shall act in accordance therewith, except as otherwise provided by law. Adequate provision shall be made for notice to all members of any committee of all meetings of that committee.

ARTICLE VIII – OFFICERS

Section 8.01. Officers. The officers of the Corporation shall consist of the Chair, a Vice Chair, a Secretary, and a Treasurer, and such assistants as the Board may deem necessary. The officers shall perform such duties as described in this Article and shall receive no compensation for these services, except as otherwise expressly noted. Only members of the Board may serve as the Chair, Vice Chair, Treasurer and Secretary. Any person may hold more than one office.

Section 8.02. Election and Term. The officers of the Corporation shall be elected by, and serve at the pleasure of, the Board. The initial officers shall be elected for one-year terms to expire at the first annual meeting of the directors, provided that an officer appointed to fill a vacancy shall serve for the remainder of the term of his or her predecessor, and provided further that an officer shall serve until his or her successor is elected and qualified in accordance with these bylaws.

Section 8.03. Vacancies. A vacancy in any of the offices of the Corporation may be filled for the unexpired term by the Board.

Section 8.04. Chair. The Chair shall preside at all meetings of the Board and all meetings of the Members of the Corporation. The Chair shall serve as the principal executive officer of the Corporation. The Chair shall see that all orders and resolutions of the Board and the Executive Committee or other committees of the Board are carried into effect. The Chair shall also have general supervision and direction of the officers and shall see that their duties and those assigned to other directors are properly performed.

Section 8.05. Vice Chair. The Vice Chair shall have such powers and duties as may be prescribed from time to time by the Chair or by the Board. In the absence or disability of the Chair, the Vice Chair shall perform all the duties of the Chair.

Section 8.06. Secretary. The Secretary shall keep or cause to be kept a record of the proceedings of the Board, shall make service of all such notices as may be required under the provisions of these bylaws or by law, shall be custodian of the corporate records and of the corporate seal, and shall have such other powers and duties as may be prescribed from time to time by the Chair or the Board.

Section 8.07. Treasurer. The Treasurer shall be responsible for the oversight of the custody of all funds of the Corporation, shall generally supervise the accounting and bookkeeping of the Corporation, shall regularly report to the Board as to the financial condition and results of the operation of the Corporation, and shall have such other powers and duties as may be prescribed from time to time by the Chair or the Board.

ARTICLE IX – EXECUTION OF INSTRUMENTS

Section 9.01. Corporate Records. The Corporation shall keep at its registered office in Delaware or at its principal place of business wherever situated: an original or duplicate record of the proceedings of the Board; the original or a copy of the bylaws, including all amendments and alternations thereto to date; and a register giving the names and addresses of the directors. The Corporation shall also keep a complete and accurate books or records of account.

Section 9.02. Right of Inspection. Every directors shall, upon written demand, have a right to examine, in person or by agent or attorney, during the usual hourse for business and for any proper purpose, the books and records of account, and the records of the proceedings of the Board, and to make copies or extracts therefrom.

Section 9.03. Execution of Instruments. All checks, drafts and orders for payment of money shall be signed in the name of the Corporation and shall be signed by any one of the following officers: the Chair, the Vice Chair, the Treasurer, the Secretary or such individuals as designated by the Board. All contracts, conveyances or other instruments which have been authorized by the Board shall be executed in the name and on behalf of the Corporation, and have affixed thereto the corporate seal, by the Secretary of the Corporation or his or her delegate.

ARTICLE X – INDEMNIFICATION

Section 10.01. Right to Indemnification. The Corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative (a "proceeding") by reason of the fact the he, or a person for whom he is the legal representative, is or was a director or officer of the Corporation or is or was serving at the request of the

Corporation as a director, officer, employee or agent of another corporation or of a partnership, joint venture, trust, enterprise, or nonprofit entity, including service with respect to employee benefit plans, against all liability and loss suffered and expenses (including attorneys' fees) reasonably incurred by such person. The Corporation shall be required to indemnify a person in connection with a proceeding (or part thereof) initiated by such person only if the proceeding (or part thereof) was authorized by the Board of the Corporation.

Section 10.02. Prepayment of Expenses. The Corporation shall pay the expenses (including attorneys' fees) incurred in defending any proceeding in advance of its final disposition, provided, however, that the payment of expenses incurred by a director or officer in advance of the final disposition of the proceeding shall be made only upon receipt of an undertaking by the director or officer to repay all amounts advanced if it should be ultimately determined that the director or officer is not entitled to be indemnified under this Article or otherwise.

Section 10.03. Claims. If a claim for indemnification or payment of expenses under this Article is not paid in full within sixty days after a written claim therefore has been received by the Corporation, the claimant may file suit to recover the unpaid amount of such claim and, if successful in whole or in part, shall be entitled to be paid the expense of prosecuting such claim. In any such action the Corporation shall have the burden of proving that the claimant was not entitled to the requested indemnification or payment of expenses under applicable law.

Section 10.04. Nonexclusivity of Rights. The rights conferred on any person by this Article VIII shall not be exclusive of any other rights which such person may have or hereafter acquire under any statute, provision of the certificate of incorporation, these bylaws, an agreement, vote of Members or disinterested directors or otherwise.

Section 10.05. Other Indemnification. The Corporation's obligation, if any, to indemnify any person who was or is serving at its request as a director, officer, employee or agent of another corporation, partnership, joint venture, trust, enterprise or nonprofit entity shall be reduced by any amount such person may collect as indemnification from such other corporation, partnership, joint venture, trust, enterprise or nonprofit enterprise.

Section 10.06. Liability Insurance. The Corporation may purchase and maintain insurance on behalf of any person who was or is a director, officer, employee, or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity, or arising out of his status as such, whether or not the Corporation would have the power or the obligation to indemnify him against such liability under the provisions of this Article VIII.

Section 10.07. Amendment or Repeal. Any repeal or modification of the foregoing provisions of this Article shall not adversely affect any right or protection hereunder of any person in respect of any act or omission occurring prior to the time of such repeal or modification.

ARTICLE XI – CONFLICTS OF INTEREST POLICY

Section 11.01. Purpose. The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director[director] of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 11.02. Voting and Disclosure. In order to minimize any risk of any conflict of interest concerning the Board of Directors and officers of the Corporation, all board members and officers shall refrain from voting on any issue in which they have a financial interest. In particular, Teacher Directors are precluded from voting on issues related to teacher compensation at the School. All Board members and officers must make a full disclosure annually of all organizations, together with any other relationships which, in the judgment of the director or officer, has the potential for creating a conflict of interest. Furthermore, in the event that the Board of Directors considers any matter that may have a material impact on any organization of which a director or officer serves as a director, officer or key employee or as to which a Director[director] or officer otherwise has a material relationship, such director or officer must disclose such relationship to the Board of Directors and must refrain from voting on such matter.

Section 11.03. Board Approval. No director or officer, or any spouse, sibling, parent or child (in each case whether by birth, marriage, guardianship or legal adoption) of such director or officer or any employee or other person or entity in which a director or officer has a material financial interest, shall receive any payment or other direct benefit from the Corporation for any services rendered unless the Board of Directors, after full disclosure of the terms and conditions of such payments, approves such payments.

ARTICLE XII – MISCELLANEOUS PROVISIONS

Section 12.01. Amendment. These bylaws may be amended, suspended or repealed by the affirmative vote of 2/3 of all Members of the Corporation present in person or by proxy at a meeting at which a quorum is present in person or by proxy.

Section 12.02. Corporate Seal. The Board shall provide a corporate seal, containing the name of the Corporation, which seal shall be in the charge of the Secretary.

Section 12.03. Gifts. The Board may accept, on behalf of the Corporation, any contribution, gift, bequest or devise for the general purpose, or any special purpose, of the Corporation.

Section 12.04. Irrevocable Dedication. The Corporation is not organized, nor shall be operated for a pecuniary gain or profit. The property, assets, profits and net income of the Corporation are irrevocably dedicated to charitable, educational, and scientific purposes and no part of the profits or net income shall inure to the benefit of any director, officer, or member thereof.

Section 12.05. Dissolution. Should the Corporation cease to act and be dissolved, its property and assets then remaining shall be paid over to and become the property of a charitable organization designated by the Board, provided, however, that payment shall be made hereunder only to such corporations, trusts, foundations, or other organizations as are organized and operated exclusively for religious and/or charitable educational or scientific purposes and are exempt from federal income tax under Section 501(a) of the Code as organizations describe in Section 501(c)(3) of the Code. In the event that the above organizations shall not qualify hereunder, the amount that it would have received upon dissolution shall be paid over to one or more other qualifying organizations.

Section 12.06. Fiscal Year. The fiscal year of the Corporation shall commence on the first day of August of each year.

ADOPTED, this 14th day of December 2009.

UNANIMOUS ORGANIZATIONAL ACTION OF
THE DIRECTORS OF
FIRST STATE MONTESSORI ACADEMY, INC.

THE UNDERSIGNED, being all of the directors of First State Montessori Academy, Inc., a Delaware corporation (the "Corporation"), hereby consent that the actions recited herein shall be deemed actions of the Board of Directors of the Corporation with the same effect as if taken at a duly noticed and called meeting of the Board, and direct that this writing be filed with the minutes of proceedings of that Board, all pursuant to the provisions of Section 141(f) of the General Corporation Law of the State of Delaware.

- (1) Bylaws. The following resolution is hereby unanimously adopted.

RESOLVED, that the bylaws as adopted by the sole incorporator are hereby adopted by this Board of Directors as and for the bylaws of this Corporation for the management of its property and the regulation and government of its affairs.

- (2) Officers. The following-named persons are hereby chosen unanimously as the officers of this Corporation to serve in the office or offices set opposite their names until their respective successors are elected and qualified:

<u>Name</u>	<u>Office(s)</u>
Jessica Reed	Chair
Victoria Hostin	Vice Chair and Secretary
Marcus Henry	Treasurer

- (3) Corporate Books. The Secretary of this Corporation is hereby unanimously authorized, empowered, and directed to procure the proper and necessary corporate books for the business of this Corporation, and unless otherwise provided by this Board, the Secretary shall

record the proceedings of the meetings of the stockholders and directors in a book to be kept for that purpose.

(4) Organizational Expense. The Treasurer of this Corporation is hereby unanimously authorized to pay and/or reimburse for all fees and expenses incident to and necessary for the organization of this Corporation.

(5) Qualification to Do Business. The following resolution is hereby unanimously adopted:

RESOLVED, that the proper officers of this Corporation be, and they hereby are, authorized and directed, on behalf of this Corporation, to make and file such application or applications, certificate or certificates, report or reports, or other instrument or instruments as may be required by law to be filed in any state, the District of Columbia, territory, colony, or dependency of the United States, or in any foreign country in which said officers shall find it necessary or expedient to file the same to authorize this Corporation to transact business in such state, district, territory, colony, dependency, or foreign country.

(6) Employment of Personnel. The following resolution is hereby unanimously adopted:

RESOLVED, that the officers of this Corporation be, and they hereby are, authorized to employ such person or persons as in their judgment are required by the prudent conduct of this Corporation's business and to fix the compensation to be paid to such persons.

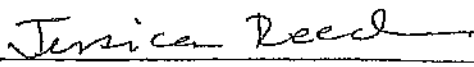
(7) Communications Contact. Jessica Reed is hereby designated, as an officer of this Corporation, to serve as the communications contact for this Corporation pursuant to Section 132(d) of the Delaware General Corporation Law until his successor is designated and qualified.

(8) Fiscal Year. The following resolution is hereby adopted:

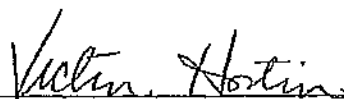
RESOLVED, that the fiscal year of this corporation shall end on July 31 in each year.

IN WITNESS WHEREOF, each of the Directors of this Corporation has
executed this Action effective as of December 14, 2009.

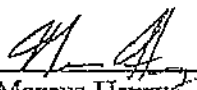
DIRECTORS:



Jessica Reed



Victoria Hostin



Marcus Henry

UNANIMOUS ORGANIZATIONAL ACTION OF
THE DIRECTORS OF
FIRST STATE MONTESSORI ACADEMY, INC.

THE UNDERSIGNED, being all of the directors of First State Montessori Academy, Inc., a Delaware corporation (the "Corporation" or the "School"), hereby consent that the actions recited herein shall be deemed actions of the Board of Directors of the Corporation with the same effect as if taken at a duly noticed and called meeting of the Board, and direct that this writing be filed with the minutes of proceedings of that Board, all pursuant to the provisions of Section 141(f) of the General Corporation Law of the State of Delaware and Section 6.06 of the Bylaws of the First State Montessori Academy, Inc., Adopted as of December 14, 2009 (the "Bylaws").

(1) Bylaws. The following resolutions are hereby unanimously adopted:

RESOLVED, pursuant to Section 12.01 of the Bylaws, the Board hereby amends the Bylaws as follows:

The sentence in Section 5.03 of the Bylaws stating "The initial Board shall consist of three directors" shall be struck. In its place, the following language shall be included: "The Board may from time to time and in its discretion adjust the number of directors in accordance with the limitations set forth in this Section."

The last sentence of Section 5.07 of the Bylaws shall be struck in its entirety.

The typographical error contained in Section 5.08, "fo," shall be corrected to read "of."

Section 12.06 shall be amended to reflect that the fiscal year of the Corporation shall commence on the first day of July of each year.

(2) Number of Directors. The following resolution is hereby unanimously adopted:

RESOLVED, the Board shall consist of nine directors.

(3) Election of Directors. The following resolution is hereby unanimously adopted:

RESOLVED, having duly considered their exceptional qualifications and the recommendations of respected individuals familiar with their skills and experience, the following-named persons are hereby elected to fill the seven existing vacancies on the Board until their respective successors are elected and qualified, or until they are otherwise removed or resign in accordance with the procedure set forth in the Bylaws:

Susan Hullman

Mary Ann Levan

Crystal Lewis

Laura Messinger

Faith McNamara

Veena Rao

(4) Formation of an Advisory Council. The following resolution is hereby unanimously adopted:

RESOLVED, the Board hereby establishes a consultative and advisory body to provide valuable input to the Board of Directors during this pivotal time in the School's formation. This body shall be called the "Advisory Council," and shall consist of those professionals and community members whom the Board deems experienced, valuable and qualified consultants and advisors and who are willing to serve. This body shall have no formal power with respect to the governance of the School, and shall serve solely as a body of consultants and advisors to the Board and any Committees formed thereby. Members of the Advisory Council shall be identified, contacted, and invited to meetings from time-to-time as the Board deems appropriate. Having duly considered their exceptional qualifications and the recommendations of respected individuals familiar with their skills and experience, and upon acknowledgment by these individuals of their willingness to serve, the following-named persons are hereby identified as the FSMA Advisory Council:

Raymond Armstrong, Esq.

Sean Boyd

E. McCrae Harrison

Sally McBride

Katie McCormick, Esq.

Julie Noonan

Christian Sereduke

Lillian Shah

Lauren Wilson

(5) Creations of Committees. The following resolution is hereby unanimously adopted:

RESOLVED, pursuant to Article VII of the Bylaws, the Board hereby creates the following committees, and appoints the below-named directors to these respective committees. The Board further identifies those Advisory Council members whose skill set will be particularly beneficial to the work of these committees. These committees shall report back to the Board from time to time, as determined by the Chair. These committees may, from time to time, be suspended, altered, continued or terminated at the discretion of the Chair.

Application Review Committee

Jessica Randolph Reed

Victoria Hostin

Marcus Henry

Susan Hullman

Mary Ann Levan

Faith McNamara

Laura Messinger

Advisory Council Resource: Raymond Armstrong

Finance/Administration

Marcus Henry

Victoria Hostin

Advisory Council Resources: Raymond Armstrong, Katie McCormick

Curriculum

Mary Ann Levan

Veena Rao

Advisory Council Resources: E. McCrae Harrison and Julie Noonan

Special Needs

Susan Hullman

Faith McNamara

Facilities & Logistics

Victoria Hostin

Jessica Randolph Reed

Advisory Council Resources: Sean Boyd and Christian Sereduke

Students

Susan Hullman

Laura Messinger

Advisory Council Resource: E. McCrae Harrison

Goals & Values

Jessica Randolph Reed

Laura Messinger

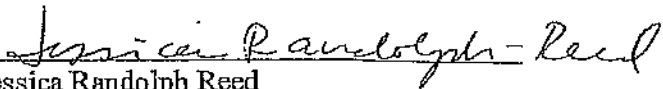
Advisory Council Resource: E. McCrae Harrison

(6) Preference for Student Admissions. The following resolution is hereby unanimously adopted:

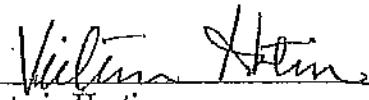
RESOLVED, preferences in student admissions may be given to the categories of students identified in Title 14, Chapter 5, § 506(b) of the Delaware Code, as amended from time to time by the General Assembly. For the purposes of student admissions, the term "founder" is deemed to have the broadest definition permitted under the Delaware Code and the Department of Education regulations, and shall include, but not be limited to, those entities and persons who assisted in the formation, application process, approval, and opening of the School. The term "founder" shall not include anyone whose sole significant contribution to the School was monetary.

IN WITNESS WHEREOF, each of the Directors of this Corporation has executed this Action effective as of December 30, 2009.

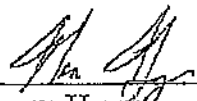
DIRECTORS:



Jessica Randolph Reed



Victoria Hostin



Marcus Henry

BYLAWS
OF
FIRST STATE MONTESSORI ACADEMY, INC.

Revised as of December 30, 2009

ARTICLE I - NAME

Section 1.01. Name. The name of this corporation shall be First State Montessori Academy, Inc., hereinafter referred to as "the Corporation" or "the School."

ARTICLE II - PURPOSE

Section 2.01. The purposes for which the Corporation is established are as stated in its Articles of Incorporation, to wit:

The purpose or purposes for which the Corporation is organized are exclusively charitable purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), or in the corresponding provision of any subsequent law, including the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Code or corresponding provision of subsequent law. Without limitation to the foregoing, the Corporation is a nonprofit organization formed for the exclusively charitable purpose of educating children in the State of Delaware.

Section 2.02. The business of the Corporation is restricted to the opening and operation of a charter school under the laws of the State of Delaware, codified at 14 *Del. C.* § 501 *et seq.*, as amended from time to time by the Delaware General Assembly. The business of the Corporation may involve opening and operating a charter school, before school programs, after school programs, and educationally related programs offered outside of the traditional school year.

ARTICLE III - OFFICES

Section 3.01. Registered Office. The registered office of the Corporation in Delaware shall be located at 1980 Superfine Lane, #606, Wilmington, New Castle County, Delaware, 19802.

Section 3.02. Other Offices. The Corporation may also have offices at such other places as the Board of Directors of the Corporation may from time to time appoint or the business of the Corporation may require.

ARTICLE IV - MEMBERS

Section 4.01. Eligibility. The initial Members of the Corporation shall be the members of the Board of Directors. Upon the opening of the Corporation, the Members of the Corporation shall be made up of the parents or legal guardians of students enrolled in the School (the "Parent Members") and teachers at the School (the "Teacher Members") (collectively, the "Members").

Section 4.02. Annual Meeting. An annual meeting of the Members of the Corporation, for the purpose of electing directors for the ensuing year and for the transaction of such other business as may properly come before the meeting, shall be held immediately preceding the annual meeting of directors at such place, on such date, and at such time as shall have been established by the Board. The first annual meeting of the Members of the Corporation shall be held prior to the end of the first calendar year that the school is open (the "First Annual Meeting").

Section 4.03. Election of Directors. The Parent Members shall elect the Parent Directors and the Teacher Members shall elect the Teacher Directors. Such directors shall be elected by a plurality of the votes of each class of Members present or represented by proxy at the annual

meeting of the Members. All other directors of the corporation shall be elected in the manner set forth in Article V.

Section 4.04. Special Meetings. Special meetings of the Members of the Corporation may be held at the call of the Board, or by written petition by at least 10% of the Members of the Corporation, for any purpose or purposes. Such request shall state the purpose or purposes of the proposed meeting.

Section 4.05. Notice. A notice of any annual or special meeting, setting forth the time, date and place of the meeting, shall be given by the Secretary in person, by mail, by telephone, by telecopier, by telegram or by electronic mail not less than ten (10) days in advance of the meeting to each Member at the address last shown on the records of the Corporation. Unless otherwise indicated in the notice thereof, any and all business may be transacted at any annual or special meeting.

Section 4.06. Quorum. At any meeting of the Members, a quorum for the transaction of business shall consist of one-third of all of the Members of the Corporation either present at a meeting or represented by proxy, except to the extent that a greater number of Members may otherwise be required by law. An act of the majority of Members present and voting or represented by proxy shall be the act of the Members, except as may otherwise be required by these bylaws.

Section 4.07. Waiver. The transaction of business at any meeting of the Members of the Corporation, however called and noticed and wherever held, shall be as valid as though held at a meeting after regular call and notice, if a quorum is present in person or by proxy.

ARTICLE V – BOARD OF DIRECTORS

Section 5.01. Subject to limitations imposed by law, the Certificate of Incorporation, or these bylaws, all corporate powers shall be exercised by or under the authority of the Board of Directors (the "Board"). The Board has the power to manage the property and business of the Corporation. The Members shall have no voting rights, other than as provided by the General Corporation Law of the State of Delaware and the provisions of these bylaws.

Section 5.02. Without limiting the foregoing, the Board shall conduct the business of the Corporation, including:

- a. Adopting the bylaws of the Corporation;
- b. Determining the general policies and strategic planning of the Corporation;
- c. Establishing the annual budget and approving major expenditures;
- d. Selecting projects and approving the overall budget of said projects;
- e. Approving the administrative budget of the Corporation;
- f. Approving the annual reports of the Corporation;
- g. Approving the annual financial statements of the Corporation; and
- h. Electing officers and filling vacancies in said offices as may occur from time to time during the year.

Section 5.03. Number. The Board shall consist of at least one (1) and no more than seventeen (17) directors. The Board may from time to time and in its discretion adjust the number of directors in accordance with the limitations set forth in this Section.

Section 5.04. Eligibility. The initial directors do not need to be Members of the Corporation, provided, however, that prior to the end of the first calendar year in which the Corporation is open, at least two members of the Board shall be parents or legal guardians of

students enrolled at the School ("Parent Directors") and at least one member of the Board shall be a teacher at the School ("Teacher Directors"). No person shall serve as a director of the Corporation who is an elected member of a local school board of education.

Section 5.05. Voting Rights. Each director shall have one vote.

Section 5.06. Liability. No director shall be personally liable for the debts, liabilities or obligations of the Corporation.

Section 5.07. Election. The initial directors of the Corporation shall be selected by the Incorporator pursuant to a written action. Thereafter, at the First Annual Meeting, the Parent Directors shall be elected by Parent Members and the Teacher Directors shall be elected by Teacher Members, in accordance with the provisions these bylaws.

Section 5.08. Term. The initial directors of the Corporation shall serve until the First Annual Meeting. After such initial terms, directors shall be divided into two classes (Class A and Class B). The directors shall be allocated by the Board among the Classes so that each Class contains as close to one-half of the total number of directors as is mathematically possible, and any directors who are Parent Directors or Teacher Directors shall, taken as a group, be allocated among the three classes of directors so that each Class will, to the extent mathematically possible, have an equal number of Parent or Teacher Directors. The Class A directors shall serve an initial term of one year, and terms of two years thereafter. The Class B directors shall serve terms of two years beginning with their initial terms. Directors terms shall expire upon adjournment of the annual meeting of the Members in the year the directors terms shall expire. No director may serve more than two consecutive terms, except for the initial directors of the Corporation, who may serve two terms subsequent to their initial term.

Section 5.09. Chair of the Board. The Board shall elect, at its first annual meeting, a Chair of the Board (the "Chair") who shall be a director and who shall hold office until the first meeting of the Board following the next annual meeting of the Members and until his or her successor is elected and qualified or until his or her earlier resignation or removal by act of the Board. The Chair shall preside at meetings of the Members of the Corporation and of the Board. In the absence of the Chair, a Vice-Chair shall preside at meetings of the members of the Board.

Section 5.10. Vacancies. The directors may, in their discretion, fill any vacancy by an affirmative vote of 3/4 of the directors then serving; provided, however, that any vacancy with respect to a Parent Director position on the Board must be filled by a parent or legal guardian of a student enrolled in the School and any Teacher Director position on the Board must be filled by a teacher at the School.

Section 5.11. Removal. A director may be removed from the Board, with or without cause, by an affirmative vote of 3/4 of all directors.

Section 5.12. Compensation. Directors shall serve without compensation, provided, however, the Board may, in its discretion, pay the reasonable expenses incurred by directors in connection with their service as directors.

Section 5.13. Resignations. Any director may resign from a committee of the Board, an office of the Board, or the Board itself by giving written notice to the Chair or the Secretary. Any such resignation shall take effect on the date of receipt of such notice or at any later time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective.

ARTICLE VI – MEETINGS OF THE BOARD OF DIRECTORS

Section 6.01. Compliance with the provisions of the Freedom of Information Act. The Board shall conduct its meetings as if it were a “public body” as defined in 29 Del. Code § 10002(a) and according to the requirements of Chapter 100 of said Title 29 (the “Delaware Freedom of Information Act”).

Section 6.02. Quorum. A quorum for the transaction of business at any meeting of the Board shall consist of a majority of the directors then serving on the Board.

Section 6.03. Meetings. The Board shall meet annually on a date to be determined by the Board. Officers shall be elected at this meeting and shall take office following the adjournment of this annual meeting. Any number of additional meetings may be held as called by the Chair or by the affirmative vote of a majority of the directors then in office.

Section 6.04. Notice of Meeting. Notice of any meeting of the Board which is subject to the requirements of the Delaware Freedom of Information Act shall be provided as required by the Delaware Freedom of Information Act, including as to the content, form, and timing of the notice. Notice of any such meeting shall also be delivered to the directors by e-mail, facsimile, or United States Mail as the Board may direct. Any director may waive notice, and shall be deemed to have waived notice if he or she attends a meeting for any purpose other than to protest the validity of the notice thereof.

Section 6.05. Act of the Board. An act of the majority of directors present and voting at a duly called meeting shall be the act of the Board, except as may otherwise be provided elsewhere by these bylaws.

Section 6.06. Action Without Formal Meeting. Any action which may be taken at a meeting of the Board, if any, may be taken without a meeting if a consent or consents in writing

setting forth the action so taken is signed by all of the directors then in office. Any such consent or consents shall be filed with the Secretary and shall be made part of the minutes of the Board. Notwithstanding anything in these bylaws to the contrary, no action without a meeting may be taken if such action were to be regarded as the sort of action that may only be taken at a public meeting as required by the Delaware Freedom of Information Act.

Section 6.07. Reliance. A member of the Board, or of any committee thereof, shall in the performance of his or her duties, be fully protected in relying in good faith upon the records of the Corporation and upon such information, opinions, reports or statements presented to the Corporation by any of its officers, or employees, or committees of the Board, or by any other person as to matters the member reasonably believes are within such other person's professional or expert competence and who has been selected with reasonable care by or on behalf of the Corporation.

ARTICLE VII – COMMITTEES OF THE BOARD

Section 7.01. Creation and Duration. The Board may appoint, or may provide for the appointment of, committees consisting of directors with such duties and powers as the Board may, from time to time, designate and prescribe. In the absence or disqualification of any member of any committee and any alternate member in his or her place, the Board may appoint another member of the Board to act at the meeting in the place of any such absent or disqualified member. The Board may, from time to time, suspend, alter, continue or terminate any of such committees or the powers and functions thereof.

Section 7.02. Action. Unless otherwise provided in the resolution of the Board designating a committee, a majority of the members of the whole committee shall constitute a quorum unless the committee shall consist of one or two members, in which case one member

shall constitute a quorum. All matters properly brought before the committee shall be determined by a majority vote of the members present.

Section 7.03. Action Without Formal Meeting. Any action that may be taken by a committee at a meeting may be taken without a meeting if all members thereof consent thereto in writing, and such writing is filed with the minutes of the proceedings of such committee; provided, however, that no such action without a meeting may be taken if such action were to be regarded as the sort of action that may only be taken at a public meeting as required by the Act.

Section 7.04. Procedures. Each committee may determine the procedural rules for meeting and conducting its business and shall act in accordance therewith, except as otherwise provided by law. Adequate provision shall be made for notice to all members of any committee of all meetings of that committee.

ARTICLE VIII – OFFICERS

Section 8.01. Officers. The officers of the Corporation shall consist of the Chair, a Vice Chair, a Secretary, and a Treasurer, and such assistants as the Board may deem necessary. The officers shall perform such duties as described in this Article and shall receive no compensation for these services, except as otherwise expressly noted. Only members of the Board may serve as the Chair, Vice Chair, Treasurer and Secretary. Any person may hold more than one office.

Section 8.02. Election and Term. The officers of the Corporation shall be elected by, and serve at the pleasure of, the Board. The initial officers shall be elected for one-year terms to expire at the first annual meeting of the directors, provided that an officer appointed to fill a vacancy shall serve for the remainder of the term of his or her predecessor, and provided further that an officer shall serve until his or her successor is elected and qualified in accordance with these bylaws.

Section 8.03. Vacancies. A vacancy in any of the offices of the Corporation may be filled for the unexpired term by the Board.

Section 8.04. Chair. The Chair shall preside at all meetings of the Board and all meetings of the Members of the Corporation. The Chair shall serve as the principal executive officer of the Corporation. The Chair shall see that all orders and resolutions of the Board and the Executive Committee or other committees of the Board are carried into effect. The Chair shall also have general supervision and direction of the officers and shall see that their duties and those assigned to other directors are properly performed.

Section 8.05. Vice Chair. The Vice Chair shall have such powers and duties as may be prescribed from time to time by the Chair or by the Board. In the absence or disability of the Chair, the Vice Chair shall perform all the duties of the Chair.

Section 8.06. Secretary. The Secretary shall keep or cause to be kept a record of the proceedings of the Board, shall make service of all such notices as may be required under the provisions of these bylaws or by law, shall be custodian of the corporate records and of the corporate seal, and shall have such other powers and duties as may be prescribed from time to time by the Chair or the Board.

Section 8.07. Treasurer. The Treasurer shall be responsible for the oversight of the custody of all funds of the Corporation, shall generally supervise the accounting and bookkeeping of the Corporation, shall regularly report to the Board as to the financial condition and results of the operation of the Corporation, and shall have such other powers and duties as may be prescribed from time to time by the Chair or the Board.

ARTICLE IX – EXECUTION OF INSTRUMENTS

Section 9.01. Corporate Records. The Corporation shall keep at its registered office in Delaware or at its principal place of business wherever situated: an original or duplicate record of the proceedings of the Board; the original or a copy of the bylaws, including all amendments and alternations thereto to date; and a register giving the names and addresses of the directors. The Corporation shall also keep a complete and accurate books or records of account.

Section 9.02. Right of Inspection. Every directors shall, upon written demand, have a right to examine, in person or by agent or attorney, during the usual hours for business and for any proper purpose, the books and records of account, and the records of the proceedings of the Board, and to make copies or extracts therefrom.

Section 9.03. Execution of Instruments. All checks, drafts and orders for payment of money shall be signed in the name of the Corporation and shall be signed by any one of the following officers: the Chair, the Vice Chair, the Treasurer, the Secretary or such individuals as designated by the Board. All contracts, conveyances or other instruments which have been authorized by the Board shall be executed in the name and on behalf of the Corporation, and have affixed thereto the corporate seal, by the Secretary of the Corporation or his or her delegate.

ARTICLE X – INDEMNIFICATION

Section 10.01. Right to Indemnification. The Corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative (a "proceeding") by reason of the fact the he, or a person for whom he is the legal representative, is or was a director or officer of the Corporation or is or was serving at the request of the

Corporation as a director, officer, employee or agent of another corporation or of a partnership, joint venture, trust, enterprise, or nonprofit entity, including service with respect to employee benefit plans, against all liability and loss suffered and expenses (including attorneys' fees) reasonably incurred by such person. The Corporation shall be required to indemnify a person in connection with a proceeding (or part thereof) initiated by such person only if the proceeding (or part thereof) was authorized by the Board of the Corporation.

Section 10.02. Prepayment of Expenses. The Corporation shall pay the expenses (including attorneys' fees) incurred in defending any proceeding in advance of its final disposition, provided, however, that the payment of expenses incurred by a director or officer in advance of the final disposition of the proceeding shall be made only upon receipt of an undertaking by the director or officer to repay all amounts advanced if it should be ultimately determined that the director or officer is not entitled to be indemnified under this Article or otherwise.

Section 10.03. Claims. If a claim for indemnification or payment of expenses under this Article is not paid in full within sixty days after a written claim therefore has been received by the Corporation, the claimant may file suit to recover the unpaid amount of such claim and, if successful in whole or in part, shall be entitled to be paid the expense of prosecuting such claim. In any such action the Corporation shall have the burden of proving that the claimant was not entitled to the requested indemnification or payment of expenses under applicable law.

Section 10.04. Nonexclusivity of Rights. The rights conferred on any person by this Article VIII shall not be exclusive of any other rights which such person may have or hereafter acquire under any statute, provision of the certificate of incorporation, these bylaws, an agreement, vote of Members or disinterested directors or otherwise.

Section 10.05. Other Indemnification. The Corporation's obligation, if any, to indemnify any person who was or is serving at its request as a director, officer, employee or agent of another corporation, partnership, joint venture, trust, enterprise or nonprofit entity shall be reduced by any amount such person may collect as indemnification from such other corporation, partnership, joint venture, trust, enterprise or nonprofit enterprise.

Section 10.06. Liability Insurance. The Corporation may purchase and maintain insurance on behalf of any person who was or is a director, officer, employee, or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity, or arising out of his status as such, whether or not the Corporation would have the power or the obligation to indemnify him against such liability under the provisions of this Article VIII.

Section 10.07. Amendment or Repeal. Any repeal or modification of the foregoing provisions of this Article shall not adversely affect any right or protection hereunder of any person in respect of any act or omission occurring prior to the time of such repeal or modification.

ARTICLE XI – CONFLICTS OF INTEREST POLICY

Section 11.01. Purpose. The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director[director] of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 11.02. Voting and Disclosure. In order to minimize any risk of any conflict of interest concerning the Board of Directors and officers of the Corporation, all board members and officers shall refrain from voting on any issue in which they have a financial interest. In particular, Teacher Directors are precluded from voting on issues related to teacher compensation at the School. All Board members and officers must make a full disclosure annually of all organizations, together with any other relationships which, in the judgment of the director or officer, has the potential for creating a conflict of interest. Furthermore, in the event that the Board of Directors considers any matter that may have a material impact on any organization of which a director or officer serves as a director, officer or key employee or as to which a Director[director] or officer otherwise has a material relationship, such director or officer must disclose such relationship to the Board of Directors and must refrain from voting on such matter.

Section 11.03. Board Approval. No director or officer, or any spouse, sibling, parent or child (in each case whether by birth, marriage, guardianship or legal adoption) of such director or officer or any employee or other person or entity in which a director or officer has a material financial interest, shall receive any payment or other direct benefit from the Corporation for any services rendered unless the Board of Directors, after full disclosure of the terms and conditions of such payments, approves such payments.

ARTICLE XII – MISCELLANEOUS PROVISIONS

Section 12.01. Amendment. These bylaws may be amended, suspended or repealed by the affirmative vote of 2/3 of all Members of the Corporation present in person or by proxy at a meeting at which a quorum is present in person or by proxy.

Section 12.02. Corporate Seal. The Board shall provide a corporate seal, containing the name of the Corporation, which seal shall be in the charge of the Secretary.

Section 12.03. Gifts. The Board may accept, on behalf of the Corporation, any contribution, gift, bequest or devise for the general purpose, or any special purpose, of the Corporation.

Section 12.04. Irrevocable Dedication. The Corporation is not organized, nor shall be operated for a pecuniary gain or profit. The property, assets, profits and net income of the Corporation are irrevocably dedicated to charitable, educational, and scientific purposes and no part of the profits or net income shall inure to the benefit of any director, officer, or member thereof.

Section 12.05. Dissolution. Should the Corporation cease to act and be dissolved, its property and assets then remaining shall be paid over to and become the property of a charitable organization designated by the Board, provided, however, that payment shall be made hereunder only to such corporations, trusts, foundations, or other organizations as are organized and operated exclusively for religious and/or charitable educational or scientific purposes and are exempt from federal income tax under Section 501(a) of the Code as organizations describe in Section 501(c)(3) of the Code. In the event that the above organizations shall not qualify hereunder, the amount that it would have received upon dissolution shall be paid over to one or more other qualifying organizations.

Section 12.06. Fiscal Year. The fiscal year of the Corporation shall commence on the first day of July of each year.

ADOPTED, this 30th day of December 2009.

UNANIMOUS WRITTEN CONSENT
THE DIRECTORS OF
FIRST STATE MONTESSORI ACADEMY, INC.

THE UNDERSIGNED, being all of the directors of First State Montessori Academy, Inc., a Delaware corporation (the "Corporation" or the "School"), hereby consent that the actions recited herein shall be deemed actions of the Board of Directors of the Corporation with the same effect as if taken at a duly noticed and called meeting of the Board, and direct that this writing be filed with the minutes of proceedings of that Board, all pursuant to the provisions of Section 141(f) of the General Corporation Law of the State of Delaware and Section 6.06 of the Bylaws of the First State Montessori Academy, Inc., Amended as of December 30, 2009 (the "Bylaws").

(1) Ratification of Prior Actions. The following resolution is hereby unanimously adopted:

RESOLVED, for good cause, the Board hereby ratifies the decision of its members and its committees to hold closed meetings in executive sessions pursuant to 29 Del. C. § 100004, beginning in August 2010 for the limited purpose of completing the 2011 Charter School Application, and, in aid thereof, discussing highly confidential and proprietary draft documents and strategizing and accepting legal advice with respect to the application,

IT IS FURTHER RESOLVED, that the Board hereby ratifies prior actions of the Board and the committees thereof, or any board member or officer thereof, taken in furtherance of the 2011 Charter School Application, including, but not limited to (a) applying to obtain status as a tax exempt organization, (b) contracting with a broker for the purpose of aiding its facilities search, (c) opening a bank account, and (d) any and all such actions taken by directors and other agents of the School acting within the lawful scope of their respective capacities.

(2) Bylaws. Upon review of the Bylaws in connection with the 2011 Charter School Application process, the Board unanimously resolves to adopt the following amendments:

RESOLVED, pursuant to Section 12.01 of the Bylaws, the Board hereby amends the Bylaws as follows:

The Registered Officer of the Corporation shall be located at 1000 West Street, 17th Floor, Brandywine Building, Wilmington, DE 19801;

The duplicative term "[director]" shall be struck from Section 11.02.

Section 6.06 regarding Board action without formal meeting, which provides "Any action which may be taken at a meeting of the Board, if any, may be taken without a meeting if a consent or consents in writing setting forth the action so taken is signed by all of the directors then in office. Any such consent or consents shall be filed with the Secretary and shall be made part of the minutes of the Board. Notwithstanding anything in these bylaws to the contrary, no action without a meeting may be taken if such action were to be regarded as the sort of action that may only be taken at a public meeting as required by the Delaware Freedom of Information Act," shall be replaced with the following language: "No action without a meeting may be taken if such action were to be regarded as the sort of action that may only be taken at a public meeting as required by the Delaware Freedom of Information Act. To the extent the Delaware Freedom of Information Act permits action closed to the public, then any such action which may be taken at a closed meeting of the Board, if any, may be taken without a meeting if written setting forth the action so taken is signed by all of the directors then in office. Any such consent or consents shall be filed with the Secretary and shall be made part of the minutes of the Board."

(3) Corporate Office. The following resolution is hereby unanimously adopted:

RESOLVED, pursuant to Section 3.02 of the Bylaws, the Board hereby authorizes the use of Marcus Henry's address, 305 Rockwood Rd, Wilmington, DE 19802, as a valid corporate office for the transaction of corporate business.

(4) Resignation and Election of Officers. The following resolution is hereby unanimously adopted:

RESOLVED, Chair Jessica Randolph Reed has resigned from her position as Chair consistent with her rights under the Bylaws. The Board is grateful for her service as Chair and accepts her resignation. Having duly considered the exceptional qualifications of Laura Messinger and the recommendations of respected individuals familiar with her skills and experience, Ms. Messinger is hereby elected as Chair to fill the vacancy. Ms. Messinger shall serve as Chair until the First Annual Meeting, as that term is defined under the Bylaws, unless her term is otherwise ended in a manner authorized by the Bylaws.

(5) Number of Directors. The following resolution is hereby unanimously adopted:

RESOLVED, the Board shall consist of eleven directors.

- (6) Election of Directors. The following resolution is hereby unanimously adopted:

RESOLVED, having duly considered their exceptional qualifications and the recommendations of respected individuals familiar with their skills and experience, the following-named persons are hereby elected to fill the two existing vacancies on the Board until their respective successors are elected and qualified, or until they are otherwise removed or resign in accordance with the procedure set forth in the Bylaws:

Kerry Schweiki

Kathaleen McCormick

- (7) Addition of an Advisory Council Member. The following resolution is hereby unanimously adopted:

RESOLVED, having duly considered her exceptional qualifications and the recommendations of respected individuals familiar with her skills and experience, and upon acknowledgment by these individuals of their willingness to serve, the following-named person is hereby added to the FSMA Advisory Council:

Emma Cooper

- (8) Reconstitution and Creation of Committees. The following resolution is hereby unanimously adopted:

RESOLVED, pursuant to Article VII of the Bylaws, the Board hereby creates two new committees: the Marking and Fundraising Committee and the Facility Search Committee.

IT IS FURTHER RESOLVED, that the Board appoints the below-named Directors and Advisory Council Members to existing and new committees.

Application Review Committee

Jessica Randolph Reed

Victoria Hostin

Marcus Henry

Mary Ann Levan

Faith McNamara

Laura Messinger

Kathaleen McCormick

Advisory Council Resource: E. McCrae Harrison

Finance/Administration

Marcus Henry

Victoria Hostin

Kathaleen McCormick

Kerry Shweiki

Crystal Lewis

Advisory Council Resources: Raymond Armstrong

Curriculum

Mary Ann Levan

Veena Rao

Faith McNamara

Advisory Council Resources: Emma Cooper, E. McCrae Harrison and Julie

Noonan

Special Education

Susan Hullman

Faith McNamara

Kathaleen McCormick

Jessica Randolph Reed

Facilities & Logistics

Victoria Hostin

Laura Messinger

Marcus Henry

Advisory Council Resources: Sean Boyd and Christian Sereduke

Students

Susan Hullman

Laura Messinger

Kerry Shweiki

Advisory Council Resource: E. McCrae Harrison

Goals & Values

Jessica Randolph Reed

Laura Messinger

Jessica Randolph Reed

Kathaleen McCormick

Advisory Council Resource: E. McCrae Harrison

Marketing & Fundraising

Victoria Hostin

Katie McCormick

Kerry Shweiki

Marcus Henry

Facility Search Committee

Marcus Henry

Laura Messinger

Advisory Council Resource: E. McCrae Harrison

(9) Authorization of Submission of 2011 Charter School Application. The following resolution is hereby unanimously adopted:

RESOLVED, having reviewed the draft 2011 Charter School Application, and finding it in good order, the Board hereby authorizes the actions set forth therein and its timely submission to the Department of Education.

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IN WITNESS WHEREOF, each of the Directors of this Corporation has executed this

Action effective as of January, 3, 2011.

DIRECTORS:

Laura Messinger

Laura Messinger

M. Henry

Marcus Henry

Mary Ann Levan

Mary Ann Levan

Faith McNamara

Faith McNamara

Veena Rao

Veena Rao

Victoria Hostin

Victoria Hostin

Susan Hullman

Susan Hullman

Crystal Lewis

Crystal Lewis

Jessica Randolph Reed

Jessica Randolph Reed

BYLAWS
OF
FIRST STATE MONTESSORI ACADEMY, INC.

Amended as of January 3, 2011

ARTICLE I - NAME

Section 1.01. Name. The name of this corporation shall be First State Montessori Academy, Inc., hereinafter referred to as "the Corporation" or "the School."

ARTICLE II - PURPOSE

Section 2.01. The purposes for which the Corporation is established are as stated in its Articles of Incorporation, to wit:

The purpose or purposes for which the Corporation is organized are exclusively charitable purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), or in the corresponding provision of any subsequent law, including the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Code or corresponding provision of subsequent law. Without limitation to the foregoing, the Corporation is a nonprofit organization formed for the exclusively charitable purpose of educating children in the State of Delaware.

Section 2.02. The business of the Corporation is restricted to the opening and operation of a charter school under the laws of the State of Delaware, codified at 14 *Del. C. § 501 et seq.*, as amended from time to time by the Delaware General Assembly. The business of the Corporation may involve opening and operating a charter school, before school programs, after school programs, and educationally related programs offered outside of the traditional school year.

ARTICLE III - OFFICES

Section 3.01. Registered Office. The registered office of the Corporation in Delaware shall be located at 1000 West Street, 17th Floor, Brandywine Building, Wilmington, New Castle County, Delaware 19801.

Section 3.02. Other Offices. The Corporation may also have offices at such other places as the Board of Directors of the Corporation may from time to time appoint or the business of the Corporation may require.

ARTICLE IV – MEMBERS

Section 4.01. Eligibility. The initial Members of the Corporation shall be the members of the Board of Directors. Upon the opening of the Corporation, the Members of the Corporation shall be made up of the parents or legal guardians of students enrolled in the School (the “Parent Members”) and teachers at the School (the “Teacher Members”) (collectively, the “Members”).

Section 4.02. Annual Meeting. An annual meeting of the Members of the Corporation, for the purpose of electing directors for the ensuing year and for the transaction of such other business as may properly come before the meeting, shall be held immediately preceding the annual meeting of directors at such place, on such date, and at such time as shall have been established by the Board. The first annual meeting of the Members of the Corporation shall be held prior to the end of the first calendar year that the School is open (the “First Annual Meeting”).

Section 4.03. Election of Directors. The Parent Members shall elect the Parent Directors and the Teacher Members shall elect the Teacher Directors. Such directors shall be elected by a plurality of the votes of each class of Members present or represented by proxy at the annual

meeting of the Members. All other directors of the corporation shall be elected in the manner set forth in Article V.

Section 4.04. Special Meetings. Special meetings of the Members of the Corporation may be held at the call of the Board, or by written petition by at least 10% of the Members of the Corporation, for any purpose or purposes. Such request shall state the purpose or purposes of the proposed meeting.

Section 4.05. Notice. A notice of any annual or special meeting, setting forth the time, date and place of the meeting, shall be given by the Secretary in person, by mail, by telephone, by telecopier, by telegram or by electronic mail not less than ten (10) days in advance of the meeting to each Member at the address last shown on the records of the Corporation. Unless otherwise indicated in the notice thereof, any and all business may be transacted at any annual or special meeting.

Section 4.06. Quorum. At any meeting of the Members, a quorum for the transaction of business shall consist of one-third of all of the Members of the Corporation either present at a meeting or represented by proxy, except to the extent that a greater number of Members may otherwise be required by law. An act of the majority of Members present and voting or represented by proxy shall be the act of the Members, except as may otherwise be required by these bylaws.

Section 4.07. Waiver. The transaction of business at any meeting of the Members of the Corporation, however called and noticed and wherever held, shall be as valid as though held at a meeting after regular call and notice, if a quorum is present in person or by proxy.

ARTICLE V – BOARD OF DIRECTORS

Section 5.01. Subject to limitations imposed by law, the Certificate of Incorporation, or these bylaws, all corporate powers shall be exercised by or under the authority of the Board of Directors (the “Board”). The Board has the power to manage the property and business of the Corporation. The Members shall have no voting rights, other than as provided by the General Corporation Law of the State of Delaware and the provisions of these bylaws.

Section 5.02. Without limiting the foregoing, the Board shall conduct the business of the Corporation, including:

- a. Adopting the bylaws of the Corporation;
- b. Determining the general policies and strategic planning of the Corporation;
- c. Establishing the annual budget and approving major expenditures;
- d. Selecting projects and approving the overall budget of said projects;
- e. Approving the administrative budget of the Corporation;
- f. Approving the annual reports of the Corporation;
- g. Approving the annual financial statements of the Corporation; and
- h. Electing officers and filling vacancies in said offices as may occur from time to time during the year.

Section 5.03. Number. The Board shall consist of at least one (1) and no more than seventeen (17) directors. The Board may from time to time and in its discretion adjust the number of directors in accordance with the limitations set forth in this Section.

Section 5.04. Eligibility. The initial directors do not need to be Members of the Corporation, provided, however, that prior to the end of the first calendar year in which the Corporation is open, at least two members of the Board shall be parents or legal guardians of

students enrolled at the School ("Parent Directors") and at least one member of the Board shall be a teacher at the School ("Teacher Directors"). No person shall serve as a director of the Corporation who is an elected member of a local school board of education.

Section 5.05. Voting Rights. Each director shall have one vote.

Section 5.06. Liability. No director shall be personally liable for the debts, liabilities or obligations of the Corporation.

Section 5.07. Election. The initial directors of the Corporation shall be selected by the Incorporator pursuant to a written action. Thereafter, at the First Annual Meeting, the Parent Directors shall be elected by Parent Members and the Teacher Directors shall be elected by Teacher Members, in accordance with the provisions these bylaws.

Section 5.08. Term. The initial directors of the Corporation shall serve until the First Annual Meeting. After such initial terms, directors shall be divided into two classes (Class A and Class B). The directors shall be allocated by the Board among the Classes so that each Class contains as close to one-half of the total number of directors as is mathematically possible, and any directors who are Parent Directors or Teacher Directors shall, taken as a group, be allocated among the three classes of directors so that each Class will, to the extent mathematically possible, have an equal number of Parent or Teacher Directors. The Class A directors shall serve an initial term of one year, and terms of two years thereafter. The Class B directors shall serve terms of two years beginning with their initial terms. Directors terms shall expire upon adjournment of the annual meeting of the Members in the year the directors terms shall expire. No director may serve more than two consecutive terms, except for the initial directors of the Corporation, who may serve two terms subsequent to their initial term.

Section 5.09. Chair of the Board. The Board shall elect, at its first annual meeting, a Chair of the Board (the "Chair") who shall be a director and who shall hold office until the first meeting of the Board following the next annual meeting of the Members and until his or her successor is elected and qualified or until his or her earlier resignation or removal by act of the Board. The Chair shall preside at meetings of the Members of the Corporation and of the Board. In the absence of the Chair, a Vice-Chair shall preside at meetings of the members of the Board.

Section 5.10. Vacancies. The directors may, in their discretion, fill any vacancy by an affirmative vote of 3/4 of the directors then serving; provided, however, that any vacancy with respect to a Parent Director position on the Board must be filled by a parent or legal guardian of a student enrolled in the School and any Teacher Director position on the Board must be filled by a teacher at the School.

Section 5.11. Removal. A director may be removed from the Board, with or without cause, by an affirmative vote of 3/4 of all directors.

Section 5.12. Compensation. Directors shall serve without compensation, provided, however, the Board may, in its discretion, pay the reasonable expenses incurred by directors in connection with their service as directors.

Section 5.13. Resignations. Any director may resign from a committee of the Board, an office of the Board, or the Board itself by giving written notice to the Chair or the Secretary. Any such resignation shall take effect on the date of receipt of such notice or at any later time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective.

ARTICLE VI – MEETINGS OF THE BOARD OF DIRECTORS

Section 6.01. Compliance with the provisions of the Freedom of Information Act. The Board shall conduct its meetings as if it were a “public body” as defined in 29 Del. Code § 10002(a) and according to the requirements of Chapter 100 of said Title 29 (the “Delaware Freedom of Information Act”).

Section 6.02. Quorum. A quorum for the transaction of business at any meeting of the Board shall consist of a majority of the directors then serving on the Board.

Section 6.03. Meetings. The Board shall meet annually on a date to be determined by the Board. Officers shall be elected at this meeting and shall take office following the adjournment of this annual meeting. Any number of additional meetings may be held as called by the Chair or by the affirmative vote of a majority of the directors then in office.

Section 6.04. Notice of Meeting. Notice of any meeting of the Board which is subject to the requirements of the Delaware Freedom of Information Act shall be provided as required by the Delaware Freedom of Information Act, including as to the content, form, and timing of the notice. Notice of any such meeting shall also be delivered to the directors by e-mail, facsimile, or United States Mail as the Board may direct. Any director may waive notice, and shall be deemed to have waived notice if he or she attends a meeting for any purpose other than to protest the validity of the notice thereof.

Section 6.05. Act of the Board. An act of the majority of directors present and voting at a duly called meeting shall be the act of the Board, except as may otherwise be provided elsewhere by these bylaws.

Section 6.06. Action Without Formal Meeting. No action without a meeting may be taken if such action were to be regarded as the sort of action that may only be taken at a public

meeting as required by the Delaware Freedom of Information Act. To the extent the Delaware Freedom of Information Act permits action closed to the public, then any such action which may be taken at a closed meeting of the Board, if any, may be taken without a meeting if written setting forth the action so taken is signed by all of the directors then in office. Any such consent or consents shall be filed with the Secretary and shall be made part of the minutes of the Board.

Section 6.07. Reliance. A member of the Board, or of any committee thereof, shall in the performance of his or her duties, be fully protected in relying in good faith upon the records of the Corporation and upon such information, opinions, reports or statements presented to the Corporation by any of its officers, or employees, or committees of the Board, or by any other person as to matters the member reasonably believes are within such other person's professional or expert competence and who has been selected with reasonable care by or on behalf of the Corporation.

ARTICLE VII -- COMMITTEES OF THE BOARD

Section 7.01. Creation and Duration. The Board may appoint, or may provide for the appointment of, committees consisting of directors with such duties and powers as the Board may, from time to time, designate and prescribe. In the absence or disqualification of any member of any committee and any alternate member in his or her place, the Board may appoint another member of the Board to act at the meeting in the place of any such absent or disqualified member. The Board may, from time to time, suspend, alter, continue or terminate any of such committees or the powers and functions thereof.

Section 7.02. Action. Unless otherwise provided in the resolution of the Board designating a committee, a majority of the members of the whole committee shall constitute a quorum unless the committee shall consist of one or two members, in which case one member

shall constitute a quorum. All matters properly brought before the committee shall be determined by a majority vote of the members present.

Section 7.03. Action Without Formal Meeting. Any action that may be taken by a committee at a meeting may be taken without a meeting if all members thereof consent thereto in writing, and such writing is filed with the minutes of the proceedings of such committee; provided, however, that no such action without a meeting may be taken if such action were to be regarded as the sort of action that may only be taken at a public meeting as required as required by the Delaware Freedom of Information Act.

Section 7.04. Procedures. Each committee may determine the procedural rules for meeting and conducting its business and shall act in accordance therewith, except as otherwise provided by law. Adequate provision shall be made for notice to all members of any committee of all meetings of that committee.

ARTICLE VIII – OFFICERS

Section 8.01. Officers. The officers of the Corporation shall consist of the Chair, a Vice Chair, a Secretary, and a Treasurer, and such assistants as the Board may deem necessary. The officers shall perform such duties as described in this Article and shall receive no compensation for these services, except as otherwise expressly noted. Only members of the Board may serve as the Chair, Vice Chair, Treasurer and Secretary. Any person may hold more than one office.

Section 8.02. Election and Term. The officers of the Corporation shall be elected by, and serve at the pleasure of, the Board. The initial officers shall be elected for one-year terms to expire at the first annual meeting of the directors, provided that an officer appointed to fill a vacancy shall serve for the remainder of the term of his or her predecessor, and provided further

that an officer shall serve until his or her successor is elected and qualified in accordance with these bylaws.

Section 8.03. Vacancies. A vacancy in any of the offices of the Corporation may be filled for the unexpired term by the Board.

Section 8.04. Chair. The Chair shall preside at all meetings of the Board and all meetings of the Members of the Corporation. The Chair shall serve as the principal executive officer of the Corporation. The Chair shall see that all orders and resolutions of the Board and the Executive Committee or other committees of the Board are carried into effect. The Chair shall also have general supervision and direction of the officers and shall see that their duties and those assigned to other directors are properly performed.

Section 8.05. Vice Chair. The Vice Chair shall have such powers and duties as may be prescribed from time to time by the Chair or by the Board. In the absence or disability of the Chair, the Vice Chair shall perform all the duties of the Chair.

Section 8.06. Secretary. The Secretary shall keep or cause to be kept a record of the proceedings of the Board, shall make service of all such notices as may be required under the provisions of these bylaws or by law, shall be custodian of the corporate records and of the corporate seal, and shall have such other powers and duties as may be prescribed from time to time by the Chair or the Board.

Section 8.07. Treasurer. The Treasurer shall be responsible for the oversight of the custody of all funds of the Corporation, shall generally supervise the accounting and bookkeeping of the Corporation, shall regularly report to the Board as to the financial condition and results of the operation of the Corporation, and shall have such other powers and duties as may be prescribed from time to time by the Chair or the Board.

ARTICLE IX – EXECUTION OF INSTRUMENTS

Section 9.01. Corporate Records. The Corporation shall keep at its registered office in Delaware or at its principal place of business wherever situated: an original or duplicate record of the proceedings of the Board; the original or a copy of the bylaws, including all amendments and alternations thereto to date; and a register giving the names and addresses of the directors. The Corporation shall also keep a complete and accurate books or records of account.

Section 9.02. Right of Inspection. Every directors shall, upon written demand, have a right to examine, in person or by agent or attorney, during the usual hours for business and for any proper purpose, the books and records of account, and the records of the proceedings of the Board, and to make copies or extracts therefrom.

Section 9.03. Execution of Instruments. All checks, drafts and orders for payment of money shall be signed in the name of the Corporation and shall be signed by any one of the following officers: the Chair, the Vice Chair, the Treasurer, the Secretary or such individuals as designated by the Board. All contracts, conveyances or other instruments which have been authorized by the Board shall be executed in the name and on behalf of the Corporation, and have affixed thereto the corporate seal, by the Secretary of the Corporation or his or her delegate.

ARTICLE X – INDEMNIFICATION

Section 10.01. Right to Indemnification. The Corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative (a “proceeding”) by reason of the fact the he, or a person for whom he is the legal representative, is or was a director or officer of the Corporation or is or was serving at the request of the

Corporation as a director, officer, employee or agent of another corporation or of a partnership, joint venture, trust, enterprise, or nonprofit entity, including service with respect to employee benefit plans, against all liability and loss suffered and expenses (including attorneys' fees) reasonably incurred by such person. The Corporation shall be required to indemnify a person in connection with a proceeding (or part thereof) initiated by such person only if the proceeding (or part thereof) was authorized by the Board of the Corporation.

Section 10.02. Prepayment of Expenses. The Corporation shall pay the expenses (including attorneys' fees) incurred in defending any proceeding in advance of its final disposition, provided, however, that the payment of expenses incurred by a director or officer in advance of the final disposition of the proceeding shall be made only upon receipt of an undertaking by the director or officer to repay all amounts advanced if it should be ultimately determined that the director or officer is not entitled to be indemnified under this Article or otherwise.

Section 10.03. Claims. If a claim for indemnification or payment of expenses under this Article is not paid in full within sixty days after a written claim therefore has been received by the Corporation, the claimant may file suit to recover the unpaid amount of such claim and, if successful in whole or in part, shall be entitled to be paid the expense of prosecuting such claim. In any such action the Corporation shall have the burden of proving that the claimant was not entitled to the requested indemnification or payment of expenses under applicable law.

Section 10.04. Nonexclusivity of Rights. The rights conferred on any person by this Article VIII shall not be exclusive of any other rights which such person may have or hereafter acquire under any statute, provision of the certificate of incorporation, these bylaws, an agreement, vote of Members or disinterested directors or otherwise.

Section 10.05. Other Indemnification. The Corporation's obligation, if any, to indemnify any person who was or is serving at its request as a director, officer, employee or agent of another corporation, partnership, joint venture, trust, enterprise or nonprofit entity shall be reduced by any amount such person may collect as indemnification from such other corporation, partnership, joint venture, trust, enterprise or nonprofit enterprise.

Section 10.06. Liability Insurance. The Corporation may purchase and maintain insurance on behalf of any person who was or is a director, officer, employee, or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity, or arising out of his status as such, whether or not the Corporation would have the power or the obligation to indemnify him against such liability under the provisions of this Article VIII.

Section 10.07. Amendment or Repeal. Any repeal or modification of the foregoing provisions of this Article shall not adversely affect any right or protection hereunder of any person in respect of any act or omission occurring prior to the time of such repeal or modification.

ARTICLE XI – CONFLICTS OF INTEREST POLICY

Section 11.01. Purpose. The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director[director] of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 11.02. Voting and Disclosure. In order to minimize any risk of any conflict of interest concerning the Board of Directors and officers of the Corporation, all board members and officers shall refrain from voting on any issue in which they have a financial interest. In particular, Teacher Directors are precluded from voting on issues related to teacher compensation at the School. All Board members and officers must make a full disclosure annually of all organizations, together with any other relationships which, in the judgment of the director or officer, has the potential for creating a conflict of interest. Furthermore, in the event that the Board of Directors considers any matter that may have a material impact on any organization of which a director or officer serves as a director, officer or key employee or as to which a Director or officer otherwise has a material relationship, such director or officer must disclose such relationship to the Board of Directors and must refrain from voting on such matter.

Section 11.03. Board Approval. No director or officer, or any spouse, sibling, parent or child (in each case whether by birth, marriage, guardianship or legal adoption) of such director or officer or any employee or other person or entity in which a director or officer has a material financial interest, shall receive any payment or other direct benefit from the Corporation for any services rendered unless the Board of Directors, after full disclosure of the terms and conditions of such payments, approves such payments.

ARTICLE XII – MISCELLANEOUS PROVISIONS

Section 12.01. Amendment. These bylaws may be amended, suspended or repealed by the affirmative vote of 2/3 of all Members of the Corporation present in person or by proxy at a meeting at which a quorum is present in person or by proxy.

Section 12.02. Corporate Seal. The Board shall provide a corporate seal, containing the name of the Corporation, which seal shall be in the charge of the Secretary.

Section 12.03. Gifts. The Board may accept, on behalf of the Corporation, any contribution, gift, bequest or devise for the general purpose, or any special purpose, of the Corporation.

Section 12.04. Irrevocable Dedication. The Corporation is not organized, nor shall be operated for a pecuniary gain or profit. The property, assets, profits and net income of the Corporation are irrevocably dedicated to charitable, educational, and scientific purposes and no part of the profits or net income shall inure to the benefit of any director, officer, or member thereof.

Section 12.05. Dissolution. Should the Corporation cease to act and be dissolved, its property and assets then remaining shall be paid over to and become the property of a charitable organization designated by the Board, provided, however, that payment shall be made hereunder only to such corporations, trusts, foundations, or other organizations as are organized and operated exclusively for religious and/or charitable educational or scientific purposes and are exempt from federal income tax under Section 501(a) of the Code as organizations describe in Section 501(c)(3) of the Code. In the event that the above organizations shall not qualify hereunder, the amount that it would have received upon dissolution shall be paid over to one or more other qualifying organizations.

Section 12.06. Fiscal Year. The fiscal year of the Corporation shall commence on the first day of July of each year.

ADOPTED, this 3rd day of January, 2011.

UNANIMOUS WRITTEN CONSENT

OF THE DIRECTORS OF

FIRST STATE MONTESSORI ACADEMY, INC.

THE UNDERSIGNED, being all of the directors of First State Montessori Academy, Inc., a Delaware corporation (the "Corporation" or the "School"), hereby consent that the actions recited herein shall be deemed actions of the Board of Directors of the Corporation with the same effect as if taken at a duly noticed and called meeting of the Board, and direct that this writing be filed with the minutes of proceedings of that Board, all pursuant to the provisions of Section 141(f) of the General Corporation Law of the State of Delaware and Section 6.06 of the Bylaws of the First State Montessori Academy, Inc., Amended as of January 3, 2011 (the "Bylaws").

(1) **Ratification of Prior Actions.** The following resolution is hereby unanimously adopted:

IT IS RESOLVED, for good cause, that the Board hereby ratifies the actions and decisions of its members and its committees heretofore, including the filing of the Corporation's 2009 and 2010 Annual Franchise Tax Reports.

(2) **Decision to Hold Closed Meetings.** The following resolution is hereby unanimously adopted:

IT IS RESOLVED, for good cause, that Board will hold closed meetings in executive sessions pursuant to 29 *Del. C.* § 100004, beginning in September 2011 for the limited purpose of completing the 2012 Charter School Application, and, in aid thereof, discussing highly confidential and proprietary draft documents and strategizing and accepting legal advice with respect to the application.

(3) **Resignation of Directors and Officers.** The following resolution is hereby unanimously adopted:

IT IS RESOLVED, that Jessica Randolph-Reed, Mary Ann Levan, Susan Hullman, and Marcus Henry have resigned as directors, and Marcus Henry has resigned as Treasure, consistent with their rights as directors and as an officer under the Bylaws, and effective as of the date of the execution of this consent. The Board is grateful for the services of these individuals.

(4) **Change in Corporate Office.** The following resolution is hereby unanimously adopted:

IT IS RESOLVED, pursuant to Section 3.02 of the Bylaws, the Board hereby changes its corporate office, which was previously the address of Marcus Henry, 305 Rockwood Rd, Wilmington, DE 19802, to the address of Victoria Hostin, 28 West 3rd Street, New Castle, DE 19720, as a valid corporate office for the transaction of corporate business.

(5) **Addition of Advisory Council Members.** The following resolution is hereby unanimously adopted:

IT IS RESOLVED, given the qualifications and willingness to serve, Jessica Randolph-Reed, Mary Ann Levan, and Marcus Henry are appointed to the School's Advisory Council.

(6) **Election of Directors.** The following resolution is hereby unanimously adopted:

IT IS RESOLVED, having duly considered their exceptional qualifications and the recommendations of respected individuals familiar with their skills and experience, the following-named persons are hereby elected to fill existing vacancies on the Board until their respective successors are elected and qualified, or until they are otherwise removed or resign in accordance with the procedure set forth in the Bylaws:

Courtney Fox,

Yvonne Nass, and

Oliver Yeh.

IT IS FURTHER RESOLVED, that the Board endeavors to restructure the existing Committees upon a future date in light of the changes to the composition of its Board and the Advisory Council; the Board will hold its eleventh, vacant (as of the date of the execution of this consent) seat open until such a time that the Board fills that seat with a qualified individual, or until such future time as the Board determines to reset the number of seats on the Board.

IN WITNESS WHEREOF, each of the Directors of this Corporation has executed this
Action effective as of September, 13, 2011.

DIRECTORS:

Laura Messinger
Laura Messinger

Victoria Hostin
Victoria Hostin

M. Henry
Marcus Henry

Susan Hullman
Susan Hullman

Mary Ann Levan
Mary Ann Levan

Crystal Lewis
Crystal Lewis

Kathaleen McCormick
Kathaleen McCormick

Faith McNamara
Faith McNamara

Jessica Randolph-Reed
Jessica Randolph-Reed

Veena S. Rao
Veena Rao

Kerri Schweiki
Kerri Schweiki

IN WITNESS WHEREOF, each of the Directors of this Corporation has executed this Action effective as of September, 13, 2011.

DIRECTORS:

Laura Messinger

Victoria Hostin

Marcus Henry

Susan Hullman

Mary Ann Levan

Crystal Lewis

Kathleen McCormick

Faith McNamara

Jessica Randolph-Reed

Veena Rao

Kerri Schweiki

IN WITNESS WHEREOF, each of the Directors of this Corporation has executed this
Action effective as of September, 13 2011.

DIRECTORS:

Laura Messinger

Victoria Hostin

Marcus Henry

Mary Ann Levan

Susan Hullman

Mary Ann Levan

Crystal Lewis

Kathleen McCormick

Faith McNamara

Jessica Randolph-Reed

Veena Rao

Kerri Schweiki

IN WITNESS WHEREOF, each of the Directors of this Corporation has executed this
Action effective as of September, 13 2011.

DIRECTORS:

Laura Messinger

Victoria Hostin

Marcus Henry

Susan Hullman

Mary Ann Levan

Crystal Lewis

Kathaleen McCormick
Kathaleen McCormick

Faith McNamara

Jessica Randolph-Reed

Veena Rao

Kerri Schweiki

IN WITNESS WHEREOF, each of the Directors of this Corporation has executed this
Action effective as of September, 13, 2011.

DIRECTORS:

Laura Messinger

Victoria Hostin

Marcus Henry

Susan Hullman

Mary Ann Levan

Crystal Lewis

Kathaleen McCormick

Faith McNamara

Jessica Randolph-Reed

Veena Rao

Kerry H Shweiki
Kerry Shweiki

UNANIMOUS WRITTEN CONSENT
OF THE DIRECTORS OF
FIRST STATE MONTESSORI ACADEMY, INC.

THE UNDERSIGNED, being all of the directors of First State Montessori Academy, Inc., a Delaware corporation (the "Corporation" or the "School"), hereby consent that the actions recited herein shall be deemed actions of the Board of Directors of the Corporation with the same effect as if taken at a duly noticed and called meeting of the Board, and direct that this writing be filed with the minutes of proceedings of that Board, all pursuant to the provisions of Section 141(f) of the General Corporation Law of the State of Delaware and Section 6.06 of the Bylaws of the First State Montessori Academy, Inc., Amended as of January 3, 2011 (the "Bylaws").

(1) **Ratification of Prior Actions.** The following resolution is hereby unanimously adopted:

IT IS RESOLVED, for good cause, that the Board hereby ratifies the actions and decisions of its members and its committees heretofore.

(2) **Bylaws.** The following resolutions are hereby unanimously adopted:

IT IS RESOLVED, pursuant to Section 12.01 of the Bylaws, that the Board amends the Bylaws as follows:

The first sentence of Section 5.04 shall be corrected to include the following underlined language: "The initial directors do not need to be Parent Members or Teacher Members of the Corporation, provided, however, that prior to the end of the first calendar year in which the Corporation is open, at least two members of the Board shall be parents or legal guardians of students enrolled at the School ("Parent Directors") and at least one member of the Board shall be a teacher at the School ("Teacher Directors")." (Emphasis added).

The following language shall be added to the end of Section 5.04: "No person convicted of a felony offense or of any crime against a child in the State of Delaware or any other jurisdiction shall be permitted to serve as a director of the Corporation. No individual shall be permitted to serve as a director of the Corporation if the individual would not be permitted to be employed in a public school pursuant to 11 *Del. C.* § 8563 regarding the Child Protection Registry. Directors of the Corporation shall be required to complete background checks and pass checks of the Child Protection Registry as required by 14 *Del. C.* § 511(p).

The last sentence of Section 5.07 of the Bylaws shall be struck in its entirety.

The typographical errors in the penultimate sentence of Section 5.08, "directors" shall be correct to reflect the possessive, "directors".

The following language shall be added to the end of Section 5.09: "Multiple persons may serve as Chair of the Board, in such event they shall each be referred to as 'Co-Chairs.'"

The following language shall be added to the end of Section 8.04: "Multiple people may hold the same office. The Board may, in its discretion, determine not to fill a vacant officer position."

The following language shall be added to the end of Section 8.07: "and set forth in any policy adopted by the School and approved by the Associate Secretary of Finance and Services concerning the School's Citizen Budget Oversight Committee. The Treasurer shall also serve as the liason to the School's Citizen Budget Oversight Committee."

The typographical error contained in Section 9.02, "directors," shall be corrected to read "director."

(3) **Resignation of Directors and Officers.** The following resolution is hereby

unanimously adopted:

IT IS RESOLVED, that Faith McNamara has resigned as a director, Laura Messinger has resigned as Chair, and Victoria Hostin has resigned as Vice Chair, consistent with their rights under the Bylaws, and effective as of the date of the execution of this consent. The Board is grateful for the services of these individuals.

(4) **Election of Directors.** The following resolution is hereby unanimously adopted:

IT IS RESOLVED, having duly considered his exceptional qualifications and the recommendations of respected individuals familiar with his skills and experience, Sean Boyd is hereby elected to fill existing vacancies on the Board until his

successor is elected and qualified, or until he is otherwise removed or resigns in accordance with the procedure set forth in the Bylaws.

(5) **Election of Officers.** The following resolution is hereby unanimously adopted:

IT IS RESOLVED, having duly considered their exceptional qualifications and the recommendations of respected individuals familiar with their skills and experience, their demonstrated commitment and work for the School to date, their respective background checks, and their willingness to serve, the following individuals are elected officers of to fill the designated positions:

Co-Chair, Oliver Yeh;

Co-Chair, Victoria Hostin;

Secretary, Courtney Fox; and

Treasurer, Sean Boyd.

(6) **Appointment of Additional Advisory Council Members.** The following resolution is hereby unanimously adopted:

IT IS RESOLVED, having duly considered their exceptional qualifications and the recommendations of respected individuals familiar with their skills and experience and their willingness to serve, the following individuals are appointed to the Advisory Council:

Vienna Broadbelt;

Cathy A. Lopez-Cooling;

Janette S. Henry;

Stacey Hogan-Tietz;

Liz Madden;

Faith McNemara;

Mark W. Murray;

Michelle Woods; and

Linda Zankowsky.

IN WITNESS WHEREOF, each of the Directors of this Corporation has executed this
Action effective as of December 20, 2012.

DIRECTORS:

Courtney Fox
Courtney Fox

Crystal Lewis
Crystal Lewis

Laura Messinger
Laura Messinger

Veena Rao
Veena Rao

Oliver Yeh
Oliver Yeh

Victoria Hostin
Victoria Hostin

Kathleen McCormick
Kathleen McCormick

Yvonne Nass
Yvonne Nass

Kerry N Shweiki
Kerry Schweiki Shweiki

BYLAWS
OF
FIRST STATE MONTESSORI ACADEMY, INC.

Amended as of December 20, 2011

ARTICLE I - NAME

Section 1.01. Name. The name of this corporation shall be First State Montessori Academy, Inc., hereinafter referred to as "the Corporation" or "the School."

ARTICLE II - PURPOSE

Section 2.01. The purposes for which the Corporation is established are as stated in its Articles of Incorporation, to wit:

The purpose or purposes for which the Corporation is organized are exclusively charitable purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), or in the corresponding provision of any subsequent law, including the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Code or corresponding provision of subsequent law. Without limitation to the foregoing, the Corporation is a nonprofit organization formed for the exclusively charitable purpose of educating children in the State of Delaware.

Section 2.02. The business of the Corporation is restricted to the opening and operation of a charter school under the laws of the State of Delaware, codified at 14 *Del. C.* § 501 *et seq.*, as amended from time to time by the Delaware General Assembly. The business of the Corporation may involve opening and operating a charter school, before school programs, after school programs, and educationally related programs offered outside of the traditional school year.

ARTICLE III - OFFICES

Section 3.01. Registered Office. The registered office of the Corporation in Delaware shall be located at 1000 West Street, 17th Floor, Brandywine Building, Wilmington, New Castle County, Delaware 19801.

Section 3.02. Other Offices. The Corporation may also have offices at such other places as the Board of Directors of the Corporation may from time to time appoint or the business of the Corporation may require.

ARTICLE IV – MEMBERS

Section 4.01. Eligibility. The initial Members of the Corporation shall be the members of the Board of Directors. Upon the opening of the School, the Members of the Corporation shall be made up of the parents or legal guardians of students enrolled in the School (the “Parent Members”) and teachers at the School (the “Teacher Members”) (collectively, the “Members”).

Section 4.02. Annual Meeting. An annual meeting of the Members of the Corporation, for the purpose of electing directors for the ensuing year and for the transaction of such other business as may properly come before the meeting, shall be held immediately preceding the annual meeting of directors at such place, on such date, and at such time as shall have been established by the Board. The first annual meeting of the Members of the Corporation shall be held prior to the end of the first calendar year that the School is open (the “First Annual Meeting”).

Section 4.03. Election of Directors. The Parent Members shall elect the Parent Directors and the Teacher Members shall elect the Teacher Directors. Such directors shall be elected by a plurality of the votes of each class of Members present or represented by proxy at the annual

meeting of the Members. All other directors of the corporation shall be elected in the manner set forth in Article V.

Section 4.04. Special Meetings. Special meetings of the Members of the Corporation may be held at the call of the Board, or by written petition by at least 10% of the Members of the Corporation, for any purpose or purposes. Such request shall state the purpose or purposes of the proposed meeting.

Section 4.05. Notice. A notice of any annual or special meeting, setting forth the time, date and place of the meeting, shall be given by the Secretary in person, by mail, by telephone, by telecopier, by telegram or by electronic mail not less than ten (10) days in advance of the meeting to each Member at the address last shown on the records of the Corporation. Unless otherwise indicated in the notice thereof, any and all business may be transacted at any annual or special meeting.

Section 4.06. Quorum. At any meeting of the Members, a quorum for the transaction of business shall consist of one-third of all of the Members of the Corporation either present at a meeting or represented by proxy, except to the extent that a greater number of Members may otherwise be required by law. An act of the majority of Members present and voting or represented by proxy shall be the act of the Members, except as may otherwise be required by these bylaws.

Section 4.07. Waiver. The transaction of business at any meeting of the Members of the Corporation, however called and noticed and wherever held, shall be as valid as though held at a meeting after regular call and notice, if a quorum is present in person or by proxy.

ARTICLE V – BOARD OF DIRECTORS

Section 5.01. Subject to limitations imposed by law, the Certificate of Incorporation, or these bylaws, all corporate powers shall be exercised by or under the authority of the Board of Directors (the “Board”). The Board has the power to manage the property and business of the Corporation. The Members shall have no voting rights, other than as provided by the General Corporation Law of the State of Delaware and the provisions of these bylaws.

Section 5.02. Without limiting the foregoing, the Board shall conduct the business of the Corporation, including:

- a. Adopting the bylaws of the Corporation;
- b. Determining the general policies and strategic planning of the Corporation;
- c. Establishing the annual budget and approving major expenditures;
- d. Selecting projects and approving the overall budget of said projects;
- e. Approving the administrative budget of the Corporation;
- f. Approving the annual reports of the Corporation;
- g. Approving the annual financial statements of the Corporation; and
- h. Electing officers and filling vacancies in said offices as may occur from time to time during the year.

Section 5.03. Number. The Board shall consist of at least one (1) and no more than seventeen (17) directors. The Board may from time to time and in its discretion adjust the number of directors in accordance with the limitations set forth in this Section.

Section 5.04. Eligibility. The initial directors do not need to be Parent Members or Teacher Members of the Corporation, provided, however, that prior to the end of the first calendar year in which the Corporation is open, at least two members of the Board shall be

parents or legal guardians of students enrolled at the School ("Parent Directors") and at least one member of the Board shall be a teacher at the School ("Teacher Directors"). No person shall serve as a director of the Corporation who is an elected member of a local school board of education. No person convicted of a felony offense or of any crime against a child in the State of Delaware or any other jurisdiction shall be permitted to serve as a director of the Corporation. No individual shall be permitted to serve as a director of the Corporation if the individual would not be permitted to be employed in a public school pursuant to 11 *Del. C.* § 8563 regarding the Child Protection Registry. Directors of the Corporation shall be required to complete background checks and pass checks of the Child Protection Registry as required by 14 *Del. C.* § 511(p).

Section 5.05. Voting Rights. Each director shall have one vote.

Section 5.06. Liability. No director shall be personally liable for the debts, liabilities or obligations of the Corporation.

Section 5.07. Election. The initial directors of the Corporation shall be selected by the Incorporator pursuant to a written action. Thereafter, at the First Annual Meeting, the Parent Directors shall be elected by Parent Members and the Teacher Directors shall be elected by Teacher Members, in accordance with the provisions these bylaws.

Section 5.08. Term. The initial directors of the Corporation shall serve until the First Annual Meeting. After such initial terms, directors shall be divided into two classes (Class A and Class B). The directors shall be allocated by the Board among the Classes so that each Class contains as close to one-half of the total number of directors as is mathematically possible, and any directors who are Parent Directors or Teacher Directors shall, taken as a group, be allocated among the three classes of directors so that each Class will, to the extent mathematically

possible, have an equal number of Parent or Teacher Directors. The Class A directors shall serve an initial term of one year, and terms of two years thereafter. The Class B directors shall serve terms of two years beginning with their initial terms. Directors' terms shall expire upon adjournment of the annual meeting of the Members in the year the directors' terms shall expire. No director may serve more than two consecutive terms, except for the initial directors of the Corporation, who may serve two terms subsequent to their initial term.

Section 5.09. Chair of the Board. The Board shall elect, at its first annual meeting, a Chair of the Board (the "Chair") who shall be a director and who shall hold office until the first meeting of the Board following the next annual meeting of the Members and until his or her successor is elected and qualified or until his or her earlier resignation or removal by act of the Board. The Chair shall preside at meetings of the Members of the Corporation and of the Board. In the absence of the Chair, a Vice-Chair shall preside at meetings of the members of the Board. Multiple persons may serve as Chair of the Board, in such event they shall each be referred to as "Co-Chairs."

Section 5.10. Vacancies. The directors may, in their discretion, fill any vacancy by an affirmative vote of 3/4 of the directors then serving; provided, however, that any vacancy with respect to a Parent Director position on the Board must be filled by a parent or legal guardian of a student enrolled in the School and any Teacher Director position on the Board must be filled by a teacher at the School.

Section 5.11. Removal. A director may be removed from the Board, with or without cause, by an affirmative vote of 3/4 of all directors.

Section 5.12. Compensation. Directors shall serve without compensation, provided, however, the Board may, in its discretion, pay the reasonable expenses incurred by directors in connection with their service as directors.

Section 5.13. Resignations. Any director may resign from a committee of the Board, an office of the Board, or the Board itself by giving written notice to the Chair or the Secretary. Any such resignation shall take effect on the date of receipt of such notice or at any later time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective.

ARTICLE VI – MEETINGS OF THE BOARD OF DIRECTORS

Section 6.01. Compliance with the provisions of the Freedom of Information Act. The Board shall conduct its meetings as if it were a “public body” as defined in 29 *Del. C.* § 10002(a) and according to the requirements of Chapter 100 of said Title 29 (the “Delaware Freedom of Information Act”).

Section 6.02. Quorum. A quorum for the transaction of business at any meeting of the Board shall consist of a majority of the directors then serving on the Board.

Section 6.03. Meetings. The Board shall meet annually on a date to be determined by the Board. Officers shall be elected at this meeting and shall take office following the adjournment of this annual meeting. Any number of additional meetings may be held as called by the Chair or by the affirmative vote of a majority of the directors then in office.

Section 6.04. Notice of Meeting. Notice of any meeting of the Board which is subject to the requirements of the Delaware Freedom of Information Act shall be provided as required by the Delaware Freedom of Information Act, including as to the content, form, and timing of the notice. Notice of any such meeting shall also be delivered to the directors by e-mail, facsimile,

or United States Mail as the Board may direct. Any director may waive notice, and shall be deemed to have waived notice if he or she attends a meeting for any purpose other than to protest the validity of the notice thereof.

Section 6.05. Act of the Board. An act of the majority of directors present and voting at a duly called meeting shall be the act of the Board, except as may otherwise be provided elsewhere by these bylaws.

Section 6.06. Action Without Formal Meeting. No action without a meeting may be taken if such action were to be regarded as the sort of action that may only be taken at a public meeting as required by the Delaware Freedom of Information Act. To the extent the Delaware Freedom of Information Act permits action closed to the public, then any such action which may be taken at a closed meeting of the Board, if any, may be taken without a meeting if written setting forth the action so taken is signed by all of the directors then in office. Any such consent or consents shall be filed with the Secretary and shall be made part of the minutes of the Board.

Section 6.07. Reliance. A member of the Board, or of any committee thereof, shall in the performance of his or her duties, be fully protected in relying in good faith upon the records of the Corporation and upon such information, opinions, reports or statements presented to the Corporation by any of its officers, or employees, or committees of the Board, or by any other person as to matters the member reasonably believes are within such other person's professional or expert competence and who has been selected with reasonable care by or on behalf of the Corporation.

ARTICLE VII – COMMITTEES OF THE BOARD

Section 7.01. Creation and Duration. The Board may appoint, or may provide for the appointment of, committees consisting of directors with such duties and powers as the Board

may, from time to time, designate and prescribe. In the absence or disqualification of any member of any committee and any alternate member in his or her place, the Board may appoint another member of the Board to act at the meeting in the place of any such absent or disqualified member. The Board may, from time to time, suspend, alter, continue or terminate any of such committees or the powers and functions thereof.

Section 7.02. Action. Unless otherwise provided in the resolution of the Board designating a committee, a majority of the members of the whole committee shall constitute a quorum unless the committee shall consist of one or two members, in which case one member shall constitute a quorum. All matters properly brought before the committee shall be determined by a majority vote of the members present.

Section 7.03. Action Without Formal Meeting. Any action that may be taken by a committee at a meeting may be taken without a meeting if all members thereof consent thereto in writing, and such writing is filed with the minutes of the proceedings of such committee; provided, however, that no such action without a meeting may be taken if such action were to be regarded as the sort of action that may only be taken at a public meeting as required as required by the Delaware Freedom of Information Act.

Section 7.04. Procedures. Each committee may determine the procedural rules for meeting and conducting its business and shall act in accordance therewith, except as otherwise provided by law. Adequate provision shall be made for notice to all members of any committee of all meetings of that committee.

ARTICLE VIII – OFFICERS

Section 8.01. Officers. The officers of the Corporation shall consist of the Chair, a Vice Chair, a Secretary, and a Treasurer, and such assistants as the Board may deem necessary. The

officers shall perform such duties as described in this Article and shall receive no compensation for these services, except as otherwise expressly noted. Only members of the Board may serve as the Chair, Vice Chair, Treasurer and Secretary. Any person may hold more than one office. Multiple people may hold the same office. The Board may, in its discretion, determine not to fill a vacant officer position.

Section 8.02. Election and Term. The officers of the Corporation shall be elected by, and serve at the pleasure of, the Board. The initial officers shall be elected for one-year terms to expire at the first annual meeting of the directors, provided that an officer appointed to fill a vacancy shall serve for the remainder of the term of his or her predecessor, and provided further that an officer shall serve until his or her successor is elected and qualified in accordance with these bylaws.

Section 8.03. Vacancies. A vacancy in any of the offices of the Corporation may be filled for the unexpired term by the Board.

Section 8.04. Chair. The Chair shall preside at all meetings of the Board and all meetings of the Members of the Corporation. The Chair shall serve as the principal executive officer of the Corporation. The Chair shall see that all orders and resolutions of the Board and the Executive Committee or other committees of the Board are carried into effect. The Chair shall also have general supervision and direction of the officers and shall see that their duties and those assigned to other directors are properly performed.

Section 8.05. Vice Chair. The Vice Chair shall have such powers and duties as may be prescribed from time to time by the Chair or by the Board. In the absence or disability of the Chair, the Vice Chair shall perform all the duties of the Chair.

Section 8.06. Secretary. The Secretary shall keep or cause to be kept a record of the proceedings of the Board, shall make service of all such notices as may be required under the provisions of these bylaws or by law, shall be custodian of the corporate records and of the corporate seal, and shall have such other powers and duties as may be prescribed from time to time by the Chair or the Board.

Section 8.07. Treasurer. The Treasurer shall be responsible for the oversight of the custody of all funds of the Corporation, shall generally supervise the accounting and bookkeeping of the Corporation, shall regularly report to the Board as to the financial condition and results of the operation of the Corporation, and shall have such other powers and duties as may be prescribed from time to time by the Chair or the Board and set forth in any policy adopted by the School and approved by the Associate Secretary of Finance and Services concerning the School's Citizen Budget Oversight Committee. The Treasurer shall also serve as the liason to the School's Citizen Budget Oversight Committee.

ARTICLE IX -- EXECUTION OF INSTRUMENTS

Section 9.01. Corporate Records. The Corporation shall keep at its registered office in Delaware or at its principal place of business wherever situated: an original or duplicate record of the proceedings of the Board; the original or a copy of the bylaws, including all amendments and alternations thereto to date; and a register giving the names and addresses of the directors. The Corporation shall also keep a complete and accurate books or records of account.

Section 9.02. Right of Inspection. Every director shall, upon written demand, have a right to examine, in person or by agent or attorney, during the usual hours for business and for any proper purpose, the books and records of account, and the records of the proceedings of the Board, and to make copies or extracts therefrom.

Section 9.03. Execution of Instruments. All checks, drafts and orders for payment of money shall be signed in the name of the Corporation and shall be signed by any one of the following officers: the Chair, the Vice Chair, the Treasurer, the Secretary or such individuals as designated by the Board. All contracts, conveyances or other instruments which have been authorized by the Board shall be executed in the name and on behalf of the Corporation, and have affixed thereto the corporate seal, by the Secretary of the Corporation or his or her delegate.

ARTICLE X – INDEMNIFICATION

Section 10.01. Right to Indemnification. The Corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative (a “proceeding”) by reason of the fact the he, or a person for whom he is the legal representative, is or was a director or officer of the Corporation or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation or of a partnership, joint venture, trust, enterprise, or nonprofit entity, including service with respect to employee benefit plans, against all liability and loss suffered and expenses (including attorneys’ fees) reasonably incurred by such person. The Corporation shall be required to indemnify a person in connection with a proceeding (or part thereof) initiated by such person only if the proceeding (or part thereof) was authorized by the Board of the Corporation.

Section 10.02. Prepayment of Expenses. The Corporation shall pay the expenses (including attorneys’ fees) incurred in defending any proceeding in advance of its final disposition, provided, however, that the payment of expenses incurred by a director or officer in advance of the final disposition of the proceeding shall be made only upon receipt of an

undertaking by the director or officer to repay all amounts advanced if it should be ultimately determined that the director or officer is not entitled to be indemnified under this Article or otherwise.

Section 10.03. Claims. If a claim for indemnification or payment of expenses under this Article is not paid in full within sixty days after a written claim therefore has been received by the Corporation, the claimant may file suit to recover the unpaid amount of such claim and, if successful in whole or in part, shall be entitled to be paid the expense of prosecuting such claim. In any such action the Corporation shall have the burden of proving that the claimant was not entitled to the requested indemnification or payment of expenses under applicable law.

Section 10.04. Nonexclusivity of Rights. The rights conferred on any person by this Article VIII shall not be exclusive of any other rights which such person may have or hereafter acquire under any statute, provision of the certificate of incorporation, these bylaws, an agreement, vote of Members or disinterested directors or otherwise.

Section 10.05. Other Indemnification. The Corporation's obligation, if any, to indemnify any person who was or is serving at its request as a director, officer, employee or agent of another corporation, partnership, joint venture, trust, enterprise or nonprofit entity shall be reduced by any amount such person may collect as indemnification from such other corporation, partnership, joint venture, trust, enterprise or nonprofit enterprise.

Section 10.06. Liability Insurance. The Corporation may purchase and maintain insurance on behalf of any person who was or is a director, officer, employee, or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity, or arising out

of his status as such, whether or not the Corporation would have the power or the obligation to indemnify him against such liability under the provisions of this Article VIII.

Section 10.07. Amendment or Repeal. Any repeal or modification of the foregoing provisions of this Article shall not adversely affect any right or protection hereunder of any person in respect of any act or omission occurring prior to the time of such repeal or modification.

ARTICLE XI – CONFLICTS OF INTEREST POLICY

Section 11.01. Purpose. The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director[director] of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 11.02. Voting and Disclosure. In order to minimize any risk of any conflict of interest concerning the Board of Directors and officers of the Corporation, all board members and officers shall refrain from voting on any issue in which they have a financial interest. In particular, Teacher Directors are precluded from voting on issues related to teacher compensation at the School. All Board members and officers must make a full disclosure annually of all organizations, together with any other relationships which, in the judgment of the director or officer, has the potential for creating a conflict of interest. Furthermore, in the event that the Board of Directors considers any matter that may have a material impact on any organization of which a director or officer serves as a director, officer or key employee or as to which a Director or officer otherwise has a material relationship, such director or officer must disclose such relationship to the Board of Directors and must refrain from voting on such matter.

Section 11.03. Board Approval. No director or officer, or any spouse, sibling, parent or child (in each case whether by birth, marriage, guardianship or legal adoption) of such director or officer or any employee or other person or entity in which a director or officer has a material financial interest, shall receive any payment or other direct benefit from the Corporation for any services rendered unless the Board of Directors, after full disclosure of the terms and conditions of such payments, approves such payments.

ARTICLE XII – MISCELLANEOUS PROVISIONS

Section 12.01. Amendment. These bylaws may be amended, suspended or repealed by the affirmative vote of 2/3 of all Members of the Corporation present in person or by proxy at a meeting at which a quorum is present in person or by proxy.

Section 12.02. Corporate Seal. The Board shall provide a corporate seal, containing the name of the Corporation, which seal shall be in the charge of the Secretary.

Section 12.03. Gifts. The Board may accept, on behalf of the Corporation, any contribution, gift, bequest or devise for the general purpose, or any special purpose, of the Corporation.

Section 12.04. Irrevocable Dedication. The Corporation is not organized, nor shall be operated for a pecuniary gain or profit. The property, assets, profits and net income of the Corporation are irrevocably dedicated to charitable, educational, and scientific purposes and no part of the profits or net income shall inure to the benefit of any director, officer, or member thereof.

Section 12.05. Dissolution. Should the Corporation cease to act and be dissolved, its property and assets then remaining shall be paid over to and become the property of a charitable organization designated by the Board, provided, however, that payment shall be made hereunder

only to such corporations, trusts, foundations, or other organizations as are organized and operated exclusively for religious and/or charitable educational or scientific purposes and are exempt from federal income tax under Section 501(a) of the Code as organizations described in Section 501(c)(3) of the Code. In the event that the above organizations shall not qualify hereunder, the amount that it would have received upon dissolution shall be paid over to one or more other qualifying organizations.

Section 12.06. Fiscal Year. The fiscal year of the Corporation shall commence on the first day of July of each year.

ADOPTED, this 20th day of December, 2011.

Appendix G



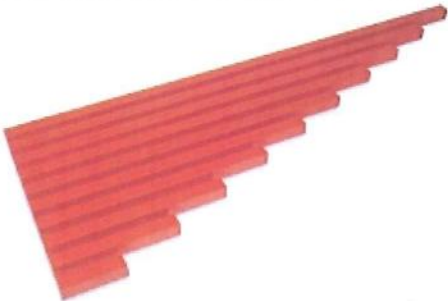
Examples of Montessori Materials

Montessori Materials - Some Examples

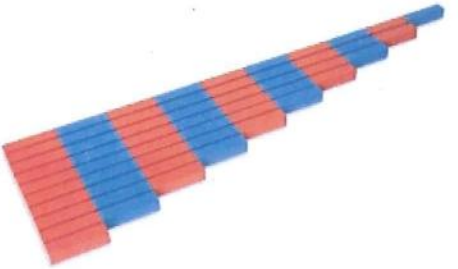

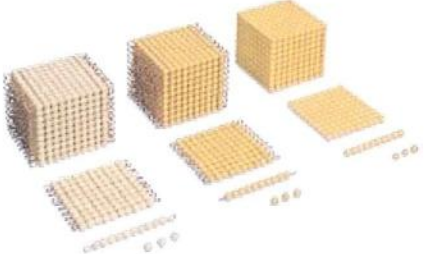
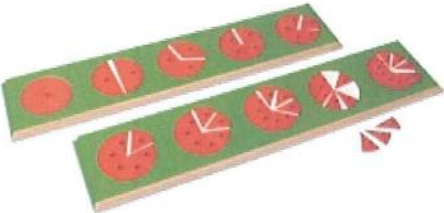
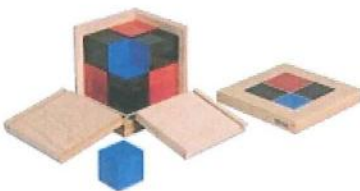
In this appendix we will show a few of the special Montessori materials with which we will equip our classrooms.

All the materials for each area- math, language arts, geometry, social studies, science and practical life - are arranged on low, open shelves so that children have free access. The children choose the materials they wish to work on from those they have been shown how to use. They return the materials to the correct shelves when they are finished.

Each material isolates one quality which helps the child focus on the dimension being studied.

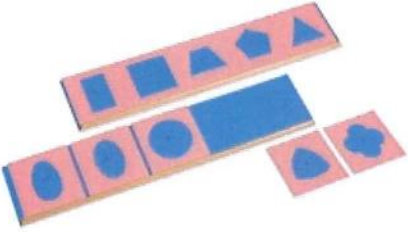



	<p>This is the Pink Tower. The smallest cube is 1 cm, the largest is 10 cm. The material is self-correcting because if a child stacking them goes wrong, he or she will find a too large piece to go on top.</p> <p>The whole numbers up to ten are intrinsic to this material and the concept of cubing.</p>
	<p>This is the Brown Stair. They are like the Pink Tower in that they are of 1 cm increasing height and widths, but they all have the same length.</p> <p>The concept of squaring is introduced, and the visual discrimination of size is reinforced.</p>
	<p>The Red Rods are a series of wooden pieces of equal height and width but varying lengths. The smallest is 10 cm and the largest is 100 cm. The concept of measurement is reinforced in particular the dimension of length.</p>

Montessori Materials - Some Examples



	<p>These are the Number Rods. They are like the Red Rods, but because they are painted in 10 cm units, they can be used to learn adding. The child can label the rods using Sandpaper Number Cards, thus learning cardinality.</p>
	<p>This is the Spindle Box. It has 45 Spindles which the child takes out and returns to the sections placing the correct number of units in each compartment. The child will realize if they make an error because there will not be enough spindles for another compartment. The child learns that a cardinal number also represents a quantity.</p>
	<p>These are the Golden Beads which come in units, bars, squares and cubes of 1, 10, 100 and 1000. Using these beads and other colored glass beads and bead chains, children have concrete representations of numbers into 4 digits. This material is used for adding, subtracting, multiplying, dividing, squaring, and cubing. The materials lead from concrete to abstract concepts in math.</p>
	<p>This metal inset material known as Fraction Circles introduces fractions from $\frac{1}{2}$ to $\frac{1}{10}$. In Kindergarten they can be used to make designs and learn about equivalence. In Elementary 1 Class they are used to carry out the 4 mathematical functions on fractions.</p>
	<p>This is the Binomial Cube, a material introduced in pre-school which is like a puzzle that fits together in a hinged box. In Elementary 1, the children are shown how it embodies the binomial formula $(a+b)^3$.</p>

Montessori Materials - Some Examples

Montessori materials are interconnected across disciplines, giving real-world contexts for learning and solidifying knowledge acquisition.

	<p>A student who has used the geometric insets which both prepare children to learn writing and teach the geometric shapes...</p>
	<p>...will find the leaf shape insets familiar.</p>
	<p>The child can then study the parts of the leaf with the Leaf Puzzle. The child can label the parts, building vocabulary and spelling, while learning about Biology. This information would be supplemented by going out into the real world to gather more leaves for observation.</p>
	<p>This Sandpaper Globe is available in the pre-school classroom. The student learns to identify Land and Water forms and to build a mental model of the Universe/Solar System.</p>

Montessori Materials - Some Examples

	<p>This leads naturally to learning the Continents with the Continent Globe.</p>
	<p>Work with the Continents includes learning about physical forms such as mountains and rivers and also biological distribution. This is an extension of the Continent Globe where the student locates animals which are native to different parts of the world.</p>

Appendix H

Letter of Intent to Participate With the Science Coalition



First State Montessori Academy

Deep Roots, New Branches

December 20, 2011

Daniel E. Cruce, Esq
Deputy Secretary and Chief of Staff
Delaware Department of Education
John G. Townsend Building
401 Federal Street
Dover, DE 19901

Dear Mr. Cruce:

First State Montessori Academy intends to enter into a Memorandum of Agreement with the Science Coalition when the school has conducted the first lottery. The Director of Education will be the contact person for the interactions with the Science Coalition. In the interim time between hiring a Director of Education and conducting the first lottery, Oliver Yeh and/or Victoria Hostin will be the contact person.

Sincerely,

Victoria Hostin
FSMA Co-Chair

Appendix I – Curriculum

Integrated Science/Social Studies K-6 Curriculum Maps (The Montessori Cultural Curriculum)

Cultural Curriculum
(Integrated Social Studies and Science)

Prepared for First State Montessori Academy (FSMA)

by

*The Center for Montessori Advancement,
Elementary Workshop, Inc.*

and

Wilmington Montessori School

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The cultural curriculum is built around several research based curriculum and standards documents including:

The National Science Teacher Standards

State of Delaware Science & Social Studies Standards

National Geography Standards

Wilmington Montessori School Cultural Curriculum

Introduction to the Cultural Curriculum Framework

The Montessori Cultural Curriculum (Integrated Science/Social Studies), requires that teachers have knowledge of “Over-Archiving Big Ideas and Thought Processes,” related to their course areas. They also need tools to assess when students demonstrate the development of the big ideas, human potentials, and thought processes as they work within various integrated projects and classroom experiences. Teachers also need a clear understanding of the knowledge goals for thinking within the various content strands of Science and Social Studies. The Montessori Cultural Curriculum Framework (Integrated Science/Social Studies) provides teachers with the goals for each of these strands at each multi-age stage of development (5-7, 7-9, and 9-12 year olds). Consistent with the goals of the Delaware Recommended Curriculum (2006), the framework is designed to support a learning environment in which students will:

- Be engaged in authentic and purposeful activities.
- Be instructed using materials appropriate to their individual and developmental needs.
- Be active participants in gathering information from a variety of sources.
- Be engaged in integrated and meaningful communication;
- Be assessed through ongoing instructional activities which require them to solve problems, gather and use resources, work collaboratively, and assume responsibility for their learning.
- Access, organize, and communicate information using modern technology.
- Experience a multicultural perspective.
- Reflect on their own development and set goals for their learning.
- Be constructive and critical members of a community of life- long learners.

Teachers use **Understanding by Design (UbD)** model of instructional planning, teachers use that framework to develop specific long-term studies connected around “enduring understandings” of the Montessori Cultural Curriculum. These are

explained on the charts that follow, and include the “unity of humans,” the “unity of all living things on earth,” and the “unity of the earth itself.” These enduring understandings align with the enduring understandings of the Delaware Science and Social Studies Content Standards. For the K-1st (ages 5-7) and the 2nd-3rd (ages 7-9) multi-age programs, the children focus on two essential questions that arise from these three enduring understandings. This creates two-year-long cycles for each two-year multi-age program integrating science and social studies content standards together under each essential question. This integration extends to the Mathematics and English Language Arts standards as children use these tools to communicate and evaluate their understandings of the world.

The first year, or cycle, is devoted to the concept of “What does it mean to be Human?” and the second year, or cycle, to “How does the World Work?” During the K-3 years, students study these questions within the context of continent studies. In other words, they explore what it means to be human and how the world works through the lens of various cultures on each continent. In the 4th-6th (ages 9-12) multi-age program, the children focus on three cycles, adding a third essential question, “What is Culture?” Children learn to use language, mathematics, scientific inquiry, and research to develop their inquiry-based studies.

The Curriculum Framework provides the teacher with the standards that must be addressed within the context of the unit developed and the projects in which the children engage. Instructional strategies are used in small group and individual lessons/projects. These include hands-on Montessori materials, the Science Coalition Kits and resources, various resources such as the National Geographic lessons, Delaware Social Studies Standards, books, and other media to meet the individual instructional needs of children. These materials are not provided to limit resources available, but to offer a starting place for the development of instructional units. Small group lessons, individual lessons, and projects provide opportunities for teachers to observe children and to evaluate their progress towards the goals for learning across each strand of the science and social studies curriculum, as well as their understanding and demonstration of the “Over-arching Big Ideas and Thought Processes.” The Frame-

Montessori Great Lessons

The Montessori Great lessons are impressionistic lessons which provide a “whole” for the integrated Social Studies & Science curriculum. These lessons are shared each year with various levels of detail according to the children’s development. Particular emphasis should be given to the parts of the story that reinforce the content standards being developed in a given year.

The First Great Lesson - Coming of the Universe and the Earth

The First Great Lesson focuses on the origins of the universe and our own planet. Using impressionistic charts and experiments directly related to the basic physical properties of matter, a foundation is made for the future study of physics, chemistry, astronomy and geology.

This lesson leads to the study of:

- Astronomy: solar system, stars, galaxies, comets, constellations
- Meteorology: wind, currents, weather, fronts, erosion, water cycle, clouds, glaciers
- Chemistry: states of matter, changes, mixtures, reactions, elements, atoms, periodic table, compounds, molecules, chemical formulas, equations, lab work, experimentation
- Physics: magnetism, electricity, gravity, energy, light, sound, heat, friction, motion, experimentation
- Geology: types of rocks, minerals, land forms, volcanoes, earthquakes, plate tectonics, ice ages, eras of the earth
- Geography: maps, globes, latitude/longitude, climates, land/water form names, continent and country research

The Second Great Lesson: Coming of Life

The Second Great Lesson involves the coming of life. This lesson revolves around the Timeline of Life, a long chart with pictures and information about microorganisms, plants, and animals that have lived (or now live) on the earth. The great diversity and interconnectedness of various organisms is emphasized.

This lesson leads to the study of:

- Biology: cells, organized groups, five kingdoms, specimens, dissection, observation, use of microscope
- Botany: study of plants, classification, functions, parts of plants (seed, fruit, leaf, stem, root, flower), types of plants
- Habitats: location, characteristics, food chains/webs, symbiosis, adaptation, ecosystems, conservation
- Ancient Life: eras of the earth, evolution, extinction, fossil records, excavation
- Animals: classification, needs, similarities/differences, human systems, nutrition, hygiene

The Third Great Lesson: Coming of Human Beings

The next Great Lesson is the Coming of Human Beings. This focuses on the three gifts that make humans special: a mind to imagine, a hand to do work, and a heart that can love. This lesson will lead children to explore the beginning of civilizations and the needs of early humans.

This lesson leads to the study of:

- History: timelines, prehistory, ancient civilizations, world history, history of specific countries and continents
- Culture: art, artists, music, composers, dance, drama, architecture, design, philosophy, religion, grace and courtesy
- Social Studies: current events, government, economics, commerce, volunteering & charity
- Discovery & Invention: scientists, inventors, scientific method, inventions, simple machines

The K-1st (ages 5-7) Cultural Curriculum (Social Studies/Science)

This document is the core of the curriculum plan for the K-1st (ages 5-7) child. This document allows teachers to plan rich interdisciplinary units to ensure that the content standards are addressed, to determine where children are on the continuum of learning, to match instruction to learning goals, and to use assessment as a tool to monitor progress.

A Day in Shayla and Sam's Montessori Life—Kindergarten and First Grade

9:40 Shayla is now very interested in making a hemisphere map. She sees that "work" is already taken, and settles back in to her writing.	Sam gets out his word study work and begins to use manipulatives to spell 3-letter short vowel words and then write them in his word study notebook.	Teachers confer briefly about what they have noted thus far in the morning.	
10:00 Shayla invites Marcus to join her and the two of them have snack. They serve themselves, chat quietly, and then get a sponge and clean up their snack spot. Shayla sees that the continent work is now available and hurries to take it from the shelf and begin work. She carefully places the puzzle piece of Africa on a green piece of paper and traces around it. She places the trace on a thick felt map and uses a perforating tool to make holes all along her pencil line very close together. When she has perforated the outline of Africa, she carefully tears it out and excitedly gets up to show Teacher 2 what she has done. She then begins work on Europe.	Sam participates in a group guided reading lesson focused on using context to aid in his decoding process. After the lesson, he goes off with a peer to "Buddy read" a familiar, repetitive text to one another, each having an opportunity to practice both listening and reading skills.	Teacher calls the first of a succession of small groups over for a leveled reading group or literature circle.	Teacher sees that Shayla has left one work out and selected another. She points this out to Shayla, who packs her writing work up and then settles into her continent map. She goes back to monitoring and supervising the classroom.
10:30 Shayla puts away the continent work, having perforated 3 of the continents and put them into her work cubby to be added to later. Her work plan consulted, she selects a "word box" from the language shelf and begins to build three-letter phonetic words with movable letters to spell the names of the objects in the box. Teacher 1 stops by her work.	Sam is prompted by Teacher 2 to do a follow-up math activity from a lesson the previous day. Sam begins to complete his 3-digit addition work with a partner.	Teacher sees Shayla's work and sits down at her mat. She goes through the objects with her and asks Shayla to close her eyes. She moves the objects around and Shayla laughs and puts them back with the words they match. Teacher asks Shayla to read the words she has spelled and then Shayla says she'll write them, too. Teacher moves on.	Teacher calls the first graders over for a lesson on making a continent booklet. They will write a fact about each continent using the resources in the classroom and will create a 7-page continent booklet.
11:00 Shayla is invited to a place value math lesson with Teacher 1. She brings her math notebook to the lesson.		Teacher 1 invites a group of children to a place value lesson involving "golden beads" and "the stamp game."	Teacher 2 monitors the classroom.

Social Studies and Science—K—1st (Ages 5-7)

Transfer Knowledge

Transfer Skills in the Integrated Social Studies/ Science curriculum, known as the Montessori Cultural curriculum, are not based on the transfer of a specific body of knowledge, but rather of several key conceptual understandings and the development of what Maria Montessori called the human potentials. These understandings and potentials transfer throughout the child's school and later life experiences.

Montessori Great Lessons tied to what it means to live in the world.	Human Potentials	Research Skills	Self-expression
<p>Unity of Human Beings: Students understand the similarities and differences of cultures across the world; that people interact with the natural world in distinct ways that produce cultural uniqueness; that people, places, and environments are integrated; that life involves producing and consuming.</p> <p>Unity of all Living Things on Earth: Students will show respect for the beauty and wonder of nature. They develop an understanding of how, through science, we learn how nature works. They understand that all people use natural resources to meet a variety of human needs.</p>	<p>Students will: Understand the role the human potentials play in both their school community and their everyday lives.</p> <p>Character – Students are trustworthy, compassionate, and demonstrate integrity.</p> <p>Leadership – Students combine vision, ethics, and courage to empower others to make a difference in the community.</p> <p>Thinking Skills – Students develop flexibility, perseverance, curiosity, imagination, inventiveness, wonder, and the ability to reflect on process and product which support lifelong and collaborative learning in order to address real life challenges.</p> <p style="text-align: right;"><i>Continued</i></p>	<p>Students will: Understand what makes a question which leads to inquiry and investigation.</p> <p>Plan investigations to address a question or problem.</p> <p>Use mathematics, reading, writing, and technology when conducting an investigation and communicating the results.</p> <p>Synthesize information from various resources and experiences to develop inquiries about the world around them.</p> <p>Determine ways to gather data and use various tools (experiments, surveys, logs, journals, etc.).</p> <p>Understand what constitutes evidence.</p> <p style="text-align: right;"><i>Continued</i></p>	<p>Students will: Discover and express ideas, feelings, beliefs and values.</p> <p>Reflect on how these ideas effect the way they interact with the world.</p> <p>Acquire the skills necessary to successfully participate in groups, which includes defining the objective, dividing responsibilities, and working cooperatively.</p> <p>Demonstrate cooperation, assertion, responsibility, empathy and self-control when communicating with others.</p> <p>Utilize and explore their own creativity.</p> <p>Learn to appreciate the aesthetic.</p> <p style="text-align: right;"><i>Continued</i></p>

Standards Embedded Across Both Years of the K-1 st (Ages 5-7) Program		
Enduring Understanding Embedded in all three studies	Essential Questions Embedded in all three studies	Standards Embedded in all Three Studies
Social Studies	Social Studies	Social Studies
<p>The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out.</p> <p>Many different types of sources exist to help us gather information about the past, such as artifacts and documents.</p> <p>Mental maps summarize differences and similarities about places.</p> <p>Mental maps change as the scale moves from local to global; we know more about our home area than more distant places; and these differences affect how we feel and behave towards places that are distant versus those that are close.</p> <p>Effective participation in groups leads to effective Democratic governments.</p>	<p>Why is <i>when</i> an event happens important?</p> <p>How can words, models, and graphics help us learn about the world?</p> <p>What does it mean to participate effectively in a group?</p> <p>Why does <i>where</i> matter?</p> <p>Why does <i>when</i> matter?</p>	<p>Students will use clocks, calendars, schedules, and written records to record or locate events in time (H.1.K-3A).</p> <p>Students will understand the nature and uses of maps, globes, and other geo-graphics. (G.1.k-3a)</p> <p>Students will use artifacts and documents to gather information about groups and their histories (H. 2.k-3A)</p> <p>Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively (C.4.K-3a)</p>
Science as Inquiry	Science as Inquiry	Science as Inquiry
<p>Scientific inquiry is a method by which humans seek to understand the natural world.</p> <p>Scientific inquiry involves asking scientifically-oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.</p> <p>In a science investigation, a fair test is one in which all of the conditions are kept constant, except the one condition being investigated.</p> <p>The purpose of accurate observations and data collection is to provide evidence. Scientists use tools to enhance their senses in order to obtain more evidence.</p> <p>Scientists use observations from investigations, and knowledge that is already known, to develop an explanation.</p> <p>The purpose of communicating with others is to share evidence and conclusions. Scientists communicate the result of their investigations to others.</p> <p>The use of mathematics, reading, writing, and technology are important in conducting scientific inquiries.</p> <p>The development of technology and advancement in science influence each other and drive each other forward.</p>	<p>What makes a question scientific?</p> <p>What constitutes evidence? When do you know you have enough evidence?</p> <p>Why is it necessary to justify and communicate an explanation?</p>	<p>Generate questions and predictions using observations and exploration about the natural world. S1.1A (K-3)</p> <p>Generate and follow simple plans using systematic observations to explore questions and predictions S1.1B(K-3)</p> <p>Collect data using observations, simple tools and equipment. Record data in tables, charts, and bar graphs. Compare data with others to examine and question results. S1.1C (K-3)</p> <p>Construct a simple explanation by analyzing observational data. Revise the explanation when given new evidence or information gained from other resources or from further investigation. S1.1D (K-3)</p> <p>Share simple plans, data, and explanations with an audience, and justify the results using the evidence from the investigation. S1.1E (K-3)</p> <p>Use mathematics, reading, writing, and technology when conducting an investigation, and communicating the results. S1.1F (K-3)</p> <p>Tools are useful in science to help gather data for observations and measurements, and provide a safe means of conducting an investigation. S.1.2B(K-3)</p> <p>People from all parts of the world practice science and make many important scientific contributions. S.1.3A(K-3)</p>

Study Two—December, January, February, March		
<p>K-1st (Ages 5-7) Study Two – Fundamental Needs</p> <p>All species, including humans have basic fundamental needs. Children distinguish wants from needs, and understand that due to scarcity, individuals, families, classrooms, must make choices in their activities and consumption of their goods and services. Science has provided ways that humans can better meet their needs. As humans use natural resources to meet their needs, they may have long term impacts on the environment and the future availability of resources. Children discover the importance of carefully using the precious resources of our earth, becoming responsible producers, consumers, and conservers.</p>	<p>2nd-3rd (Ages 7-9) Study Two – Economics of wants and fundamental needs</p> <p>Children distinguish human wants from needs, and understand that due to scarcity, individuals, families, communities, and societies as a whole, must make choices in their activities and consumption of their goods and services. People make decisions about production and consumption by considering the costs and benefits of various choices. Science has provided ways that humans can better meet their needs. As humans use natural resources to meet their needs, they may have long term impacts on the environment and the future availability of resources. Children discover the importance of carefully using the precious resources of our earth, becoming responsible producers, consumers, and conservers.</p>	<p>4th –6th (ages 9-12) Study Two Place in Time and Space - The Universe through the eyes of science and history</p> <p>Building on the concept that humans seek to place themselves in time and space, children will develop an appreciation for the earth in relationship to the universe. Humans have always sought to explore and understand our place in the universe. Combining scientific thinking and the lens of the historian, children will develop an understanding of the solar system and track the history of human discovery related to space exploration beginning with the earliest scientist and moving to man's most recent explorations.</p>
Study Three—April, May, June		
<p>K-1st (Ages 5-7) Study Three – Place in Time and Space</p> <p>Humans have always had a capacity to place themselves in time and space. Students explore the intergenerational connections of the various groups they belong to. They learn about the history and traditions of their own cultures. They gain perspective about where they are located spatially on the planet and in the universe.</p>	<p>2nd-3rd (Ages 7-9) Study Three—Place in Time and Space Geological History, Human History</p> <p>Humans have always had a capacity to place themselves in time and space. Students develop an understanding of the concept of regions, how regions and places are defined both by land forms and by human interactions and characteristics (cultures, linguistics, etc.). Students understand that they are part of a larger history of humanity and the geological history of the earth.</p>	<p>4th –6th (ages 9-12) Study Three</p> <p>In the 4th – 6th (ages 9-12) children are able to use their skills to delve more deeply into an academic study. As such, there are two focus studies in the course of a year, not three.</p>

Year One: What Does It Mean To Be Human? K-1st (Ages 5-7) Continent Study of North and South America in December to March

Study Two – Fundamental Needs - All species, including humans have basic fundamental needs. Children distinguish wants from needs and that due to scarcity, individuals, families, communities, and societies as a whole, must make choices in their activities and consumption of their goods and services. Science has provided ways that humans can better meet their needs. As humans use natural resources to meet their needs, they may have long term impacts on the environment and the future availability of resources. Children discover the importance of carefully using the precious resources of our earth, becoming responsible producers, consumers, and conservers.

Enduring Understanding in Study Two	Essential Questions in Study Two	Standards Tied to Study Two
Social Studies	Social Studies	Social Studies
<p>Maps, globes and other geographics are tools that help us understand the resources available to humans in various regions.</p> <p>A region is a concept rather than a real object on the ground, used to simplify the diversity of places.</p> <p>Because resources are scarce, societies must organize the production, distribution, and allocation of goods and services.</p> <p>Due to scarcity, individuals as producers and consumers, families, communities, and societies as a whole must make choices in their goods and services.</p>	<p>How do maps, globes, and other geographics help us to understand where groups are located and how they meet their needs?</p> <p>Why does <i>where</i> matter?</p> <p>How should people use what they have to get what they want?</p> <p>Why can't I have everything I want?</p>	<p>Students will understand the nature and uses of maps, globes, and other geo-graphics. (G.1.k-3a)</p> <p>Students will use the concepts of place and region to explain simple patterns of connections between and among places across the country and world. (G.4.K-3a Introduced in relation to the use of resources and continent study)</p> <p>Students will understand that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants. E.1AK-3)</p> <p>Students will identify human wants and the various resources and strategies which have been used to satisfy them over time. E.3A (K-3)</p>
Science	Science	Science
<p>Groups meet their fundamental needs in a variety of ways.</p> <p>The development of technology has allowed us to apply our knowledge of genetics, reproduction, development and evolution to meet human needs and wants.</p> <p>As humans seek to meet their needs, they can alter the living and non-living factors within an ecosystem, thereby creating changes to the overall system.</p> <p>People develop new materials as a response to the needs of society and pursuit of knowledge. This development may have risks and benefits to humans and the environment.</p>	<p>How do humans have an impact on the diversity and stability of ecosystems?</p> <p>What is a "responsible" use of energy? Are there alternative forms of energy that will serve our needs, or better ways of using traditional forms of energy?</p> <p>What is technology?</p> <p>How has technology helped people solve problems?</p> <p>How do humans have an impact on the diversity and stability of ecosystems as they seek to meet their needs?</p> <p>Why should people consider the risks and benefits before the production of new materials and/or the implementation of a new process?</p>	<p>People use the variety of plants and animals found throughout the world for food, clothing, and shelter (e.g., silk for clothing, wood for building shelters). S7.3A(K-3)</p> <p>The ability of an organism (People) to meet its needs for survival is dependent upon its environment. Manipulation of the environment can positively or negatively affect the well being of various organisms that live there. S6.4C (K-3)</p> <p>Humans use devices and specialized equipment to ensure safety and to improve their quality of life (e.g., goggles, glasses, hearing aids, and wheelchairs). S6.4B (K-3)</p> <p>People have invented new technologies to solve problems. S1.2A(K-3)</p>
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>

Year One: What Does It Mean To Be Human? K– 1st (Ages 5-7) Continent Study of North and South America in April, May, June

Enduring Understandings in Study Three	Essential Questions in Study Three	Standards Tied to Study Three
Social Studies	Social Studies	Social Studies
<p>Mental maps summarize differences and similarities about places. These differences and similarities lead to conflict or cooperation and the exchange of goods and ideas between people.</p> <p>A region is a concept rather than a real object on the ground, used to simplify the diversity of places.</p> <p>Regions must have boundaries to exist, yet there are advantages and disadvantages associated with any real or abstract feature used to draw a boundary.</p>	<p>To what extent do the differences between flat maps and globes affect understanding of places in the world and their relationship to each other?</p> <p>Why are there different kinds of maps? How can they be “read” to discover the nature and contents of the real world?</p> <p>Why might places differ from regions?</p> <p>How can regions be used to simplify an understanding of place diversity?</p> <p>How might differences and similarities among regions result in connections between them?</p> <p>Why is a place founded where it is? Why might these reasons change?</p>	<p>Use artifacts and documents to gather information about the past (H.2.K-3a)</p> <p>Understanding that historical accounts are constructed by drawing logical inferences from artifacts and documents (H.3.K-3a)</p> <p>Utilize clocks, calendars, schedules and written records or locate events in time (H.1.K-3a)</p> <p>Students will understand the nature and uses of maps, globes, and other geo-graphics. (G.1.k-3a)</p> <p>Students will use the concepts of place and region to explain simple patterns of connections between and among places across the country and the world. (G.4.K-3a Introduced)</p>
Science	Science	Science
<p>There are observable, predictable patterns of movement in the Sun, Earth, and Moon system that account for day/night.</p> <p>Technology expands our knowledge of the Earth, Moon, and Sun System.</p>	<p>How have past scientific contributions influenced current scientific understanding of the world?</p> <p>What do we mean in science when we say that we stand on the shoulders of giants?</p> <p>What predictable, observable patterns occur as a result of the interaction between the Earth, Moon, and Sun?</p> <p>How has technology expanded our knowledge of the Earth, Moon, and Sun System?</p>	<p>The shape of the Earth is similar to a sphere. S4.1A (K-3)</p> <p>From Earth many objects may be seen in the sky including the Sun, the Moon, stars, and man-made objects. S4.1B (K-3)</p> <p>The Sun and Moon appear to move slowly across the sky. S4.1C (K-3)</p> <p>The pattern of day and night repeats every 24 hours. The Sun can only be seen in the daytime. S4.1AD (K-3)</p> <p>The Moon can be observed sometimes at night and sometimes during the day. S4.1E (K-3)</p> <p>The appearance of the Moon changes in a cycle that takes about a month. S4.1F (K-3)</p> <p>Binoculars and telescopes allow people to observe objects in the sky from Earth. S.4.3A(K-3)</p> <p>Technology expands the range of human senses. S6.4A (K-3)</p>

Instructional Strategies and Performance Projects/Assessments Year One K– 1st (Ages 5-7) - What Does it Mean to Be Human?

- ◇ Use simple models to demonstrate how Earth's rotation causes day and night.

Science Kits

As related to the UBD Units, teachers will utilize the following science kits to address the science standards across the two year cycle of the 5-7 program.

- Trees—Exploring how trees are alive and different from non-living things, their basic needs, and functions of structures.
- Five Senses—Using the five senses to observe and describe the world
- Wood and Paper—Examining the properties of wood and paper
- Weather and Me—Weather patterns and their influence on living things
- Solids and Liquids—Comparing/Testing the Properties of Solids and Liquids
- Organisms—Requirements for living things to survive in their habitats

Delaware Recommended Curriculum units that might be used in the studies.

Participating in a Group ([Word](#)) ([PDF](#)) *December 15, 2009*

Schedules ([Word](#)) ([PDF](#))

Thinking About Maps and Globes ([Word](#))

Classroom projects leading to the performance assessments as listed below:

- Using a world migration map, identify migration patterns around the world determining Americas roots, while tracking students' family migration path to the US or within the US
- Compare/contrast the migration paths of student's families to the migration patterns on the world map.
- Through a family interview, identify reasons ancestors migrated to the U.S. and traditions they brought with them to their new home/country.
- Photojournalism project – students will photograph people and places that represent cultural markers in our community.
- Create a dramatic enactment depicting the migratory path of a selected species
- Create a recycling and composting program for the classroom
- Create a structured market place wherein students will buy and sell chosen materials with all profits donated to a charity to be determined by the group's consensus

Resources

Montessori Albums—Resources obtained through MACTE approved Montessori training courses

<http://missbarbara.net/> - Web sites related to each area of the Montessori Great Lessons and the Delaware Content Standards.

<http://www.thinkfinity.org/>

<http://education.nationalgeographic.com/education/>

<http://sciencenetlinks.com/>

<http://www.econedlink.org/>

<http://historyexplorer.americanhistory.si.edu/>

www.nsta.org

<http://www.loc.gov/index.html>

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Study Two—December, January, February, March

<p style="text-align: center;">K-1st (Ages 5-7) Earth Systems and Human Interactions Weather/Soils</p> <p>Children discover that the flow of energy drives processes of change and all biological, chemical, physical and geological systems. Earth's dynamic systems are made up of the solid earth (geosphere), the oceans, lakes, rivers, glaciers and ice sheets (hydrosphere), the atmosphere, and organisms. Interactions and changes in these spheres have resulted in ongoing changes to the system. These changes also impact human groups and their survival. Some of the changes can be measured on a human time scale, but others occur so slowly that they must be inferred from geological evidence.</p>	<p style="text-align: center;">2nd-3rd (Ages 7-9) Producing and Consuming</p> <p>All people engage in making and using things. Children recognize the value and dignity of work. They learn that human economic systems serve to provide a method for people to distribute goods and services to meet their wants and needs. They understand that due to scarcity, individuals, families, and communities and societies as a whole must make choices in their activities and consumption of their goods and services. Life for all of us involves producing and consuming. Knowledge of materials and their properties helps man to match materials to products for consumption.</p>	<p style="text-align: center;">4th –6th (ages 9-12) Producing and Consuming</p> <p>Production and consumption occurs as a human interaction among humans and as a natural interaction in ecosystems. All people engage in making and using things. Children learn the various ways that different cultures produce goods, what they value for production, how they structure economic systems that support production and consumption, and how cultures use the regional resources and trade globally to meet various needs of different societies. They understand that due to scarcity, communities and societies must make choices in their activities and consumption of goods and services. Various aspects of science contribute to decisions about production and consumption. The ecosystem is dependent on the concept of producers and consumers. When man utilizes the natural resources around him, he may impact the balance of the ecosystem impacting his long-term ability to meet man's needs. The production and consumption of energy impacts the ability of a society to produce goods and services to meet their needs. Knowledge of materials and their properties helps man to match materials to products.</p>
<p style="text-align: center;">K-1st (Ages 5-7) The Flow of Energy and Human Needs</p> <p>Children discover that the flow of energy drives processes of change and all biological, chemical, physical and geological systems. In this study, children understand that energy takes many forms. People use energy to do work. There are various sources of energy that people can harness to use. Some are renewable sources and others will be depleted at some point. People also seek to understand materials and their properties. The transfer of energy can change materials into different forms (water, ice, steam). Different materials are best suited to various uses by man because of their properties.</p>	<p style="text-align: center;">2nd-3rd (Ages 7-9) Earth's Energy and Geological Systems</p> <p>Children discover that the flow of energy drives processes of change and all biological, chemical, physical and geological systems. Earth's dynamic systems are made up of the solid earth (geosphere), the oceans, lakes, rivers, glaciers and ice sheets (hydrosphere), the atmosphere, and organisms. Interactions and changes in these spheres have resulted in ongoing changes to the system. Some of the changes can be measured on a human time scale, but others occur so slowly that they must be inferred from geological evidence. These changes also impact human groups and the energy and mineral resources in various regions available to humans to meet their needs.</p>	<p style="text-align: center;">4th –6th (ages 9-12) Study Three</p> <p>In the 4th – 6th (ages 9-12) children are able to use their skills to delve more deeply into an academic study. As such, there are two focus studies in the course of a year not three.</p>

Year Two: How Does the World Work? K-1st (Ages 5-7) Continent Study – Africa and Australia: December, January, February, March

Study Two: Earth Systems and Human Interactions – Weather/Soils

Children discover that the flow of energy drives processes of change and all biological, chemical, physical and geological systems. Earth's dynamic systems are made up of the solid earth (geosphere), the oceans, lakes, rivers, glaciers and ice sheets (hydrosphere), the atmosphere, and organisms. Interactions and changes in these spheres have resulted in ongoing changes to the system. These changes also impact human groups and their survival. Some of the changes can be measured on a human time scale, but others occur so slowly, that they must be inferred from Geological evidence.

Enduring Understanding in Study Two	Essential Questions in Study Two	Standards Tied to Study Two
Social Studies	Social Studies	Social Studies
<p>The ways mapped patterns are analyzed and used help solve societal problems. (apply to weather)</p> <p>The human response to the characteristics of a physical environment comes with consequences for both the human culture and the physical environment.</p>	<p>Why are there different types of maps? How can they be "read" to discover the nature and contents of the real world? (apply to weather and soils)</p> <p>To what extent do differences between flat maps and globes affect understanding of places in the world and their relationship to each other? (apply to weather and soils)</p> <p>To what extent do differences in climate and landforms across the earth affect how and where people live?</p>	<p>Students will understand the nature and uses of maps, globes, and other geographics.</p> <p>Students will distinguish different types of climate and landforms and explain why they occur G2A(K-3)</p>
Science	Science	Science
Earth's Systems	Earth's Systems	Earth's Systems
<p>Earth's components form systems. These systems continually interact at different rates of time, affecting the Earth locally and globally.</p> <p>Technology enables us to better understand Earth's systems. It also allows us to analyze the impact of human activities on Earth's systems and the impact of Earth's systems on human activity.</p> <p>Earth's systems can be broken down into individual components which have observable measurable properties.</p>	<p>How do changes in one part of the Earth system affect other parts of the system?</p> <p>In what ways can Earth processes be explained as interactions among spheres?</p> <p>How does technology extend human senses and understanding?</p> <p>How does understanding the properties of Earth materials and the physical laws that govern their behavior lead to prediction of Earth events?</p>	<p>Weather influences plants, animals and human activity. S5.2A (K-3)</p> <p>People who work or play outdoors often dress and base their activities on the speed of the wind and the temperature of the air. S5.2B (K-3)</p> <p>Water from rain, lakes, and underground is needed by plants, animals and people for their everyday activities. S5.2C (K-3).</p> <p>Clouds are shaped by winds and are made of small water droplets or ice crystals. Cloud shapes can be used to help forecast weather. S5.2D (K-3)</p> <p>Weather can be observed, measured and described through the use of simple tools such as a thermometer, rain gauge and wind vane. S5.3B (K-3)</p> <p>Components of Earth's system include minerals, rocks, soil, water and air. These materials can be observed, sorted and/or classified based on their physical properties. S5.1A (K-3)</p> <p>Water can exist as a solid, liquid or gas and in different forms such as rain, snow and ice. S5.1B (K-3)</p> <p>Sand, clay and humus have distinct physical properties and are components of soils. S5.1C (K-3)</p> <p>A soil's composition varies from environment to environment. S5.1D (K-3)</p>

Instructional Strategies and Performance Projects/Assessments
Year Two K- 1st (Ages 5-7) - How Does the World Work?

Montessori Great Lessons

The Montessori Great lessons are impressionistic lessons which provide a “whole” for the three studies of *What Does it Mean to Be Human?* These lessons are shared each year with various levels of detail according to the children’s development. Particular emphasis should be given to the parts of the story that reinforce the content standards being developed in the K-1st (Ages 5-7) study of *What Does it Mean to Be Human*. The same lessons will be shared in the 2nd—3rd (Ages 7-9) program expanding on concepts introduced at the K-1st (Ages 5-7) level. (See page 5 for full details of Montessori Great Lessons)

First Great Lesson - Coming of the Universe and the Earth

The Second Great Lesson: Coming of Life

The Third Great Lesson: Coming of Human Beings

The Fourth Great Lesson: The Story of Language

The Fifth Great Lesson: The Story of Numbers

Continent studies

Montessori classrooms focus on a study of each continent and the various cultures and geography of those continents as children discover what it means to be human, how geography impacts the way cultures meet their human needs, and how the various cultures interact. While presented separately in this document, the concepts of what it means to be human and the Delaware Content Standards are closely interwoven throughout the year through the continent studies. These Integrated units developed through the **Understanding by Design (UbD) process** (see page 30). Possible instructional materials and strategies teachers may use are listed below.

Montessori lessons and materials related to:

Living things: Botany and Zoology

- Life cycle of plants and animals
- Parts of a plant/animal.
- Classifying
- Comparing and contrasting the needs
- Fundamental needs of living things

My connection to the natural world: Science kits on Organisms and/or Solids and liquids:

- Ecology
- Botany
- Zoology
- Biomes
- Geography

Human needs and habits:

- Fundamental needs of humans lessons and activities
- Ecology
- Food chains/Ecosystem
- Nutrition

Instructional Strategies and Performance Projects/Assessments Year Two K– 1st (Ages 5-7) - How Does the World Work?

- Solids and Liquids-Comparing/Testing the Properties of Solids and Liquids

Organisms-Requirements for living things to survive in their habitats

Delaware Recommended Curriculum units that might be used in the studies.

Participating in a Group ([Word](#)) ([PDF](#)) *December 15, 2009*

Schedules ([Word](#)) ([PDF](#))

Thinking About Maps and Globes ([Word](#))

Classroom projects leading to the performance assessments as listed below: Through reflective journals, oral responses, and illustrations students will:

- Describe the life cycles of common plants and animals.
- Identify what living things need to survive, comparing and contrasting by comparing and contrasting the differences between living and non-living.
- Design an experiment demonstrating the fundamental needs of a plant or animal.
- Observe and journalize a plant or animal throughout a life cycle.
- Create a model of a life cycle
- Science experiments
- Trace, color and label countries using continent puzzle maps
- Trace continent puzzle map, use World Atlas (with guidance) to identify, color and label the biomes of the continent of study
- Create 3-D representation of a selected biome
- Through reflective journals, oral responses, and illustrations students will compare and contrast the differences of basic needs between humans and other life forms.
- Create a recycling and composting program for the classroom
- Create a miniature habitat
- Create a 3-D representation of a life cycle

Resources

Montessori Albums—Resources obtained through MACTE approved Montessori training courses

<http://missbarbara.net/> - Web sites related to each area of the Montessori Great Lessons and the Delaware Content Standards.

<http://www.thinkfinity.org/>

<http://education.nationalgeographic.com/education/>

<http://sciencenetlinks.com/>

<http://www.econedlink.org/>

<http://historyexplorer.americanhistory.si.edu/>

www.nsta.org

<http://www.loc.gov/index.html>

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The 2nd-3rd (ages7-9) Cultural Curriculum (Social Studies/Science)

This document is the core of the curriculum plan for the 2nd-3rd (ages7-9) child. This document allows teachers to plan rich interdisciplinary units to ensure that the content standards are addressed, to determine where children are on the continuum of learning, to match instruction to learning goals, and to use assessment as a tool to monitor progress

A Day in Jessie and Jarod's Montessori Life—Second & Third Grade

9:45	Jarod consults his work plan and decides to work on botany work. He illustrates and labels the parts of a flower as follow-up to a lesson he had the day before. He has sample flowers and charts for reference. His understanding of the parts of the flower will be background knowledge for the next lesson where he uses this information to describe the life cycle of the plant	Jessie continues to complete her division work with a partner.	Teachers 1 and 2 confer briefly about what they have noted thus far in the morning	
10:15			Teacher 1 calls a small group over for a guided reading group. At the end of the lesson she releases the students to practice their reading fluency with a partner. She strategically moves between the pairs, listening and noting their fluency progress.	Teacher 2 checks work completed by the children thus far in the morning, and is available for help, guidance, and intercession if necessary. S/he stops by Jarod's work space and interviews him about the parts of the flower and what each does then makes note of this on Jarod's record sheet.
10:30	Jarod chooses a prefix game that he completes with a partner from his word study group, writing down the new words he has created throughout the game.	Jessie goes to a small group guided reading lesson focused on reading fluency. After the lesson, she goes off with a peer to practice re-reading a story aloud with proper intonation and inflection.		
10:45	Jarod revises and edits his readers' response notebook entry in preparation for a lesson he has in the afternoon for literature circle.	Jessie participates in a brief, small group lesson with Teacher 2 that includes direct, systematic, multisensory instruction on syllables.	Teacher 1 checks work completed by the children thus far in the morning, and is available for help, guidance, and intercession if necessary.	Teacher 2 gives a brief, small group lesson to children who are struggling to acquire reading
11:00	Jarod attends a whole group Writers' Workshop mini lesson focused on sentence fluency. He then takes his writing folder and continues to write a story that he previously started	Jessie attends a whole group Writers' Workshop mini lesson about sentence fluency. She then goes with Teacher 1 and a small group of students for targeted support with sentence combining.	After the whole group Writers' Workshop mini lesson about sentence fluency, Teacher 1 takes a small group of three students and follows up with targeted support about sentence combining.	Teacher 2 gives a whole group Writers' Workshop mini-lesson focusing on sentence fluency. She then walks around among the remaining students and holds individual writing conferences with some of them.
11:45	The class goes outside for recess		Teacher 1 has a break.	Teacher 2 accompanies the class to recess.

Social Studies and Science—2nd—3rd (Ages 7-9)

Transfer Knowledge

Transfer Skills in the Integrated Social Studies/ Science curriculum known as the Montessori Cultural curriculum are not based on the transfer of a specific body of knowledge but rather of several key conceptual understandings and the development of what Maria Montessori called the human potentials. These understandings and potentials transfer throughout the child's school and later life experiences.

Montessori Great Lessons tied to what it means to live in the world.	Human Potentials	Research Skills	Self-expression
<p>Unity of Human Beings Students understand the similarities and differences of cultures across the world; that people interact with the natural world in distinct ways that produce cultural uniqueness; that people, places, and environments are integrated; that life involves producing and consuming.</p> <p>Unity of all Living Things on Earth Students will show respect for the beauty and wonder of nature. They develop an understanding of how, through science, we learn how nature works. They understand that all people use natural resources to meet a variety of human needs.</p> <p style="text-align: right;"><i>Continued</i></p>	<p>Students will: Understand the role the human potentials play in both their school community and their everyday lives</p> <p>Character – Students are trustworthy, compassionate, and demonstrate integrity.</p> <p>Leadership – Students combine vision, ethics, and courage to empower others to make a difference in the community.</p> <p>Thinking Skills – Students develop flexibility, perseverance, curiosity, imagination, inventiveness, wonder, and reflections on process and product supporting lifelong and collaborative learning in order to address real life challenges.</p> <p style="text-align: right;"><i>Continued</i></p>	<p>Students will: Understand what makes a question which leads to inquiry and investigation.</p> <p>Plan investigations to address a question or problem.</p> <p>Use mathematics, reading, writing, and technology when conducting an investigation and communicating the results.</p> <p>Synthesize information from various resources and experiences to develop inquiries about the world around them.</p> <p>Determine ways to gather data and use various tools (experiments, surveys, logs, journals, etc.).</p> <p>Understand what constitutes evidence.</p> <p style="text-align: right;"><i>Continued</i></p>	<p>Students will: Discover and express ideas, feelings, beliefs and values.</p> <p>Reflect on how these ideas effect the way they interact with the world.</p> <p>Acquire the skills necessary to successfully participate in groups, which includes defining the objective, dividing responsibilities, and working cooperatively.</p> <p>Demonstrate cooperation, assertion, responsibility, empathy and self-control when communicating with others.</p> <p>Utilize and explore their own creativity.</p> <p>Learn to appreciate the aesthetic.</p> <p style="text-align: right;"><i>Continued</i></p>

Standards Embedded Across Both Years of the 2nd-3rd (Ages 7-9) Program

Enduring Understanding Embedded in all three studies	Essential Questions Embedded in all three studies	Standards Embedded in all Three Studies
Social Studies The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Mental maps summarize differences and similarities about places. Mental maps change as the scale moves from local to global; we know more about our home area than more distant places; and these differences affect how we feel and behave towards places that are distant versus those that are close. Effective participation in groups leads to effective Democratic governments.	Social Studies Why is <i>when</i> an event happens important? How can words, models, and graphics help us learn about the world? What does it mean to participate effectively in a group? Why does <i>where</i> matter? Why does <i>when</i> matter?	Social Studies Students will use clocks, calendars, schedules, and written records to record or locate events in time (H.1.K-3A). Students will understand the nature and uses of maps, globes, and other geo-graphics. (G.1.k-3a) Students will use artifacts and documents to gather information about groups and their histories (H. 2.k-3A) Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively (C.4.K-3a)
Science as Inquiry Scientific inquiry is a method by which humans seek to understand the natural world. Scientific inquiry involves asking scientifically-oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation. In a science investigation, a fair test is one in which all of the conditions are kept constant except the one condition being investigated. The purpose of accurate observations and data collection is to provide evidence. Scientists use tools to enhance their senses in order to obtain more evidence. Scientists use observations from investigations and knowledge that is already known to develop an explanation. The purpose of communicating with others is to share evidence and conclusions. Scientists communicate the results of their investigations to others. The use of mathematics, reading, writing, and technology are important in conducting scientific inquiries. The development of technology and advancement in science influence each other and drive each other forward.	Science as Inquiry What makes a question scientific? What constitutes evidence? When do you know you have enough evidence? Why is it necessary to justify and communicate an explanation?	Science as Inquiry Generate questions and predictions using observations and exploration about the natural world. S1.1A (K-3) Generate and follow simple plans using systematic observations to explore questions and predictions S1.1B(K-3) Collect data using observations, simple tools and equipment. Record data in tables, charts, and bar graphs. Compare data with others to examine and question results. S1.1C (K-3) Construct a simple explanation by analyzing observational data. Revise the explanation when given new evidence or information gained from other resources or from further investigation. S1.1D (K-3) Share simple plans, data, and explanations with an audience and justify the results using the evidence from the investigation. S1.1E (K-3) Use mathematics, reading, writing, and technology when conducting an investigation and communicating the results. S1.1F (K-3) Tools are useful in science to help gather data for observations and measurements and provide a safe means of conducting an investigation. S1.2B(K-3) People from all parts of the world practice science and make many important scientific contributions. S.1.3A(K-3)

Study Two—December, January, February, March

K-1st (Ages 5-7) Fundamental Needs	2nd-3rd (Ages 7-9) Economics of wants and fundamental needs	4th –6th (ages 9-12) Place in Time and Space - The Universe through the eyes of science and history
<p>All species, including humans have basic fundamental needs. Children distinguish wants from needs and that due to scarcity, individuals, families, communities, and societies as a whole, must make choices in their activities and consumption of their goods and services. Science has provided ways that humans can better meet their needs. As humans use natural resources to meet their needs, they may have long term impacts on the environment and the future availability of resources. Children discover the importance of carefully using the precious resources of our earth, becoming responsible producers, consumers, and conservers.</p>	<p>Children distinguish human wants from needs and that due to scarcity, individuals, families, communities, and societies as a whole, must make choices in their activities and consumption of their goods and services. People make decisions about production and consumption considering costs and benefits for various choices. Science has provided ways that humans can better meet their needs. As humans use natural resources to meet their needs, they may have long term impacts on the environment and the future availability of resources. Children discover the importance of carefully using the precious resources of our earth, becoming responsible producers, consumers, and conservers.</p>	<p>Building on the concept that humans seek to place themselves in time and space, children will develop an appreciation for the earth in relationship to the universe. Humans have always sought to explore and understand our place in the universe. Combining scientific thinking and the lens of the historian, children will develop an understanding of the solar system and track the history of human discovery related to space exploration beginning with the earliest scientist and moving to man's most recent explorations.</p>

Study Three — April, May, June

K-1st (Ages 5-7) Place in Time and Space	2nd-3rd (Ages 7-9) Place in Time and Space – Geological History, Human History	4th –6th (ages 9-12)
<p>Humans have always had a capacity to place themselves in time and space. Students explore the intergenerational connections of the various groups they belong to. They learn about the history and traditions of their own cultures. They gain perspective about where they are located spatially on the planet and in the universe.</p>	<p>Humans have always had a capacity to place themselves in time and space. Students develop an understanding of the concept of regions, how regions and places are defined both by land forms and by human interactions and characteristics (cultures, linguistics, etc.). Students understand that they are part of a larger history of humanity and the geological history of the earth.</p>	<p>In the 4th – 6th (ages 9-12) children are able to use their skills to delve more deeply into an academic study. As such, there are two focus studies in the course of a year not three.</p>

Year One: What Does It Mean To Be Human? 2nd-3rd (Ages 7-9) Continent Study of Europe & Antarctica in September, October, November
Study One: Responsibility to Group Membership/ Diversity and Continuity of Living Things

Enduring Understanding for Study One	Essential Questions for Study One	Standards Tied to Study 1
Social Studies	Social Studies	Social Studies
<p>The principles and ideals underlying the American Democracy are designed to promote the freedom of the American people.</p> <p>Effective citizens are committed to protecting rights for themselves, other citizens, and future generations, by upholding their civic responsibilities and are aware of the potential consequences of inaction.</p> <p>Distinctions between a citizen's rights, responsibilities, and privileges help to define the requirements and limits of personal freedom.</p> <p>Effective citizens can research issues, form reasoned opinions, support their positions, and engage in the political process.</p>	<p>Why is authority needed? What are the obligations of authority?</p> <p>Why is respect for authority conditional?</p> <p>What is the nature of a privilege? What do you have to do to earn or lose a privilege?</p> <p>What is the relationship between my rights and my responsibilities?</p> <p>Is working in a group better than working alone?</p> <p>How should an elected official represent the interests of the people?</p> <p>Should groups choose to make decisions democratically when it would be easier if one person made all the decisions and assignments?</p> <p>For whom should I vote? Why? What is most important to me when I make this decision?</p>	<p>Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States. C2A – K-3</p> <p>Students will understand that American citizens have distinct responsibilities (such as voting), rights (such as free speech and freedom of religion), and privileges (such as driving). C3AK-3</p> <p>Students will understand leaders are sometimes chosen by election, and that elected officials are expected to represent the interests of the people who elected them C.1.K-3a</p> <p>Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively. C4AK-3I</p>
Science	Science	Science
<p>Diversity and Continuity of Living Things</p> <p>Organisms reproduce, develop, have predictable life cycles, and pass on heritable traits to their offspring.</p> <p>The diversity and changing of life forms over many generations is the result of natural selection, in which organisms with advantageous traits survive, reproduce, and pass those traits to offspring.</p> <p>The development of technology has allowed us to apply our knowledge of genetics, reproduction, development and evolution to meet human needs and wants.</p>	<p>Diversity and Continuity of Living Things</p> <p>Why do offspring resemble their parents?</p> <p>How are organisms of the same kind different from each other? How does this help them reproduce and survive?</p> <p>How does the understanding and manipulation of genetics, reproduction, development and evolution affect the quality of human life?</p>	<p>Diversity and Continuity of Living Things</p> <p>The Earth's present day species evolved from earlier, distinctly different species. S7.2A (6-8) Introduced</p> <p>Extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient to allow its survival. Most of the species that have lived on Earth no longer exist. S7.2D (6-8) Introduced</p> <p>The offspring of some plants and animals resemble the parents (i.e., a tree seedling resembles a mature tree). S7.1A (K-3)</p> <p>The offspring of some plants and animals do not resemble the parents. Similarities between parents and their offspring become more apparent as their life cycle continues (i.e., caterpillars become butterflies). S7.1B (K-3)</p> <p>All plants and animals go through a life cycle of birth, growth, development, reproduction, and death. This cycle is predictable and describable, but differs from organism to organism. S7.1C (K-3)</p> <p>Many different kinds of plants and animals live throughout the world. These plants and animals can be grouped according to the characteristics they share. S7.2A (K-3)</p>

Year One: What Does It Mean To Be Human? 2nd-3rd (Ages 7-9) Continent Study of Europe & Antarctica in April to June

Study Three: Place in Time and Space—Geological History, Human History- Humans have always had a capacity to place themselves in time and space. Students develop an understanding of the concept of regions and how regions and places are defined both by land forms and by human interactions and characteristics (cultures, languages, etc.) Students understand that they are part of a larger history of humanity and the geological history of the earth.

Enduring Understanding for Study Three	Essential Questions for Study Three	Standards Tied to Study Three
Social Studies	Social Studies	Social Studies
<p>Why are there different types of maps? How can they be “read” to discover the nature and contents of the real world?</p> <p>To what extent do differences between flat maps and globes affect understanding of places in the world and their relationship to each other?</p> <p>The human response to the characteristics of a physical environment comes with consequences for both the human culture and the physical environment.</p> <p>Places are unique associations of natural environments and human cultural modifications.</p> <p>Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place.</p> <p>A region is a concept rather than a real object on the ground, used to simplify the diversity of places.</p> <p>Regions must have boundaries to exist, yet there are advantages and disadvantages associated with any real or abstract feature used to draw a boundary.</p> <p>History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.</p> <p>The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.</p>	<p>Why does <i>where</i> matter?</p> <p>To what extent do differences in climate and landforms across the earth affect how and where people live?</p> <p>To what extent are places different in culture and activity?</p> <p>How might connections between places affect their size and complexity?</p> <p>Why might places differ from regions?</p> <p>How can regions be used to simplify an understanding of place diversity?</p> <p>How might differences and similarities among regions result in connections between them?</p> <p>Why does <i>when</i> matter?</p>	<p>Students will understand the nature and uses of maps, globes, and other geo-graphics. G1A (K-3)</p> <p>Students will distinguish different types of climate and landforms and explain why they occur. G2A(K-3)</p> <p>Students will identify types of human settlement, connections between settlements, and the types of activities found in each. G3A(K-3)</p> <p>Students will use the concepts of place and region to explain simple patterns of connections between and among places across the country and the world. G4A(K-3)</p> <p>Students will develop an understanding of the similarities between families now and in the past, including: Daily life today and in other times Cultural origins of customs and beliefs around the world H4A(k-3)</p> <p>Different kinds of communities in Delaware and the United States H4B(K-3)</p> <p>Students will develop an awareness of major events and people in United States and Delaware history. Who lives here and how did they get here? (immigrants, demographics, ethnic and religious groups) Important people in our past</p>

Instructional Strategies and Performance Projects/Assessments Year One 2nd-3rd (Ages 7-9) - What Does it Mean to Be Human?

Montessori Great Lessons

The Montessori Great lessons are impressionistic lessons which provide a “whole” for the three studies of *What Does it Mean to Be Human?* These lessons are shared each year with various levels of detail according to the children’s development. Particular emphasis should be given to the parts of the story that reinforce the content standards being developed in the K-1st (Ages 5-7) study of *What Does it Mean to Be Human*. The same lessons will be shared in the 2nd—3rd (Ages 7-9) program expanding on concepts introduced at the K-1st (Ages 5-7) level. (See page 5 for full details of Montessori Great Lessons)

First Great Lesson - Coming of the Universe and the Earth

The Second Great Lesson: Coming of Life

The Third Great Lesson: Coming of Human Beings

The Fourth Great Lesson: The Story of Language

The Fifth Great Lesson: The Story of Numbers

Continent studies

Montessori classrooms focus on a study of each continent and the various cultures and geography of those continents as children discover what it means to be human, how geography impacts the way cultures meet their human needs, and how the various cultures interact. While presented separately in this document, the concepts of what it means to be human and the Delaware Content Standards are closely interwoven throughout the year through the continent studies. These Integrated units developed through the **Understanding by Design (UdD)** process (see planning sheets page 57). Possible instructional materials and strategies teachers may use are listed below.

Montessori lessons and materials related to:

- Responsive Classroom lessons and activities to build community and teach social skills, responsibilities, rights and privileges
- Create fair classroom rules
- Timelines of Individual lives
- Set up the process to carry out a mock election within the classroom
- Working in Groups
- Fundamental needs of man and how various cultures meet these needs (food, clothing, shelter, water, communication, spirituality)
- Geography maps, globes, landform models
- Cultural traditions and celebrations
- Set up the process to carry out a mock election within the classroom
- Hands on materials developing concepts of time, quantity, linear measurement, volume, weight, and money
- Specific lessons on the earth, sun and moon:
 - ◊ Describe the shape of the Earth as being like a sphere and describe how a globe models this shape.
 - ◊ Name and identify objects that can be observed in the sky including the Sun, Moon, and stars and man-made objects such as airplanes.
 - ◊ Describe the repeating cyclic pattern of day and night and include in this description that we can see the Sun only during the daytime.
 - ◊ List objects that can be observed in the sky in the daytime and objects that can be observed in the sky at nighttime. Discuss which objects are on which lists (e.g., the Moon can be observed sometimes in the day and sometimes at night).
 - ◊ Safely observe the location of the Sun at the same time in the morning, noon, and afternoon over several days. Describe the Sun’s movement across the sky over the course of the day.
 - ◊ Observe the Moon in the day sky over several months. Draw a sequence of pictures that shows the repeating cyclic pattern of the Moon.

Year Two: How Does the World Work? 2nd-3rd (Ages 7-9) Continent Study - Asia

Children understand that humans think in various ways through their use of language, mathematics, and scientific inquiry, and research. Thinking like a scientist or a geographer, historian, or social scientist, they use methods of scientific inquiry and research tools to learn about the natural and human world around them within the context of continent studies. Each program year is comprised of three time-periods, or studies which spiral, building complexity throughout the subsequent grade levels. These studies are laid out across the curriculum by use of color coding for each study.

Study One - September, October, November

K-1st (Ages 5-7) Man's Impact on Life Cycles and Systems	2nd-3rd (Ages 7-9) Life Cycles and Systems/ Historian's perspective	4th -6th (Ages 9-12) Energy exchanges and Systems / The Historical Perspective Science
<p>The natural world works in a series of cycles and systems. Children understand that human life has a beginning, a time of growth, and an ending. They acquire a basic knowledge of the body's needs and its functions and adopt personal habits that promote wellness. Extending this concept, children learn that species within an ecosystem have unique structures that allow them to survive in that ecosystem. Children will see the cycle of life around them in nature. This understanding extends to an understanding that all organisms are all connected as a part of the larger ecosystem. Children develop an understanding that man's decisions can impact the balance of the larger ecosystems and the sustainability of resources. Beginning with their families and classrooms, children understand that people have a civic and global responsibility to use the earth's resources wisely.</p>	<p>The natural world works in a series of cycles and systems. This understanding extends to an understanding that we are all connected as a part of the larger ecosystem. This ecosystem depends on a system of consumers and producers. Species within an ecosystem have unique structures that allow them to survive in that ecosystem. As one part of the ecosystem changes, other parts will be affected. Children develop an understanding that man's decisions can impact the balance of the larger ecosystems and the sustainability of resources. The perspective of the historian can help us to understand how man has impacted the regions around them and how the resulting changes in ecosystems have impacted communities.</p>	<p>Children discover that the flow of energy drives processes of change and all biological, chemical, and physical systems. In this study children learn that energy stored in a variety of systems can be transformed into their energy forms, which influence many facets of daily life. People use a variety of resources to meet the basic energy needs of life. Some of these resources cannot be replaced and others exist in vast quantities. The structure of materials influences their physical properties, chemical reactivity, and use. The exchange of energy can change matter from one form to another making a material more suitable for a specific purpose. Many Scientists have contributed to our understanding of the biological, chemical and physical nature of energy. Historians contribute to our understanding of how these scientists worked, their culture, society's responses to their work, and the resources they had for their work.</p>

Year Two: How Does the World Work? 2nd-3rd (Ages 7-9) Continent Study - Asia in September, October, November

Study One – Life Cycles and Systems/ Historian's Perspective - The natural world works in a series of cycles and systems. This understanding extends to an understanding that we are all connected as a part of the larger ecosystem. This ecosystem depends on a system of consumers and producers. Species within an ecosystem have unique structures that allow them to survive in that ecosystem. As one part of the ecosystem changes, other parts will be affected. Children develop an understanding that man's decisions can impact the balance of the larger ecosystems and the sustainability of resources. The perspective of the historian can help us to understand how man has impacted the regions around them and how the resulting changes in ecosystems have impacted communities.

Enduring Understanding in Study One	Essential Questions in Study One	Standards Tied to Study One
Social Studies	Social Studies	Social Studies
Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. Historians select important events from the past they consider worthy of being taught to the next generation. That selection process, deciding what to emphasize, and the questions that historians ask of the documents and other evidence contributes significantly to the conclusions drawn.	What can I learn about how ecosystems have impacted communities and regions shaping the history of an area from studying artifacts and documents? What can't I learn? How are artifacts and documents used to write the story of the past and the impact that man's decisions about the use of resources have today?	Students will use artifacts and documents to gather information about the past. H2A(k-3) Students will understand that historical accounts are constructed by drawing logical inferences from artifacts and documents. H3A(k-3)
Science	Science	Science
Life Processes Living systems demonstrate the complementary nature of structure and function. All organisms transfer matter and convert energy from one form to another. Both matter and energy are necessary to build and maintain structures within the organism. Organisms respond to internal and external cues, which allow them to survive. The life processes of organisms are affected by their interactions with each other and their environment, and may be altered by human manipulation	Life Processes What do all living things need? How does structure relate to function in living systems from the cellular to the organismic level? How is matter transferred and energy transferred/transformed in living systems? How do responses to internal and external cues aid in an organism's survival? What can we do to benefit the health of humans and other organisms?	Life Processes Plants and animals are similar to and different from each other in observable structures and behavior. These characteristics distinguish them from each other and from nonliving things. S6.1A (K-3) Each plant or animal has different structures that serve different functions in growth, survival and reproduction. S6.1B(K-3) In animals the skeletal-muscular system provides structure, support and enables movement. S6.1C(K-3) In addition to basic needs for survival, living things have needs specific to the organism such as temperature range and food requirements. S6.2B (K-3) The brain receives signals from parts of the body via the senses. In response, the brain sends signals to parts of the body to influence reactions. The ability of an organism to meet its needs for survival is dependent upon its environment. Manipulation of the environment can positively or negatively affect the well being of various organisms that live there. S6.4C (K-3)

Year Two: How Does the World Work? 2nd-3rd (Ages 7-9) Continent Study of Asia in December to March

Study 2 – Producing and Consuming - All people engage in making and using things. Children recognize the value and dignity of work. They learn that human economic systems serve to provide a method for people to distribute goods and services to meet their wants and needs. They understand that due to scarcity, individuals, families, and communities and societies as a whole, must make choices in their activities and consumption of their goods and services. Life for all of us involves producing and consuming. Knowledge of materials and their properties helps man to match materials to products for consumption.

Enduring Understanding	Essential Questions	Standards Tied to Study 2
Social Studies	Social Studies	Social Studies
<p>Due to scarcity, individuals as producers and consumers, families, communities, and societies as a whole must make choices in their activities and consumption of goods and services.</p> <p>Goods, services, and resources in a market economy are allocated based on the choices of consumers and producers.</p> <p>Effective decision making requires comparing the additional costs of alternatives to the additional benefits received.</p> <p>Individuals and nations trade when all parties expect to gain.</p> <p>Market economies are dependent on the creation and use of money and a monetary system to facilitate exchange.</p> <p>Mental maps summarize differences and similarities about places. These differences and similarities lead to conflict or cooperation and the exchange of goods and ideas between peoples.</p>	<p>Why does trade create interdependence?</p> <p>Why can't I have everything I want?</p> <p>How might the use of money affect the economy?</p> <p>Why is what we use as money valuable?</p>	<p>Students will understand that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants. E1A(K-3)</p> <p>Students will apply the concept that economic choices require the balancing of costs incurred with benefits received. E1B (K-3)</p> <p>Students will understand that the exchange of goods and services around the world creates economic interdependence between people in different places. E4A (K-3)</p> <p>Students will understand how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services. E2A(K-3)</p> <p>Students will understand the nature and uses of maps, globes, and other geo-graphics. G1A(K-3)</p>
Science	Science	Science
Materials and Their Properties	Materials and Their Properties	Materials and Their Properties
<p>The structures of materials determine their properties.</p> <p>The properties of materials influence their use. Some materials are more suitable for making a particular product or device.</p> <p>People develop materials in response to the needs of society and the pursuit of knowledge. This development may have risks and benefits to humans and the environment.</p>	<p>What determines if new materials need to be developed to meet group needs?</p> <p>How do the properties of materials determine their use?</p> <p>How should people use what they have to get what they want?</p> <p>Why should people consider the risks and benefits before the production of new materials and/or the implementation of a new process?</p>	<p>Materials can be described and classified according to the following physical properties: size, shape, mass, texture, color, and material composition. Students can observe materials' physical properties by using tools that include rulers, balances, thermometers and hand lenses. S.2 K-3A</p> <p>Materials exist in one of three states – solid, liquid, or gas. Solids and liquids have easily observable properties and may change from one form to the other. S.1 K-3B</p> <p>Physical properties of materials can be changed by exposure to water, heat, light, or by cutting, mixing, and grinding. S.2 K-3C</p> <p>Many materials can be recycled and used again. S2.3A (4-5)</p> <p>The properties of materials influence their use. Some materials are more suitable for making a particular product or device. S2.4A K-3</p>

Year Two: How Does the World Work? 2nd-3rd (Ages 7-9) Continent Study of Asia in April, May, June

Study 3 - Earth's Energy and Geological Systems - Children discover that the flow of energy drives processes of change and all biological, chemical, physical and geological systems. Earth's dynamic systems are made up of the solid earth (geosphere), the oceans, lakes, rivers, glaciers and ice sheets (hydrosphere), the atmosphere, and organisms. Interactions and changes in these spheres have resulted in ongoing changes to the system. Some of the changes can be measured on a human time scale, but others occur so slowly, that they must be inferred from Geological evidence. These changes also impact human groups and the energy and mineral resources in various regions available to humans to meet their needs.

Enduring Understanding in Study Three	Essential Questions in Study Three	Standards Tied to Study Three
Science	Science	Science
<p align="center">Earth Systems</p> <p>Earth's systems can be broken down into individual components which have observable measurable properties.</p> <p>Technology enables us to better understand Earth's systems. It also allows us to analyze the impact of human activities on Earth's systems and the impact of Earth's systems on human activity.</p>	<p align="center">Earth Systems</p> <p>How does technology extend human senses and understanding?</p> <p>How does understanding the properties of Earth materials and the physical laws that govern their behavior lead to prediction of Earth events? Why is this important to people?</p>	<p align="center">Earth Systems</p> <p>Components of Earth's system include minerals, rocks, soil, water and air. These materials can be observed, sorted and/or classified based on their physical properties. S5.1A (K-3)</p> <p>Water can exist as a solid, liquid or gas and in different forms such as rain, snow and ice. S5.1B (K-3)</p> <p>Sand, clay and humus have distinct physical properties and are components of soils. S5.1C (K-3)</p> <p>Soil type can be identified by testing for grain size and composition. S5.1E (K-3)</p> <p>Rocks are natural combinations of minerals. Minerals can be classified according to their physical properties (i.e., luster, color and hardness). S5.1F (K-3)</p> <p>Earth materials can be observed and described using simple tools (e.g., hand lens and balances). S5.3A (K-3)</p> <p>Soil types vary from environment to environment. S5.1D (K-3)</p> <p>Identify rocks and minerals as natural resources and list ways that humans use these resources to meet their needs and wants.</p>

- ◊ Determining the effect of adding heat energy (warming) or removing heat energy (cooling) on the properties of water as it changes state (gas to liquid to solid, and vice versa).
- ◊ Investigating and describing what happens when an object at a higher temperature is placed in direct contact with an object at a lower temperature. Recording data and use the data to describe which way the heat energy is moving between the objects.
- ◊ Demonstrating that energy of motion can be transferred from one object to another (e.g., moving air transfers energy to make a pinwheel spin).
- ◊ Giving examples of energy transfer from one object to another.
- ◊ Simulating how bones, muscles, and joints in the human body work to transfer energy to objects, making them move.
- ◊ Investigating and describe how moving water and air can be used to make objects and machines, such as a waterwheel and windmill, move.

Science Kits –

As related to the UBD Units, teachers will utilize the following science kits to address the science standards across the two year cycle of the 7-9 program.

- Soils— Explaining how the properties of soils affect living things
- Balance & Weighing— Accounting for why objects move and balance
- Insects—The life cycle of living things
- Earth Materials—Exploring and understanding earth's materials
- Water—Acquiring evidence of how materials respond to change
- Human body—The human body - how form relates to function

Delaware Recommended Curriculum units that might be used in the studies.

Respect in Civil Society (Word)

Scarcity and Wants (Word)

Resources & Production (K-3)

Regions (K-3) (Word)

Economic Exchange (K-3) (Word)

Trading Partners (Word)

Places (K-3) (Word)

Using Maps and Globes (Word)

Classroom projects leading to the performance assessments as listed below.

- Host an Earth Fair – show and demonstrate how the Earth itself is always changing and how each aspect (plate tectonics, ring of fire, composition of the crust, rock cycle etc.) is part of a larger system working together and affected by the others.
- Observe the night sky and journal about what is observed and the changes that occur.
- Rock and mineral classification.
- Energy detectives - perform an energy evaluation at home and school
- Research project on alternative forms of energy, teaching other groups
- Measure size of trash, recycling of classroom waste, sort and classify the types of waste, plan and implement a system to reduce the amount of waste that is produced, measuring afterwards to determine the effects of the project.
- Map where common household and classroom items are made and where their resources come from, explaining Asia's role in the global economy.
- Using the classroom's field trip budget, determine what trips can be taken and if the financial "cost" is worth the educational "gain."
- Mini-Societies in which children set up a community economic system.

Sample Understanding by Design (UbD) Template: will be used by teachers to develop units that support the integration of the Montessori Curriculum across subject areas, to tie to the Common Core Standards, and to focus on the big ideas, essential questions, and transfer skills. The following was written for use in 2nd-3rd (ages 7-9) classrooms.

Title: Trash vs. Recycle, or where does it all go?

Grade: 2-3 (ages 7-9)

Topic: Producing/Consuming

Designer:

Stage 1—Desired Results

Established Goals

Cycles and Systems, Producing and Consuming

Enduring Understandings: *Students will understand that...*

Cycles follow patterns.

If a variable is changed within a system it will affect other parts of the system.

All living things require resources to satisfy their fundamental needs.

Some of these resources are finite; some are renewable, if used responsibly.

Resources come at a cost both economically and globally.

People have varying wants based on their culture and resources.

Economic systems are based on geographical and cultural factors.

Knowledge: *Students will know...*

Strategies for stretching our resources

Where trash goes and impact when we replace and throw things in the trash, recycling, compost, or reuse an item

Items have both an economic and global cost

Basic economics concepts of budgets, supply and demand, global interdependence for resources and goods

Energy Cycle

Fundamental Needs

Asia has a huge impact on our global economy

Many animals have systems for maintaining their resources (ex. Migration)

Transfer Goals

Students will become thoughtful, responsible, educated consumers of their resources both at home and in the classroom. They will understand that they are part of a larger system and their choices impact the world around them.

Essential Questions:

Where do you see different types of systems and how does a change affect the system(s).

What resources do all living things need?

Where do our resources come from and how do we make them last?

Why can't I have everything I want?

Why is what we use as money valuable?

Why does trade create interdependence?

How do I make informed choices?

Skills: *Students will be able to...*

Classifying and sorting

Chemistry behind trash, recycling (matter and energy transformed)

Mathematics: budgeting, measuring (ex. cubic feet of trash)

Geography: World maps (where do our household items come from?), Mapping migration (monarchs)

Art: Creative reuse of items we planned to throw out

Stage 2 - Assessment Evidence

Performance Tasks: *Summary in GRASPS form*

Classify and sort items we plan to dispose or reuse – what makes paper, plastic, glass, cardboard what it is?

Measure size of trash, recycling of lunch items and work time items with the goal of reducing numbers

Map where common household and classroom items are made and where their resources come from

Research cost (economically and globally) of replacing common items in Montessori classroom or home: financial replacement cost? What about global cost of replacing wood/transporting using gas etc.)? Map monarch migration

Composting project: Observing decomposition and comparing items to see how long they take to disintegrate. Create chart showing rate of decomposition over time.

Reusing items – what can we do with items we'd planned to trash? (make museum)

Economics – basic budgets – what costs money at our households/school in a given week?

Children will photograph these projects and create a museum/presentation for other classrooms and parents.

Key Criteria:

Did our classroom waste go down?

Did children report changes at home?

Did children become more creative and thoughtful in their uses of resources?

Evidence based on classroom discussions, individual journal entries, museum presentations and research results, measurement of trash over time.

Other Evidence:

Oral responses

A Day in Elizabeth & Adam's Montessori Life 4th/5th/6th Classroom (Upper Elementary)

This chart provides a picture of the child's daily experience in the Montessori classroom at each of the three program level 4th—6th (ages 9-12). This day demonstrates the integration of subject areas, the role of the teacher in small group and large group lessons, and the child's use of the work plan to support their self-directed learning.

	Elizabeth—Tier 1	Adam—Tier 2	Teacher 1	Teacher 2
8:00	Elizabeth enters the classroom where she is greeted by her teachers and checks in with some of her classmates. She reads the morning message, adding her response to the prompt. She consults her weekly plan and chooses word study as her first work choice.	Adam enters the classroom and is greeted by the teachers. A student buddy accompanies Adam to the morning message, where they share the message and write their responses to the prompt. Adam and his buddy look over their weekly work plans, deciding to work as partners on math. They get the materials needed to solve the fraction work, settle in at a work space, and using materials and journals, solve the five problems that were assigned.	Teacher 1 greets the children as they enter the classroom for the day. S/he then begins meetings with the children regarding their work choices. As needed s/he refocuses children who need assistance to stay on task.	Teacher 2 greets the children as they enter the classroom for the day. S/he then meets individually with children regarding their work choices. As needed, s/he refocuses children who need assistance to stay on task.
8:30	Elizabeth joins her class for the morning meeting.	Adam leaves his work neatly on the rug, joining the class for morning meeting. He takes his seat next to a teacher.	Teacher 1 attends morning meeting, taking a seat between two children who may need support during this time.	Teacher 2 attends the meeting. A student reads the morning message aloud. Children respond verbally, sharing their written contributions to the prompt. S/he then presents a lesson on plate tectonics and, using Montessori materials, demonstrates what the shifting of the earth can look like.
8:50	Elizabeth and several classmates go into the adjoining computer lab to look at footage of earthquakes and computer imaging of tectonic plates shifting. They record their observations and illustrate them in their science notebooks.	Adam accompanies Teacher 1 to a lesson on division of angles. He is seated preferentially next to the teacher.	Teacher 1 invites a group of six children to a lesson on division of angles. S/he has rulers, protractors, and angle rulers available for children's use during the lesson.	Teacher 1 invites a group of six children to a lesson on division of angles. S/he has rulers, protractors, and angle rulers available for children's use during the lesson.
9:20	Elizabeth checks her weekly work plan and decides to write her Reader's Response entry about <u>Hatchet</u> , the book she is currently reading in her literature circle.	Adam continues to do the follow-up assignment given at the lesson. He sits near the teacher, working with him/her guidance. As he completes the work he asks for feedback from the teacher.	Teacher 1 calls another group of mixed-age students for a math lesson on dividing fractions. S/he lays out Montessori materials, writes the problems on a whiteboard while waiting for the group to gather.	Teacher 2 calls a group of children to a rug for a literature circle.

Social Studies and Science—4th—6th (ages 9-12)

Transfer Knowledge

Transfer Skills in the Integrated Social Studies/ Science curriculum known as the Montessori Cultural curriculum are not based on the transfer of a specific body of knowledge but rather of several key conceptual understandings and the development of what Maria Montessori called the human potentials. These understandings and potentials transfer throughout the child's school and later life experiences.

Montessori Great Lessons tied to what it means to live in the world.	Human Potentials	Research Skills	Self-expression
<p>Unity of Human Beings Students understand the similarities and differences of cultures across the world; that people interact with the natural world in distinct ways that produce cultural uniqueness; that people, places, and environments are integrated; that life involves producing and consuming.</p> <p>Unity of all Living Things on Earth Students will show respect for the beauty and wonder of nature. They develop an understanding of how, through science, we learn how nature works. They understand that all people use natural resources to meet a variety of human needs.</p> <p style="text-align: right;"><i>Continued</i></p>	<p>Students will: Understand the role the human potentials play in both their school community and their everyday lives.</p> <p>Character – Students are trustworthy, compassionate, and demonstrate integrity.</p> <p>Leadership – Students combine vision, ethics, and courage to empower others to make a difference in the community.</p> <p>Thinking Skills – Students develop flexibility, perseverance, curiosity, imagination, inventiveness, wonder, and reflections on process and product supporting lifelong and collaborative learning in order to address real life challenges.</p> <p style="text-align: right;"><i>Continued</i></p>	<p>Students will: Understand what makes a question which leads to inquiry and investigation.</p> <p>Plan investigations to address a question or problem.</p> <p>Use mathematics, reading, writing, and technology when conducting an investigation and communicating the results.</p> <p>Synthesize information from various resources and experiences to develop inquiries about the world around them.</p> <p>Determine ways to gather data and use various tools (experiments, surveys, logs, journals, etc.).</p> <p>Understand what constitutes evidence.</p> <p style="text-align: right;"><i>Continued</i></p>	<p>Students will: Discover and express ideas, feelings, beliefs and values.</p> <p>Reflect on how these ideas effect the way they interact with the world.</p> <p>Acquire the skills necessary to successfully participate in groups, which includes defining the objective, dividing responsibilities, and working cooperatively.</p> <p>Demonstrate cooperation, assertion, responsibility, empathy and self-control when communicating with others.</p> <p>Utilize and explore their own creativity.</p> <p>Learn to appreciate the aesthetic.</p> <p style="text-align: right;"><i>Continued</i></p>

Standards Embedded Across All Three Years of the 4th-6th (Ages 9-12) Program

Enduring Understanding Embedded in all three studies	Essential Questions Embedded in all three studies	Standards Embedded in all Three Studies
Social Studies	Social Studies	Social Studies
<p>Mental Maps summarize the difference and similarities about places.</p> <p>Because resources are scarce, societies must organize the production, distribution, and allocation of good and services.</p> <p>The way societies make economic decisions depends on cultural values, availability and quality of resources, and the type and use of technology.</p> <p>Many sources exist to help us learn about the past. These sources must be critically analyzed and categorized as they are used</p> <p>Participating in a group requires common goals, ways to interact successfully, responsibility to the group, and leadership.</p>	<p>Why is <i>when</i> an event happens important?</p> <p>How can words, models, and graphics help us learn about the world?</p> <p>Why does <i>where</i> matter?</p> <p>Why does <i>when</i> matter?</p> <p>How does getting what you want depend on where and when you live?</p> <p>How should people use what they have to get what they want?</p> <p>Which historical sources are best? What can I learn from artifacts and documents? What can't I learn?</p> <p>What does it mean to participate effectively in a group?</p>	<p>Students will demonstrate development of mental maps of local and world regions including the characteristics of major physical features, political divisions, and human settlements. (G.1.4-5a/6-8a)</p> <p>Students will understand that meeting human wants and needs is dependent on the local and global resources available to groups of people. (E.3 4-5a/6-8a)</p> <p>Students will use primary and secondary artifacts and documents to gather information about groups, individuals, and their histories. (H.2.4-5A/4-5b)</p> <p>Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively (C.4.K-3a) This is an ongoing developing skill for children from K-6th grade.</p> <p>Students will understand that respect for others, their opinions, and their property is a foundation of civil society C2A - K-3</p>
Science as Inquiry	Science as Inquiry	Science as Inquiry
<p>Scientific inquiry is a method by which humans seek to understand the natural world.</p> <p>Fair test design supports the validity of the investigation. Sometimes it is not possible to know everything that will have an effect on the investigation or control all conditions.</p> <p>The purpose of accurate data collection is to provide evidence to compare with the prediction.</p> <p>The body of scientific knowledge grows as scientists ask questions, conduct investigations, develop explanations and compares results with what is already known.</p> <p>The purpose of communicating is to share and justify results. Scientists communicate their results to others, including the details that allow others to replicate the results.</p> <p>The use of mathematics, reading, writing, and technology are important in conducting scientific inquiries.</p>	<p>What makes a question scientific?</p> <p>What constitutes evidence? When do you know you have enough evidence?</p> <p>Why is it necessary to justify and communicate an explanation?</p>	<p>Generate focused questions and informed predictions about the natural world. SI.1A (4-5)</p> <p>Design and conduct simple to multi-step investigations in order to test predictions. Keep constant all but the condition being tested. SI.1B(4-5)</p> <p>Accurately collect data using observations, simple tools and equipment. Display and organize data in tables, charts, diagrams, and bar graphs or plots over time. Compare and question results with and from others. SI.1C (4-5)</p> <p>Construct a reasonable explanation by analyzing evidence from the data. Revise the explanation after comparing results with other sources or after further investigation. SI.1D (4-5)</p> <p>Communicate procedures, data, and explanations to a variety of audiences. Justify the results by using evidence to form an argument. SI.1E (4-5)</p> <p>Use mathematics, reading, writing, and technology when conducting an investigation and communicating the results. SI.1F (4-5)</p>

Study One Year One—The Purpose of Governments/ Scientific Advances	
Enduring Understanding for Study One	Essential Questions for Study One
Social Studies	Social Studies
<p>Governments are structured to meet the basic needs of people in a society. There are various forms of governments.</p> <p>Constitutional Democracy attempts to balance individual freedoms and the needs of society as a whole.</p> <p>The principles and ideals underlying the American Democracy are designed to promote the freedom of the American people.</p> <p>Effective citizens are committed to protecting rights for themselves, other citizens, and future generations, by upholding their civic responsibilities and are aware of the potential consequences of inaction.</p> <p>Distinctions between a citizen's rights, responsibilities, and privileges help to define the requirements and limits of personal freedom.</p> <p>Effective citizens can research issues, form reasoned opinions, support their positions, and engage in the political process.</p>	<p>What does it take to be a good citizen in a Democracy?</p> <p>What makes a good citizen? How do I know if I am a good citizen?</p> <p>What happens if enough people are not good citizens?</p> <p>Should leaders be elected?</p> <p>How should an elected official represent the interests of the people?</p> <p>Why do different levels of government have different purposes?</p> <p>Why should the responsibilities and powers of government be divided?</p> <p>How am I protected from those with authority over me?</p> <p>Why are the rights in the Bill of Rights important to American citizens?</p> <p>To what extent are the rights of American citizens limited?</p> <p>In what ways is the Bill of Rights applied in everyday life?</p> <p>What is the nature of a privilege? What do you have to do to earn or lose a privilege?</p> <p>What is the relationship between my rights and my responsibilities?</p> <p>Is working in a group better than working alone?</p> <p>How should an elected official represent the interests of the people?</p> <p>For whom should I vote? Why? What is most important to me when I make this decision?</p> <p>How do I find out what a candidate thinks about a specific issue?</p> <p>Should groups choose to make decisions democratically when it would be easier if one person made all the decisions and assignments?</p>
Social Studies Standards Tied to Study One	
<p>Students will understand that governments have a variety of structures and exist for many purposes and that in America, these are explained in the United States and State constitutions (C.1 4-5a)</p> <p>Students will understand that the United States government is divided into executive, legislative, and judicial branches, each with specific responsibilities and powers. (C.1. 4-5b)</p> <p>Students will understand that governments have the power to make and enforce laws and regulations, levy taxes, conduct foreign policy, and make war. (C1 6-8a)</p> <p>Students will understand that the principle of "due process" means that the government must follow its own rules when taking actions against a citizen. (C2.4-5a)</p> <p>Students will understand that a society based on the ideal of individual liberty requires a commitment on the part of its citizens to the principles of civic responsibility and personal civility. (C2.4-5b)</p> <p>Students will identify the fundamental rights of all American citizens as enumerated in the Bill of Rights (C.34-5a)</p> <p>Students will apply the protections guaranteed in the Bill of Rights to an analysis of everyday situations (C.34-5b)</p> <p>Students will understand that in order to select effective leaders, citizens have to become informed about candidates' qualifications and the issues of the day. (C.4.4-5a)</p> <p>Students will identify and employ the formal and informal methods by which democratic groups function. (C.4.4-5b)</p>	

Study Two—Year One—Place in Time and Space—The Universe through the eyes of science and history	
Enduring Understanding for Study Two	Essential Questions for Study Two
Social Studies	Social Studies
<p>History provides a venue for understanding scientific discovery and advancements.</p> <p>History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.</p> <p>The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.</p> <p>Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used.</p> <p>Critical investigation demands constant reassessment of one's research strategies.</p> <p>A historian must prove where the information can be found that is the basis for historical conclusions.</p> <p>What is written by a historian depends upon that historian's personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions.</p> <p>Historians select important events from the past they consider worthy of being taught to the next generation. That selection process, deciding what to emphasize and the questions that historians ask of the documents and other evidence, contributes significantly to the conclusions drawn.</p> <p>History is what the historian says it is. Different historians collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical phenomena. Disagreement between historians about the causes and effects of historical events may result from these differences.</p>	<p>To what extent does one thing <i>always</i> lead to another?</p> <p>How should historical sources be used to look for change?</p> <p>How do artifacts and documents influence how history is written?</p> <p>Which historical source is best?</p> <p>How could there be different explanations of the same event in history?</p>
Social Studies Standards Tied to Study Two	
<p>Students will study historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors. (H1.4-5a)</p> <p>Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect. (H1.6-8a)</p> <p>Students will identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed. (H2.4-5A)</p> <p>Students will explain why historical accounts of the same event sometimes differ and will relate this explanation to the evidence presented or the point-of-view of the author. (H2.4-5a)</p>	

Instructional Strategies and Performance Projects/Assessments Year One

Montessori Great Lessons

The Montessori Great lessons are impressionistic lessons which provide a “whole” for the three studies of *What Does it Mean to Be Human?* These lessons are shared each year with various levels of detail according to the children’s development. (See page 5 for full details of Montessori Great Lessons)

First Great Lesson - Coming of the Universe and the Earth

The Second Great Lesson: Coming of Life

The Third Great Lesson: Coming of Human Beings

The Fourth Great Lesson: The Story of Writing

The Fifth Great Lesson: The Story of Numbers

Integrated units developed through the Understanding by Design (UbD) process (see planning sheet on p.87). Possible instructional materials and strategies teachers may use are listed below.

Study 1 – The Purpose of Government/ Scientific Advances

Montessori lessons and materials related to:

- Montessori Fundamental Needs
- Governments and their structures
- Classroom projects leading to the performance assessments as listed below:
- Creating a country
- Establishing government: constitution, economy, hierarchy (if applicable)
- Scale maps of country including area and population distribution
- Compare and contrast governments/economies

Various lessons from the Delaware Recommended Curriculum leading to the development of the classroom government might include:

Democratic Methods ([Word](#))

Liberty & Citizenship ([Word](#))

Our Community: Profiles and Connections ([Word](#))

Bill of Rights ([Word](#))

Due Process ([Word](#))

Mock Elections ([Word](#))

Performance Projects and Assessments:

- Evaluate the issues in that a government might have related to scientific advancements with one of the following studies as determined by the children’s prior experiences with the scientific thought involved:
- Evaluate the social, economic, and/or environmental consequences of the production of a particular new material to meet human wants and needs.
- How do governments encourage people to purchase energy efficient appliances? Is this a role that government should play? Discuss which devices/appliances (i.e., washer, dryer, refrigerator, electric furnace) are manufactured to require less energy. Select one device/appliance, research different brand and their energy usage, determine which would be the better buy, and report on the findings.
- Search for ways that people use laws to regulate the natural resources used to supply energy needs for lighting, heating, and electricity. Report your results by making a poster, written report or oral presentation.
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Year Two —How Does the World Work?

4th – 6th (Ages 9-12) Extended Development of Concepts

Expanding on the concepts developed in the 5-7 (k/1st) and the 7-9 (2nd/3rd) programs, the 9-12 (4th, 5th, 6th) year old is able to use the tools of math, reading, writing, scientific inquiry and research to further expand their understanding of the world, develop inquiries of study, and to share their understanding with others. Focusing on the concept of less is more and the desire of children this age to immerse themselves deeply in long-term studies, the program at this level focuses on two studies a year asking children to think like historians, economists, geographers, sociologists, anthropologists, chemists, geologists, biologists, and astronomers at and physicists at various given points in their study.

Study One - Energy exchanges and Systems / The Historical Perspective Science- Children discover that the flow of energy drives processes of change and all biological, chemical, and physical systems. In this study children learn that energy stored in a variety of systems can be transformed into their energy forms, which influence many facets of daily life. People use a variety of resources to meet the basic energy needs of life. Some of these resources cannot be replaced and others exist in vast quantities. The structure of materials influences their physical properties, chemical reactivity, and use. The exchange of energy can change matter from one form to another making a material more suitable for a specific purpose. Many Scientists have contributed to our understanding the biological, chemical and physical nature of energy. Historians contribute to our understanding of how these scientists worked, their culture, society's responses to their work, and the resources they had for their work.

Study Two – Producing and Consuming- Production and consumption occurs as a human interaction among humans and as a natural interaction in ecosystems. All people engage in making and using things. Children learn the various ways that different cultures produce goods, what they value for production, how they structure economic systems that support production and consumption, and how cultures use the regional resources and trade globally to meet various needs of different societies. They understand that due to scarcity, communities and societies must make choices in their activities and consumption of goods and services. Various aspects of science contribute to decisions about production and consumption. The ecosystem is dependent on the concept of producers and consumers. When man utilizes the natural resources around him, he may impact the balance of the ecosystem impacting his long-term ability to meet man's needs. The production and consumption of energy impacts the ability of a society to produce goods and services to meet their needs. Knowledge of materials and their properties helps man to match materials to products.

The following charts help teachers develop UBD unit plans connecting the Delaware Science and Social Studies Content Standards to these Studies so that they can be sure that each standard is focused on over the three year cycle of the 9-12 program and that the relationship between the individual strands is developed. In some cases, concepts that are developed in the older grades are introduced in the Montessori program in the 9-12 years. This is a result of the Montessori program beginning with the whole and then studying the parts.

Study One —Year Two—Energy exchanges and Systems / The Historical Perspective Science	
Enduring Understanding for Study One	Essential Questions for Study One
Science	Science
<p>Energy</p> <p>Energy takes many forms. These forms can be grouped into types of energy that are associated with the motion of mass (kinetic energy), and types of energy associated with the position of mass and with energy fields (potential energy).</p> <p>Changes take place because of the transfer of energy. Energy is transferred to matter through the action of forces. Different forces are responsible for the transfer of the different forms of energy.</p> <p>Energy may transfer into or out of a system and it may change forms, but the total energy cannot change.</p>	<p>Energy</p> <p>How do we know that things have energy?</p> <p>How can energy be transferred from one material to another? What happens to a material when energy is transferred to it?</p> <p>What happens to the energy in a system – where does this energy come from, how is it changed within the system, and where does it ultimately go? How does the flow of energy affect the materials in the system?</p>
<p>Science Standards Tied to Study One</p> <p>Energy</p> <p>Energy from the sun includes visible light, which consists of a combination of different colored light, and components that are not visible, which include infrared and ultraviolet light waves. S3.1A (4-6)</p> <p>The energy of a moving object depends on its speed. Faster moving objects have more energy than slower moving objects. S3.1B (4-6)</p> <p>Energy can be stored in an elastic material when it is stretched. S3.1C(4-6)</p> <p>Sound is a form of energy that is produced by vibrating objects, and can be described by its pitch and its loudness (volume). Sound travels faster through some substances than others. S3.1D (4-5)</p> <p>Heat energy raises the object's temperature or changes the state of the object (i.e., solid to liquid, liquid to gas). S3.1E(4-5)</p> <p>The energy obtained from electrical outlets is electrical energy that was produced at an electrical power plant. Electrical energy can be generated and then transmitted over great distances. Batteries are portable sources of electrical energy. S3.1F (4-5)</p> <p>Electrical energy is a form of energy that can be transferred by moving charges through a complete circuit. S3.1E (6-8)</p> <p>Force is any push or pull exerted by one object on another. Some forces (e.g., magnetic forces and gravity) can make things move without touching them. S3.2A (4-5)</p> <p>When the forces acting on an object are balanced, its motion will not change. Unbalanced forces will cause the object's motion to change. Changes in motion depend upon the size and direction of the total unbalanced force exerted on the object. S3.2A(6-8)</p> <p>The speeds of two or more objects can be compared (i.e., faster, slower) by measuring the distance traveled in a given unit of time, or by measuring the time needed to travel a fixed distance. S3.2B (4-5)</p> <p>A force must be applied to change the speed of a moving object or change its direction of motion. Larger forces will create greater changes in an object's speed in a given unit of time. S3.2C (4-5)</p> <p>Forces can be used to transfer energy from one object to another. Simple machines are used to transfer energy in order to simplify difficult tasks. S3.2C(6-8)</p> <p>Pushing and pulling forces can be used to transfer energy from one object to another. S3.2D (4-5)</p> <p>The transfer of heat energy may produce changes in the state of a substance. S3.2E (4-5)</p> <p>The energy of electricity is transferred to electrical devices through simple closed circuits (simple series or simple parallel circuits). S3.2F (4-5)</p> <p>Some materials allow electricity to flow freely (conductors), while other materials inhibit the flow of electricity (insulators). S3.2G (4-5)</p> <p>Electrical systems can be designed to perform a variety of tasks. Series or parallel circuits can be used to transfer electrical energy to devices. Electrical circuits require a complete loop through which the electrical charges can pass. S3.2H (6-8)</p> <p>Some materials are magnetic and can be pushed or pulled by other magnets. S3.2H (4-5)</p> <p>Moving electric charges produce magnetic fields. S3.2I(6-8)</p> <p>Gravity is a force that acts between masses over very large distances. Near the Earth's surface, gravity pulls objects and substances vertically downward. 3.2B (6-8)</p>	

Study Two—Year Two—Producing and Consuming	
Enduring Understanding	Essential Questions
Social Studies	Social Studies
<p>Due to scarcity, individuals as producers and consumers, families, communities, and societies as a whole must make choices in their activities and consumption of goods and services.</p> <p>Goods, services, and resources in a market economy are allocated based on the choices of consumers and producers.</p> <p>Effective decision making requires comparing the additional costs of alternatives to the additional benefits received.</p> <p>Individuals and nations trade when all parties expect to gain.</p> <p>Market economies are dependent on the creation and use of money and a monetary system to facilitate exchange.</p> <p>Because resources are scarce, societies must organize the production, distribution, and allocation of goods and services.</p> <p>The way societies make economic decisions depends on cultural values, availability and quality of resources, and the type and use of technology.</p> <p>Nations with different economic systems often specialize and become interdependent as a result of international trade.</p> <p>Government actions that promote competition and free trade among people and nations increase the health of an economy and the welfare of nations.</p> <p>Students will develop a knowledge of the ways humans modify and respond to the natural environment</p> <p>The relationship between human needs and the natural environment is fundamental to life.</p> <p>Humans modify the environment in culturally distinctive ways as they respond to the resource opportunities and risks present in the physical world.</p>	<p>Why might prices change? Who decides?</p> <p>How do I know what and when to buy or sell?</p> <p>Does price <i>always</i> matter?</p> <p>To what extent should government become involved in markets?</p> <p>How does getting what you want within an economic system depend on <i>where</i> and <i>when</i> you live?</p> <p>In what ways do economic systems differ and why?</p> <p>Under what conditions does international trade occur?</p> <p>How does international trade increase standards of living?</p> <p>What will happen to the earth because people live on it? What will happen to people as a result of what happens to the earth?</p>
<p align="center">Social Studies Standards Tied to Study Two</p> <p>Students will understand that prices in a market economy are determined by the interaction of supply and demand, with governments intervening to deal with market failures. (E1.4-5a)</p> <p>Students will understand that consumers and producers make economic choices based on supply, demand, access to markets, and the actions of the government. (E1.4-5b)</p> <p>Students will understand the role of banks and other financial institutions in the economy. E2.4-5a</p> <p>Students will demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies. (E3.6-8a)</p> <p>Students will identify different means of production, distribution, and exchange used within economic systems in different times and places. (E3.4-5a)</p> <p>Students will demonstrate how international trade links countries around the world and can improve the economic welfare of nations. (E4.4-5a)</p> <p>Students will apply a knowledge of topography, climate, soils, and vegetation of Delaware and the United States to understand how human society alters, and is affected by, the physical environment. G2.4-5a</p> <p>Students will apply a knowledge of the major processes shaping natural environments to understand how different peoples have changed and been affected by, physical environments in the world's sub-regions G2.6-8a)</p>	

Study Two—Year Two—Producing and Consuming	
Enduring Understanding	Essential Questions
Science	Science
<p>Energy Production and Consumption People utilize a variety of resources to meet the basic and specific needs of life. Some of these resources cannot be replaced. Other resources can be replenished or exist in such vast quantities they are in no danger of becoming depleted. Often the energy stored in resources must be transformed into more useful forms and transported over great distances before it can be helpful to us</p> <p>Materials and Their Properties The structures of materials determine their properties. The properties of materials influence their use. Some materials are more suitable for making a particular product or device. People develop materials in response to the needs of society and the pursuit of knowledge. This development may have risks and benefits to humans and the environment.</p>	<p>Energy Production and Consumption What is a “responsible” use of energy? Are there alternative forms of energy that will serve our needs or better ways of using traditional forms of energy?</p> <p>Materials and Their Properties How do you know which material is best for a particular product or need? Why should people consider the risks and benefits before the production of new materials and/or the implementation of a new process?</p>
<p align="center">Science Standards Tied to Study Two Energy Production and Consumption</p> <p>The production of most of the energy that we use in our daily lives comes from energy stored in natural resources. The quantity of these resources is limited, so it is important to conserve our natural resources by using them wisely. S3.4A (4-5) Energy sources can be renewable or finite. Most energy used by industrial societies is derived from fossil fuel sources. Such sources are inherently limited on the Earth and are unevenly distributed geographically. Renewable energy sources vary in their availability and ease of use. S3.4A (6-8) Technological advances throughout history have led to the discovery and use of different forms of energy and to more efficient use of all forms of energy. These technological advances have led to increased demand for energy and have had both beneficial and detrimental effects on society. S3.4B (6-8) Responsible use of energy requires consideration of energy availability, efficiency of its use, the environmental impact, and possible alternate sources. S3.4C (6-8)</p> <p>Materials and Their Properties Many materials can be recycled and used again (sometimes in different forms). S2.3A (4-5) Synthetic materials and/or modified natural materials are produced to make products used in everyday life. S2.3A (6-8) The production of new materials has social, environmental, and other implications that require analyses of the risks and benefits. S2.3B (6-8)</p>	

Study Two – Producing and Consuming

Montessori lessons and materials related to:

- Timelines of humans on the earth
- Study of Early Humans Fundamental Needs
- Ecosystems
- The biomes
- Landforms
- Science kits for possible use with this study
- Ecosystems – Interactions between living things and their environment

Various lessons from the Delaware Recommended Curriculum leading to an understanding of cultures past and present might include:

- Reasons for Banks ([Word](#))
- Thinking Economically ([Word](#))
- Economic Systems ([Word](#))

Possible classroom projects leading to the performance assessments as listed below:

- Classroom mini-society in which students run a city with businesses and services. Junior Achievement's JA Biz Town would be a resource for this hands-on project and assessments.
- Presentations that demonstrate an understanding of various ways that people around the world produce goods and meet energy needs using the resources available to them in their ecosystem. Argue the impact of the consumption of those resources on the ecosystem and the decisions that the community faces as a result.
- Analyze ways in which human activity (e.g. producing food, transporting materials, generating energy, disposing of waste, obtaining fresh water, or extracting natural resources) can affect ecosystems and the organisms within.
- Examine and describe how the exponential growth of the human population has affected the consumption of renewable and non-renewable resources.
- Evaluate decisions about the use of resources in one country and how these decisions can impact the diversity and stability of ecosystems globally.
- Teachers will develop rubrics based on content standards as evaluation of progress.

Assessment Tools for Both Studies

PALS is an on-line, standards-based, continually updated resource bank of science performance assessment tasks indexed via the National Science Education Standards (NSES) and various other [standards frameworks](#).

Delaware Comprehensive Assessment System (DCAS) - Social studies in spring grade 4; science in spring grade 5

Other forms of informal assessments:

Art work
Experiments
Journals
Newspapers
Poetry recitations
Story illustrations

Cartoons
Foreign language activities
Maps
Notebooks
Photos
Story boards

Designs and drawings
Games
Model construction
Oral reports
Recipes

Documentary reports
Inventions
Musical compositions
Original plays, stories, dances

Study One – The diversity of life and life processes/cycles in nature and in studies of human cultures	
Enduring Understanding in Study One	Essential Questions in Study One
Social Studies	Social Studies
<p>Students will develop an understanding of the diversity of human culture and the unique nature of places</p> <p>Like the organisms in the natural world around us, people of various cultures have a life cycle and traditions that go with various stages of their life cycles.</p> <p>Culture is the collective traditions and beliefs that distinguish one category of people from another.</p> <p>Culture includes learned and shared patterns or behaviors of living day to day, year to year, and life cycle to life cycle.</p> <p>Cultures have symbols, artifacts and structures that define them.</p> <p>Places are unique associations of natural environments and human cultural modifications.</p> <p>Cultural differences produce patterns of diversity in language, religion, economic activity, social custom, and political organization across the Earth's surface.</p> <p>Places reflect the culture of the inhabitants as well as the ways that culture has changed over time.</p> <p>The human response to the characteristics of a physical environment comes with consequences for both the human culture and the physical environment.</p>	<p>What are the various traditions that various cultures adhere to at the different stages of human life?</p> <p>What are the collective beliefs and traditions within a culture?</p> <p>What are the shared patterns and routine behaviors of a specific culture?</p> <p>What are the important symbols and artifacts for a culture?</p> <p>How does the natural environment influence cultural norms?</p> <p>To what extent are places different in culture and activity?</p> <p>What makes a place culturally unique?</p> <p>Under what conditions do cultures spread?</p>
<p align="center">Social Studies Standards Tied to Study One</p> <p>Students will identify and explain the major cultural patterns of human activity in the world's sub-regions. (G3.6-8.a)</p> <p>Students will develop an understanding of selected themes in United States history and cultures, including:</p> <p>Who are the American people? (demographics, immigration, cultures)</p> <p>How have advances in technology changed our lives?</p> <p>Important people in American history H4 (4-5b)</p> <p>Students will apply a knowledge of topography, climate, soils, and vegetation of Delaware and the United States to understand how human society alters, and is affected by, the physical environment (G2.6-8a) This is applied to understanding human culture in particular.</p>	

Study Two – Earth’s Dynamic Systems/Earth Regions/ and the Impact on Culture	
Enduring Understanding for Study Two	Essential Questions for Study Two
Social Studies	Social Studies
<p>Mental maps summarize differences and similarities about places. These differences and similarities lead to conflict or cooperation and the exchange of goods and ideas between people.</p> <p>Mental maps change as the scale moves from local to global; we know more about our home area than more distant places; and these differences affect how we feel and behave towards places that are distant versus those that are close.</p> <p>The ways mapped patterns are analyzed and used help solve societal problems.</p> <p>A region is a concept rather than a real object on the ground, used to simplify the diversity of places.</p> <p>Regions must have boundaries to exist, yet there advantages and disadvantages associated with any real or abstract feature used to draw a boundary.</p> <p>Places are unique associations of natural environments and human cultural modifications.</p> <p>Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place.</p> <p>The human response to the characteristics of a physical environment comes with consequences for both the human culture and the physical environment.</p>	<p>How can thinking like a geographer help us to understand the concept of place & the relation between place & people?</p> <p>Why does <i>where</i> matter?</p> <p>To what extent are mental maps of different scales linked?</p> <p>How might connections between places affect their size and complexity?</p> <p>How might differences and similarities among regions result in connections between them?</p> <p>How might this place be like others in a larger region?</p> <p>Why is a place founded where it is? Why might those reasons change?</p> <p>What will happen to the earth because people live on it?</p> <p>What will happen to people as a result of what happens to the earth?</p>
<p align="center">Social Studies Standards Tied to Study Two</p> <p>Students will demonstrate development of mental maps of Delaware and of the United States which include the relative location and characteristics of major physical features, political divisions, and human settlements (G1. 4-5a)</p> <p>Students will demonstrate mental maps of the world and its sub-regions which include the relative location and characteristics of major physical features, political divisions, and human settlements (G1.6-8a)</p> <p>Students will apply geographic skills to develop a profile of the local community by placing it in the context of physical, cultural, and other types of regions (G4.4-5a)</p> <p>Students will understand that the location of people’s settlements impacts the economic activities in different world regions (G4.6-8a)</p> <p>Students will understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and in the United States. (G3.4-5a)</p> <p>Students will identify and explain the major cultural patterns of human activity in the world’s sub-regions. (G3.6-8a)</p> <p>Students will apply a knowledge of topography, climate, soils, and vegetation of Delaware and the United States to understand how human society alters, and is affected by, the physical environment. (G2.4-5a)</p> <p>Students will apply a knowledge of the major processes shaping natural environments to understand how different peoples have changed and been affected by physical environments in the world’s sub-regions. (G2.6-8a)</p>	

Instructional Strategies and Performance Projects/Assessments Year Three - What is Culture?

Montessori Great Lessons

The Montessori Great lessons are impressionistic lessons which provide a “whole” for the three studies of *What Does it Mean to Be Human?* These lessons are shared each year with various levels of detail according to the children’s development. Particular emphasis should be given to the parts of the story that reinforce the content standards being developed in the K-1st (Ages 5-7) study of *What Does it Mean to Be Human*. The same lessons will be shared in the 2nd—3rd (Ages 7-9) program expanding on concepts introduced at the K-1st (Ages 5-7) level. (See page 5 for full details of Montessori Great Lessons)

First Great Lesson - Coming of the Universe and the Earth

The Second Great Lesson: Coming of Life

The Third Great Lesson: Coming of Human Beings

The Fourth Great Lesson: The Story of Language

The Fifth Great Lesson: The Story of Numbers

Study 1 – The diversity of life and life processes/cycles in nature and in studies of human culture

Montessori lessons and materials related to:

- Great lessons/Cosmic Task
- The Universe Story
- Biographical sketches of people throughout history
- Timelines of humans on the earth
- Study of Early Humans
- Science kits for possible use with this study
- Structure of Life – Relating the Structure of living things to their function.

Various lessons from the Delaware Recommended Curriculum leading to an understanding of cultures past and present might include:

- Thinking Chronologically ([Word](#))
- Interpreting the Past – Dueling Documents ([Word](#))
- Culture & Civilization ([Word](#))

Classroom projects leading performance assessments as listed below:

- All cultures have heroes. Students will demonstrate an understanding of the role that heroes play in a culture creating a Living Museum of historical figures through history, writing Biographies of a personal hero, or creating Poetry Collections about an historical figure.
- Create a culture including traditions, passages and rituals as people move through the various stages of life, and artistic and musical aspects to the culture.
- Trace the physical characteristics of a cultural group explaining how those attributes are passed from one generation to the next genetically and demonstrating and understanding that physical characteristics have created boundaries for people’s interactions across cultures.
- Recognize that there are variations among organisms of the same kind. Observe organisms of the same kind and describe how their physical appearances differ.
- Compare the similarities and differences of offspring to their parents (e.g. crayfish, bean sprouts). Know that offspring receive characteristics from both parents.
- Sketches comparing similarities and differences between various species of animals
- Recognize that some characteristics acquired by the parents are not inherited by the offspring
- Research about animals: kingdom, phylum, genus, species. Sort and group plants and animals according to similarities in structures or functions of structures. Explain why the plants and animals have been grouped in this manner.
- Describe how similar structures found on different organisms (e.g., eyes, ears, mouths) have similar functions and enable those organisms to survive and reproduce in different environments (e.g., eyes of owls versus eyes of crustaceans).

Sample Understanding by Design (UbD) Template: will be used by teachers to develop units that support the integration of the Montessori Curriculum across subject areas, to tie to the Common Core Standards, and to focus on the big ideas, essential questions, and transfer skills. The following was written for use in the 9-12 classroom.

Title: What does it mean to be human?

Subject: 9-12 Culture Plan

Topic:

Grade: 4-6 Designer:

Stage 1—Desired Results

Established Goals

Demonstrate empathy for others.
Demonstrate knowledge and appreciation for self
Reflect on selves and their impact on others
Interact with others using respect and compassion

Enduring Understandings: *Students will understand that...*

though they are a small part of the global community they can make an impact on the world.
all living things exist on a cellular and systemic level
everything they do affects everything else in the world. We do not operate in a vacuum.

Knowledge:

Similarities and differences between humans and another species
Components of plant and animal cells
People throughout the world have different choices and resources available to them

Transfer Goals

Students will be able to independently use their understanding to acknowledge similarities and differences among animal species
Students will understand that their daily choices affect the environment on a local and global scale.
Students will leave WMS with a commitment to have a positive impact on the world through active service.

Essential Questions:

What makes something alive?
How do the choices I make impact the world around me?

Skills:

Microscope use
Familiarity with various graphic organizers (compare-contrast, Venn diagram, etc)
Collaborate with others
Successfully participate in the research process

Stage 2 - Assessment Evidence

Performance Tasks: *Students will need to show their learning by:*

Share animal research including phylum, genus, species
Complete independent research project related to the essential question.
Demonstrate the ability to use the microscope and other instruments to examine plant and animal specimens.
Demonstrating acceptance and understanding of individuals and others in their local community during their school day and through community service.
Participation in the 6th grade project from GCAP.

Key Criteria: *Performance is judged in terms of:*

Empathy, Compassion, Writing, Researching, Presentation

Other Evidence:

Accurate of their animal, its characteristics, habitat as well as similarities and differences with other animals; Self assessment rubric ; Self-reflection;
Knowledgeable presentation of independent research topic

Appendix I – Curriculum

English Language Arts K-6 Curriculum Maps

English Language Arts Curriculum

Prepared for

First State Montessori Academy

by

***The Center for Montessori Advancement ,
Elementary Workshop Montessori School
and***

Wilmington Montessori School

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The literacy curriculum is built around several research based curriculum and standards documents including:

The National Common Core Standards

The New Standards Primary Literacy Committee's standards for Reading and Writing (1999)

The Continuum of Literacy Learning by Fountas & Pinnell (2008)

Introduction to the Language Arts Curriculum Framework

In the Language Arts Curriculum, the teacher must be knowledgeable of the continuum of learning for reading, writing, and speaking/listening. The Montessori Curriculum Framework provides teachers with the goals for reading against the developmental stages of reading development from the phonetic cue reader to the proficient reader. A similar model is used for speaking/listening and writing. Early in the school year, teachers use a variety of assessments including writing samples, the DRA, DIBELS, and the TROLL to determine where children are on the learning continuum in each area. The Curriculum Framework provides the teacher with instructional strategies that are used in small group and individual lessons/units using hands on Montessori materials, leveled books, and writing and reading mini/guided lessons to support children as appropriate to their developmental age level. These lessons provide opportunities for teachers to observe children and to evaluate their progress toward the goals for the three components of the Language Arts. The Framework provides various formative and summative assessment tools for teachers to confirm their observations, and make adjustments to instruction as a result of those observations. Finally, the Framework provides indicators of when a child is off-track in each of the three areas of development. The RTI model of assessment/instruction allows teachers to adjust instructional strategies and more closely follow the progress of children who are off track as readers.

The development of the child in the Language Arts is embedded within the context of a classroom that supports the best educational practices. It is generally accepted that the workforce of the future will require skills such as creative and innovative thinking, comfort with ideas and abstraction, as well as a global worldview and vibrant imagination. Research (Adams, 2005) shows that children develop these skills in classrooms designed to promote intrinsic motivation; that provide choice, time for focus and deep study in areas of interest; that provide opportunities to experiment and discover; and develop a focus on "what did you learn?" rather than "how well did you do?"

The overall Montessori Program is designed to support the following:

- Focus on **big ideas and essential questions** with **extended work periods** that allow for **depth of understanding** and **habits of mind**

- **Child-centered inclusive** learning environments that utilize **differentiated instruction** and **flexible grouping** to meet individual children's learning needs
- **Classroom-based assessment** and observation that **informs instructional decision making** as the basis for RTI
- **Hands-on interactive** curricular materials and classroom environment that supports children developing from **concrete to abstract thinking**
- **Academic development** supported by an emphasis on the **social/emotional development** of the child within a **multi-age community of learners**
- **Collaborative learning** and **community service** leading to mutual respect of others and the development of the child's **global perspective**

Performance indicators in the curriculum marked with an * come from Fountas & Pinnell (2008) *The Continuum of Literacy Learning*. Common Core standards are coded and integrated into the framework. Performance indicators that are not coded or marked are from WMS' *Reading Curriculum, Assessment, and Instruction Guide*.

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- Adams, K. (2005). "Sources of innovation and creativity". A paper commissioned by the National Center on Education and the Economy. Accessed 10/26/2011 at <http://www.fpspi.org/Pdf/InnovCreativity.pdf>.
- Montessori, Maria. (1991). *The Advanced Montessori Method : Scientific pedagogy as applied to the education of children from seven to eleven years*. Oxford, England :Clio Press.
- Montessori, Maria. (1973). *The Advanced Montessori Method : Volume 2*. New York : Schocken Books.
- Zankowsky, Linda S. (2006) *School-wide Reading Assessment in a Montessori Program*. An Educational Position Paper submitted to the Faculty of the University of Delaware in partial fulfillment of the requirements for the degree of Doctor of Education.

Montessori Great Lessons

The Fourth Great Lesson: The Story of Writing—The Fourth Great Lesson is the Story of Writing, sometimes called Communication in Signs. In this lesson, the story of the development of the written alphabet is told, with an emphasis on the incredible ability that humans have of committing their thoughts to paper. Included in the story are pictographs, symbols, hieroglyphs, early alphabets, and the invention of the printing press.

This lesson leads to the study of:

- Reading: literature, poetry, non-fiction, myths and folk tales, authors, reading comprehension, reading analysis, literary terms
- Writing: elements of style, function, voice, composition, letter writing, research, study skills
- Language: origins of spoken language, foreign languages, history of languages, speech, drama
- Structure: alphabets, bookmaking, grammar, punctuation, sentence analysis, word study, figures of speech

The Fifth Great Lesson: The Story of Numbers—The last of the lessons is the Fifth Great Lesson: The Story of Numbers, also called the History of Mathematics. This lesson begins with the earliest civilizations who often only had "one", "two", and "more than two" as their numeric system. It continues with a look at different numbering systems throughout the centuries, culminating in the decimal system that we use today.

This lesson leads to the study of:

- Mathematics: operations, fractions, decimals, multiples, squares, cubes, percentages, ratio, probability, intro to algebra
- Numbers: origins of numbers and systems, bases, types of numbers, scientific notation, mathematicians
- Geometry: congruency, similarity, nomenclature of lines, angles, shapes, solids, measurement, theorems
- Application: story problems, measurement, estimation, graphs, patterning, rounding, money concepts

Clearly, these five stories encompass an enormous amount of information about the origins of the world around us. When each story is shared, it should never be left alone - there should always be further study open to the children so that the story becomes the springboard but not the focus. The stories can be referred to throughout the year when new topics are introduced, as a way of providing unity and cohesion to such a wide variety of studies.

More information may be found on the **Montessori For Everyone** Website:

http://www.montessoriforeveryone.com/The-Five-Great-Lessons_ep_66-1.html

A Day in Shayla and Sam's Montessori Life—Kindergarten and First Grade

This chart provides a picture of the child's daily experience in the Montessori classroom at each of the three program levels, K-1st (5-7). This day demonstrates the integration of subject areas, the role of the teacher in small group and large group lessons, and the child's use of the work plan to support their self-directed learning.

	Shayla Tier 1	Sam Tier 2	Teacher 1	Teacher 2
8:00	Shayla is greeted by her teachers and classmates. A 1 st grade student reads the morning message to Shayla and then she settles in with a book to read (SSR) as the rest of her class arrives and settles	Sam is greeted by Teacher 1 at the door. A student buddy escorts Sam to the morning message board. Together they read the morning message, adding both of their responses to the prompt. They take note of the daily schedule and take out books for independent reading and settle in for SSR as the rest of the class arrives.	Teacher1 greets students at the door as they arrive.	Teacher walks around, stopping to have individual reading conferences with students and records anecdotal notes in record book.
8:15	Shayla hears a bell rung by a classmate and takes that as a signal to put her book away and come to a class circle. During morning meeting she participates in a greeting activity, shares news, and hears about the day's activities.	Sam is prompted by a teacher to join morning meeting where he participates in the greeting activity, shares news, and hears about the day's activities.	Teacher helps the classroom leader for the day manage the morning meeting. The class checks the attendance, does a group greeting, monitors and graphs the weather, does some stretches and sings The Continent Song. Teacher gives the class an overview of the day.	Teacher has prepared a lesson on the continents. The class reviews what they remember and, together, label the continents on the classroom's puzzle map. The teacher has animal figures to be matched to the continents and there is a class discussion about the pet guinea pigs origins in South America. The group is dismissed to work.
8:45	Shayla consults her work plan and chooses to do math work first. She finds a place to work near her friend, Marcus, and then selects a box of bead bars and some prepared math problem "tickets" from a shelf.	Sam chooses a slicing banana "practical life" work, after slicing the fruit he carefully offers some of his classmates a serving.	Teacher gathers a group of three children for a language/reading lesson. The children bring their reading book to a small rug on the floor for the lesson.	Teacher helps the children settle into their work choices and offers any necessary clarification or guidance. She then takes note of the choices the children have made on a class record sheet. If a particular challenge is noted by the teacher, note is made of that on the individual child's record sheet.
9:15	Having finished her first work choice, Shayla consults her work plan and chooses to work on the story she had begun the day before. When Teacher 2 invites her to a lesson she puts a card out where she was working. Shayla is working here.	Sam is prompted to consult his daily work plan and chooses to do his daily journal entry in his Draw and Write notebook. Teacher 1 encourages him to use spacing between his words as he phonetically encodes his ideas.	Teacher monitors the individual choices the children are making and keeps records thereof and of any challenges, anecdotes, or questions she notes about individual children. She checks work completed thus far in the morning.	Teacher invites Shayla and the rest of the Kindergarteners for a lesson on making a "hemisphere map." The group reviews the continent names and locations and is then shown how to trace, perforate out, and glue puzzle pieces together to make one's own continent map.

A Day in Shayla and Sam's Montessori Life—Kindergarten and First Grade

11:30	Shayla and Sam's class goes outside for recess.			
12:00	Shayla and Sam's class has lunch together in their classroom. The teachers act as role models for proper table manners and decorum. Each child cleans up her/his own spot and classroom helpers take out the trash and sweep the floor after lunch.			
12:30	Shayla listens to the teacher read	Sam listens to the book and participates in the class discussion.	Teacher reads aloud a non-fiction text about the life cycle of a Monarch butterfly. She asks the essential question "What is a life cycle" and the class participates in a discussion.	Teacher has a break.
1:00	Both children have art with the rest of their class.		Teacher has a break.	Teacher accompanies the class to art.
1:50	Shayla has a lesson on the life cycle of the Monarch butterfly and their migration.	Sam has a lesson on the parts of a butterfly.	Teacher gives the kindergarteners a lesson on the life cycle of the Monarch butterfly and uses the continent map to show the Monarch's migration.	Teacher gives the first graders a lesson on the parts of a butterfly.
2:30	As a follow up to the science lesson, Shayla completes a Monarch butterfly life cycle booklet. She colors and labels each stage of the life cycle using a Monarch model for reference.	As a follow up to the lesson Sam illustrates and labels the parts of a butterfly. He has sample a butterfly and charts for reference.	Teachers monitor their groups as they do the follow-up science activity, offering assistance and guidance when needed.	Teachers monitor their groups as they do the follow-up science activity, offering assistance and guidance when needed.
3:15	Shayla, Sam and their class come to circle for a reflection of the day discussion and good-bye song then collect their belongings and follow dismissal procedures.	Shayla, Sam and their class come to circle for a reflection of the day discussion and good-bye song then collect their belongings and follow dismissal procedures.	Teacher leads the closing meeting and dismisses the children.	Teacher goes to her/his dismissal station.

Targeted Knowledge and Skills	
Print Concepts Demonstrate understanding of the organization and basic features of print. CCKRF1/CC1RF1 Phonetic Cue Reader ← → Controlled Word Reader	
Recognize that spoken words are represented in written language by specific sequences of letters (i.e. <u>print is used to construct meaning</u>). CCKRF1b Understand that words are separated by spaces in print. CCKRF1c Recognize and name all upper- and lowercase letters of the alphabet. CCKRF1d Produce the sounds of all letters of the alphabet Follow words from left to right, top to bottom (<u>return sweep</u>), and page by page. CCKRF1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). CC1RF1a Explain how books work and that print has meaning Appreciate text as a resource for pleasure and learning
Instructional Strategies and/or Activities Small Group Guided Reading, Shared Reading, Read Aloud and Individual Lessons focusing on: Modeling how to track print, matching finger/print/voice Modeling how readers move through text ("I know to start up here and on this side")	Understanding print has meaning Being aware of text directionality, return sweep, page to page Developing concept of "word" (groups of letters surrounded by white space correspond to individual words in speech) Appreciating text as resource for pleasure and learning Using text, identify one letter or sound, two letters, one word, two words
Phonological Awareness Demonstrate understanding of spoken words, syllables, and sounds (phonemes). CCKRF2 and CC1RF2 Phonetic Cue Reader ← → Controlled Word Reader	
Recognize and produce rhyming words. CCKRF2a Recognize words that don't rhyme – oddity tasks. Count, pronounce, blend, and segment syllables in spoken words. CCKRF2h Blend and segment onsets and rhymes of single-syllable spoken words. CCKRF2c Segment individual sounds in single-syllable words by saying each sound aloud. (f-u-n) Segment multi-syllable words (di-no-saur) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) CCKRF2d Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. CCKRF2e	Distinguish long from short vowel sounds in spoken single-syllable words. CC1RF2a Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. CC1RF2b Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. CC1RF2c Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CC1RF2d
Instructional Strategies and/or Activities Small Group Guided Reading, Read Aloud and Individual Lessons focusing on: Manipulating sounds in speech. Identifying rhyming words, rhythm, repetition. Blending- syllables, onset, rhyme, phonemes.	Segmenting- syllables, onset, rhyme, phonemes. Rhyming recognition and producing rhymes. Phonemes- isolation, substitution, deleting.

Comprehension: Thinking WITHIN, BEYOND, and ABOUT the Text

Searching for and Using Information-Summarizing-Predicting-Infering-Making Connections (Personal, World, Text)-Synthesizing-Analyzing-Critiquing

Enduring Understandings (Within Text)

Authors use text features to help readers identify the purpose of the text and help readers make meaning from the text.
 Authors use similar story elements in their writing and these elements can help readers make sense of the text.
 Authors of literary texts include details that help readers make sense of stories.
 Good readers create an effective recounting or retelling of literary text(s) that includes key ideas and details.
 Authors include key details in informational and literary texts in order to help readers make sense of the text and to help a reader ask and answer questions about the text.
 Good readers use key details in an informational text to identify the main topic.
 Good readers use strategies to help them understand what they are reading.
 Good readers stop to see if what they are reading makes sense and use fix-up strategies when it doesn't make sense.

Enduring Understandings (Beyond Text)

Readers can use their own experiences to build their understanding of what they read.
 Good readers use strategies to help them make inferences to construct meaning about what they are reading.
 Good readers use both the text and the illustrations to make sense of the text.
 Good readers make connections between individuals, events, ideas, and information to better understand informational text.
 Sometimes the author makes his/her meaning plain; often, however, a reader must dig beneath the surface of the text to find meaning.

Enduring Understandings (About Text)

Different readers may respond to the same text in different ways. The better response provides greater insight into the text.
 Reading for meaning requires readers to be active – not just believing the author.
 Authors and illustrators have different roles creating a text, and each contributes meaning to the text.
 Authors provide reason/examples in informative text to support their points and ideas.
 Good readers identify the reasons/examples an author uses to support points and ideas to enhance their understanding of an informative text.

Essential Questions (Within Text)

Do the words make sense?
 How does the purpose of the writing contribute to the author's choice of words?
 How do texts differ? How are they the same? How should I read different types of text?
 What is the author telling us?
 What does a reader gain by retelling a story?
 How can I use text features to locate key facts and information in the text?
 Why is it important to know who is telling the story? Why does it matter?
 How do illustrations and other graphics help me understand what I read?

Essential Questions (Beyond Text)

What can I use to help me make predictions?
 How do the connections you make to the story help you better understand the story?
 Have you run across this idea before in another story or text? So what? Why does it matter?
 What do readers do when they don't understand?

Enduring Understandings (About Text)

What is the author saying in the text? How do I know?
 Do I agree or disagree with the author? Why?
 What is the difference between a good book and a great book?

Transfer Goals

Integrate their knowledge of concepts of print, phonemic awareness, phonics, self-correcting, vocabulary, and fluency to read poetry and prose at Level H/I books.
CCK/IRL10

Demonstrate age appropriate Reading Habits (see below)

Use this knowledge of reading to read (at appropriate level):

Books for pleasure
 Books, magazines, web sites, and other informational texts for school learning and personal interests
 Their personal writing and class mates writings
 Environmental print in the classroom and larger community
 Simple instructions
 Poetry

<p style="text-align: center;">Monitoring and Correcting Checking on whether reading sounds right, looks right, and makes sense</p> <p style="text-align: center;"> Phonetic Cue Reader ← → Controlled Word Reader </p>	
<p>Monitor comprehension (does it make sense?) to determine if they are on the correct page. Match the word they are saying to the word on the page to determine if the reading makes sense.</p> <p>Use context and illustration clues to self-monitor and predict/confirm printed words. Notice words they don't know during read-alouds, conversations and determine meaning from the context.</p>	<p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC1RF4c</p> <p>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. CC1RI4</p> <p>Rely heavily on memory, pictures, context, and selected letter cues to read text. Read unfamiliar level books that have been previewed for them.</p>
<p style="text-align: center;">Instructional Strategies and/or Activities</p> <p>Small Group Guided Reading, Shared Reading, Read Aloud and Individual Lessons focusing on:</p> <ul style="list-style-type: none"> Model using illustration and beginning consonant to identify word (at end of sentence in texts using this sentence structure). Cross check using 3 cueing systems (context, grammar, phonics) to decode unfamiliar words. Reading past word and returning. 	<p>Use first and last letter cues.</p> <p>Ask, "Does it look/sound right, make sense?"</p> <p>Teach independent strategies to insert word and re-reading text, asking "Does this make sense?"</p> <p>Begin to recognize own miscues.</p> <p>Internalize how words are spelled and pronounced in memory.</p> <p>Recognize growing number of words with greater automaticity.</p>
<p style="text-align: center;">Maintaining Fluency Integrating sources of information in a smoothly operating process that results in expressive, phrased reading</p> <p style="text-align: center;">Adjusting Reading in different ways as appropriate to purpose for reading and type of text</p> <p style="text-align: center;"> Phonetic Cue Reader ← → Controlled Word Reader </p>	
<p>Read emergent-reader texts with purpose and understanding. CCKRF4</p> <p>Reread a favorite story recreating the words of the text with fluent intonation.</p> <p>Show through statements and point that they understand that print controls what is said.</p> <p>Track print with finger.</p> <p>Slow down to problem solve words and resume a good rate of reading.*</p>	<p>Read emergent-reader texts with purpose and understanding. CCKRF4</p> <p>Reread a favorite story recreating the words of the text with fluent intonation.</p> <p>Show through statements and point that they understand that print controls what is said.</p> <p>Track print with finger.</p> <p>Slow down to problem solve words and resume a good rate of reading.*</p>
<p style="text-align: center;">Instructional Strategies and/or Activities</p> <p>Small Group Guided Reading, Shared Reading, Read Aloud and Individual Lessons focusing on:</p> <ul style="list-style-type: none"> Repeated readings of text Choral reading Echo reading 	<p>Big book lessons</p> <p>Reader's theatre featuring re-read, expression, fluency, decoding, comprehension</p>

<p>Making Connections (Personal, World, Text)</p> <p>Searching for and using connections to knowledge that readers have gained through their personal experiences, learning about the world, and reading other texts</p> <p>Synthesizing</p> <p>Putting together information from the text and from the reader's own background knowledge in order to create new understandings</p> <p>Earlier Development ← → Later Development</p>	
<p>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. CCKRI3</p> <p>With prompting and support, identify the reasons an author gives to support points in a text. CCKRI8</p> <p>Talk about own experiences in relation to the text.*</p> <p>Identify recurring story elements when applicable.*</p> <p>Use knowledge from their own experiences to make sense of text.</p> <p>Identify new information in the text and pictures.*</p>	<p>Describe the connection between two individuals, events, ideas, or pieces of information in a text. CCIRI3</p> <p>Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). CCIRI9</p> <p>Make and discuss connections between texts and the reader's personal experiences.*</p> <p>Make connections between texts on the same topic, ending, characters, or with the same content.*</p> <p>Identify and apply recurring characters' attributes when applicable.*</p> <p>Identify what the reader already knows relative to information in the text, prior to reading.*</p> <p>Identify new information in the text and pictures.*</p> <p>Remember new information for discussion.*</p> <p>Show evidence in the text of new ideas or information.*</p>
<p>Instructional Strategies and/or Activities</p> <p>Small Group Guided Reading, Read Aloud and Individual Lessons focusing on:</p> <p>Making connections to self, world, and text.</p> <p>Identify character attributes.</p>	
<p>Inferring—Going beyond the literal meaning of a text to think about what is not there but is implied by the writer</p> <p>Predicting—Thinking about what will follow while reading continuous text</p> <p>Earlier Development ← → Later Development</p>	
<p>Begins to make meaningful predictions based on illustrations or text.</p> <p>Predict the end of the story based on the beginning and middle of the text.*</p> <p>Make predictions based on personal experiences and knowledge.*</p> <p>Use mental imagery.</p> <p>Talk about characters feelings and reveal through talk or drawing.</p> <p>Talk about pictures and what they reveal about the story.*</p> <p>Understand character's feelings and motives.*</p>	<p>Use knowledge of language structure to anticipate the text.*</p> <p>Predict the end of the story based on the beginning and middle of the text.*</p> <p>Make predictions based on personal experiences and knowledge.*</p> <p>Revise predictions based on new information gained through reading.*</p> <p>Make predictions based on knowledge of characters to type of story.</p> <p>Interpret causes for feelings, motives, or actions.*</p> <p>Show empathy for characters based on inferences.*</p> <p>Understand the pictures reveal interpretation of a problem or a characters' feelings.*</p> <p>Show evidence in the print or pictures to support inference.*</p> <p>Infer causes and effects as implied in the text.*</p>

Reading Habits/Targets to Observe and Document

Phonetic Cued Reader

Controlled Word Reader

Reading a Lot

Memorize pattern books, poems, familiar books.
 Demonstrate eagerness to read, pretends to read.
 Read top to bottom, left to right, front to back.
 Participate in reading of familiar books and poems.
 Connect book read alouds to own experiences with guidance.
 Develop knowledge and appreciation for different texts.
 Ask for books to be read aloud.
 Listen to one or two books each day in school.

Discuss books with teacher guidance.

Hear one or two books read aloud at home.

Reread or read alone two to four familiar books a day.

Follow text with finger pointing to words as read.

Pay attention to what the words they read are saying.

Discussing Books

Demonstrate the skills from comprehension standards.

Give reactions to the book with backup reasons.

Listen carefully to each other.

Relate their contributions to what others have said.

Ask each other to clarify things they say.

Reading Vocabulary

Learn new words every day from talk and books read aloud.

Notice words that they don't know when they are read to and talked with and guess what the words mean from how they are used.

Talk about words and word meanings as they are encountered in books and conversation.

Show an interest in collecting words and playing with ones they like.

Use newly learned vocabulary.

Reading a Lot

Begin to read independently for short periods (5–10 minutes).

Identify titles and authors in literature.

See self as reader.

Read four or more books every day independently or with assistance.

Discuss at least one of these books with another student or group.

Read some favorite books many times, gaining deeper comprehension.

Read their own writing, sometimes that of others.

Read functional messages in classroom.

Hear two to four books or other texts read aloud daily.

Listen to and discuss every day at least one book or chapter that is more difficult than they can read independently.

Discussing Books

Explain why literature is liked/disliked during class discussions with guidance.

Discuss favorite reading material with others.

Participate in guided literature discussions.

Demonstrate the skills from comprehension standards.

Compare two books by the same author.

Talk about several books on the same theme.

Refer explicitly to parts of the text when presenting or defending a claim.

Politely disagree when appropriate.

Ask others questions that seek elaboration and justification. Attempt to explain why their interpretation of a book is valid.

Reading Vocabulary

Learn new words every day from reading and talk.

Make sense of new words from how the words are used.

Refine sense of what new words mean as they encounter them again.

Notice and show interest in understanding unfamiliar words in texts that are read to them.

Talk about the meaning of new words encountered in independent and assisted reading.

Know how to talk about what nouns mean in terms of function, features, and category.

Off-Track Indicators	
Earlier Development	Later Development
<p>Print—Sound Code</p> <p>Not developing understanding of alphabetic principle and phonemic awareness - that letters and sounds map onto each other in a systematic way.</p> <p>Rely on context to read.</p> <p>Limited knowledge of letter sounds.</p> <p>Struggle with rhyme and oddity.</p> <p>Limited phonological reading skills.</p> <p>Still needs the context of logos to read familiar environmental print.</p> <p>Not knowing letter names is a significant predictor in K of future reading concerns.</p> <p>Invented spelling is still not readable (sounds do not begin to match what child says he/she wrote).</p> <p>Narrative Retellings do not reflect understanding of sequence and coherence.</p> <p>Children who have both phonological awareness and naming speed difficulties have a “double deficit” for future decoding and comprehension.</p>	<p>Print – Sound Code</p> <p>Children in the early stage will all read like off-track readers – but this will pass quickly for typically developing reader.</p> <p>Have grasped alphabetic principle and phonemic awareness and some orthographic knowledge but their skills are not developed for full and accurate reading.</p> <p>Specific difficulty with segmentation and deletion phonemic awareness tasks.</p> <p>Will not automatically know all the letter sounds.</p> <p>Rely on context (pictures) and sight word knowledge to read. No strategic use of reading strategies.</p> <p>Will read lists of phonetically regular and irregular words relying on knowledge of familiar words that start with the same letter.</p> <p>Will not be able to read lists of nonsense words. Will still rely on first letter and then guess at word.</p> <p>Slower growth of reading vocabulary because of their limited ability to recognize new words in context</p> <p>Flat vocabulary growth.</p> <p>Fail to recognize common spelling patterns that can help them as a reader.</p> <p>Limited comprehension skills.</p> <p>Compensatory Readers are very similar to Phonetic-Cue readers except that they do not have normal development of phonological awareness, have flat development of vocabulary, and no strategic word recognition</p>
Text Characteristics and Examples To Support the Phonetic Cue and Controlled Word Reader	
Earlier development	Later development
<p>Text Characteristics for Phonetic Cue Readers Guided Reading Levels A, B, C, D</p> <p>Actively engage in group reading activities with purpose and understanding.</p> <p>CCKRL10</p> <p>Leveled Books – A, B, C, D</p> <p>Texts reflect common experiences, familiar objects and actions.</p> <p>Some texts include repetition of one or two sentence patterns.</p> <p>Patterns change only slightly (1-2 words change).</p> <p>Texts include 1-3 lines of print per page.</p> <p>Texts include memorable, repetitive language patterns.</p> <p>Texts include an increasing number of high frequency words.</p> <p>Some texts are based on familiar rhymes and songs.</p> <p>Some texts include varied opening and closing sentences.</p> <p>Texts include predominantly oral language structures.</p> <p><i>Continued</i></p>	<p>Text Characteristics for Controlled Word Recognition Readers Guided Reading Levels E, F, G, H, I</p> <p>With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>CC1RL10</p> <p>Leveled Books E and F</p> <p>Texts reflect common experiences and conventional story structure.</p> <p>Simple sentence patterns, varied sentence patterns, or repetition of two or more sentence patterns.</p> <p>Illustrations appear on every page and provide strong support.</p> <p>Simple vocabulary which reappears throughout text.</p> <p>Print placement varies.</p> <p>2-4 lines of print per page and 10-20 pages.</p> <p><i>Continued</i></p>

Speaking and Listening K-1st (Ages 5-7)

<u>Enduring Understandings</u>	<u>Essential Questions</u>	<u>Transfer Goals</u>
<p>Good listening and speaking skills help us better understand each other.</p> <p>Our speaking and listening skills grow through our experiences and the feedback from teachers and peers.</p> <p>Listening and responding to what we hear develops our understanding and knowledge.</p> <p>With practice we become clear and effective communicators.</p> <p>Good listeners compare what they are hearing to what they already know.</p> <p>Communication can sometimes involve disagreeing with what a speaker says.</p>	<p>How do we show others we are listening to them?</p> <p>How do we show others that we understand what is being said or asked?</p> <p>Can I listen and respond to what I hear?</p> <p>How do you speak effectively?</p> <p>How can I communicate effectively?</p>	<p>The students will speak clearly and at length to be understood.</p> <p>The students will integrate what they know from their experiences and conversations.</p> <p>The students will refine their listening skills to better understand others.</p> <p>The students will explain and seek information.</p> <p>The students will adapt their speech based on the situation, context, task and/or audience.</p> <p>Through listening and discussion, students will gain an increasingly complex working vocabulary.</p>
<div style="display: flex; justify-content: space-between;"> Targeted Knowledge and Skills Comprehension and Collaboration </div> <div style="display: flex; justify-content: space-between; font-size: small;"> Earlier Development Late Development </div>		
<p>Collaborative conversations about kindergarten topics and texts with diverse partners, peers and adults, in small and large groups. CCKSL1</p> <p>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). CCKSL1a</p> <p>Continue a conversation through multiple exchanges. CCKSL1b</p> <p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. CCKSL2</p> <p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood. CCKSL3</p> <p>Retell a story in own words that has been read aloud, getting most of the events in correct sequence.</p> <p>Question and discuss story elements, retelling, predicting.</p>		<p>Collaborative conversations about first grade topics and texts with diverse partners, peers and adults, in small and large groups. CC1SL1</p> <p>Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). CC1SL1a</p> <p>Build on others' talk in conversations by responding to the comments of others through multiple exchanges. CC1SL1b</p> <p>Ask questions to clear up any confusion about the topics and texts under discussion. CC1SL1c</p> <p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media. CC1SL2</p> <p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. CC1SL3</p>
<p style="text-align: center;">Instructional Strategies and/or Activities</p> <p>The Responsive Classroom social curriculum speaking and listening opportunities include:</p> <p>Morning meeting, Greeting, Student share (verbal), Group activity-building class cohesion through active participation, Morning message, Interactive modeling, Collaborative problem solving.</p> <p>In group discussions during morning meeting, small group lessons, daily read</p>		<p>aloud and whole group lessons, students have opportunities to:</p> <p>Expressing ideas clearly, draw on material read to support ideas and opinions, creating and following rules for discussions, asking and answering questions of another speaker, ask questions that seek elaboration, extend the story, make predictions, describe in their own words new information gained.</p> <p>Author Study - compare and discuss books by the same author; discuss several books on the same theme.</p>

Writing K-1st (Ages 5-7)

<u>Enduring Understandings</u>	<u>Essential Questions</u>	<u>Transfer Goals</u>	
Writer's communicate with one another and express their ideas and stories through print. Using the writing process will help me become a better writer. People write for many different purposes and audiences.	Why does the audience matter in my writing? How can I use pictures and words together to communicate my ideas? Why is it important to use just the right word?	Writers capably communicate with one another and express their ideas and stories through print. Students use the conventions of language to help them communicate clearly. Students will use the writing process to revise and edit their writing for clarity. Students will use technology to produce and publish writing. Students will recognize the link between writing and the written word (reading). Students will write for a variety of purposes and audiences in the following genres: personal narratives, poetry, informational/non-fiction including how-to, fiction, summaries of fiction/non-fiction, letter writing.	
Targeted Knowledge and Skills - Purpose and Genre			
Earlier Development	←	→	Later Development
Functional writing in which students: Write about their reading by telling a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...). (CCKW1) Informative and explanatory texts in which students name what they are writing about and supply some information about the topic. (CCKW2) Use a combination of drawing, dictating, and writing to compose narratives, such as memoirs, in which students narrate a single event or several loosely related events. Tell about the events in the order in which they occurred. Provide a reaction to what happened. (CCKW3) Compose literary nonfiction Write labels, friendly letters, lists and procedures (how-to). Write poetry with and without rhyme.			Writing functional texts in which students: Introduce a topic or name the book they are writing about. State an opinion. Supply a reason for the opinion. Provide some sense of closure. (CC1W1) Write informative and explanatory texts, such as literary nonfiction or a picture book, in which students: Name a topic. Supply some facts about the topic. And provide some sense of closure. (CC1W2) Write narratives, such as memoirs, in which students: Recount two or more appropriately sequenced events. Include some details regarding what happened. Use temporal words to signal event order. Provide some sense of closure. (CC1W3) Write labels, friendly letters, lists and procedures (how-to), and responses to reading. Write poetry with and without rhyme.

Targeted Knowledge and Skills - Research to Build and Present Knowledge Earlier Development ← → Later Development	
Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). CCKW7 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. CCKW8	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). CC1W7 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. CC1W8
Instructional Strategies and/or Activities Individual, small group, and whole group shared writing lessons on: Opinions about nonfiction books read during interactive read-alouds. Knowledge and ideas learned from books read during interactive read-alouds. Details learned from joint experiences, i.e. field trips, visitors, classroom events. "How to" books after interactive read-alouds.	Lessons on ways to organize informational writing including table of contents, charts, and pictures. Lessons on how to use resources such as books and the internet to gather information on a topic. Introduction to keyboarding. Writer's workshop lessons: Preparing for Publication, Editing, Writing, Sharing and Reflection.
Targeted Knowledge and Skills - Conventions Earlier Development ← → Later Development	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCKL1/CC1L1 Print many upper- and lowercase letters. CCKL1a Use frequently occurring nouns and verbs. CCKL1b Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). CCKL1c Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). CCKL1d Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). CCKL1e Produce and expand complete sentences in shared language activities. CCKL1f Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCKL2 Capitalize the first word in a sentence and the pronoun <i>I</i> . CCKL2a Recognize and name end punctuation. CCKL2b Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCKL2c Spell simple words phonetically, drawing on knowledge of sound-letter relationships. CCKL2d	Print all upper- and lowercase letters. CC1L1a Use common, proper, and possessive nouns. CC1L1b Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). CC1L1c Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). CC1L1d Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). CC1L1e Use frequently occurring adjectives. CC1L1f Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). CC1L1g Use determiners (e.g., articles, demonstratives). CC1L1h Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). CC1L1i Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. CC1L1j Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC1L2 Capitalize dates and names of people. CC1L2a Use end punctuation for sentences. CC1L2b Use commas in dates and to separate single words in a series. CC1L2c

<p style="text-align: center;">Viewing Self as a Writer and Participating in a Range of Writing Gathering seeds, resources, small moments, experimenting with writing over various time periods.</p> <p style="text-align: center;">Earlier development ← → Later development</p>	
<p style="text-align: center;">Habits for Process/Production/ Distribution of Writing</p> <p>Drawing is a major component of writing. Drawings are detailed and related to writing. Some drawings stand alone without words and still tell a story. Drawings may be used to tell things children know but can't yet write with words. Drawings can be a planning tool for writing. Write daily without resistance when given time, place and materials. Generate content and topics for writing Use whatever means are at hand to communicate and make meaning including drawing, letter strings, scribbles, and other graphic representations. Make an effort to reread own writing and listen to that of others, showing attentiveness to meaning by, for example, asking for more information.</p> <p style="text-align: center;">Habits for Purposes and Genres</p> <p>Narrative Writing Appears early as a form of writing that children use. Narratives are shared orally and through writing. Contains a story that may be a single event or several events loosely linked. The author may react to the events, comment on them, or evaluate them. Tell events in chronological order. May include gestures when reading story aloud or drawings to support or expand on meaning. May incorporate story book language (e.g. once upon a time)</p> <p>Informational Writing Make lists. May mimic books that have been read to them or they have read. Can gather, collect and share information about a topic. Can maintain a focus and stay on topic. Exclude extraneous information when prompted.</p> <p>Functional Writing: Children understand that writing can get things done. They leave notes for friends to tell them something, create invitations, make notes as reminders, and labels for the classroom, etc.</p> <p style="text-align: center;">Habits for Language Use Conventions</p> <p>Uses the syntax of oral language and writing can be easily read aloud. Writing approximates some phrasings and rhythms of literary language.</p> <p style="text-align: right;"><i>Continued</i></p>	<p style="text-align: center;">Habits for Process/Production/ Distribution of Writing</p> <p>Drawing is used less as a planning tool and more as a way of illustrating the message. Write daily without resistance when given time, place and materials. Generate content and topics for writing Reread their work often with the expectation that others will be able to read it. Solicit and provide responses to writing. Revise, edit, and proofread as appropriate Apply a sense of what constitutes good writing Polish 10 pieces of writing a year.</p> <p style="text-align: center;">Habits for Purposes and Genres</p> <p>Narrative Writing Children produce both biographical and fictional narratives that: Evidence a plan for writing, including making decisions about sequence of events. Develop a narrative or retelling containing two or more appropriately sequenced events that readers can reconstruct easily. Incorporates drawings, diagrams, and other graphics in the text. Uses gestures and intonation to enhance meaning when sharing. Demonstrate a growing awareness of author craft using writing strategies such as dialogue, transition words for time, details, and closure. Imitates narrative elements from books they have read or had read to them. May use words like, "I wondered", "I noticed", etc. in writing. Can react to writing, evaluate ideas in their writing, and sum up the story.</p> <p>Informational Writing Likes to report on things they know about. They understand that writing can be used to tell others about what they know. May include pictures, graphs, diagrams. Gather information about a topic, sort it into categories, perhaps use headings or chapters and report it to others. Independently recognize and exclude or delete extraneous information. Demonstrate a growing desire to communicate with details that develop ideas and enhance the reader's understanding.</p> <p>Functional Writing Create signs, invitations, letters, lists, labels to explain or tell someone to do something. Describes in appropriate sequence and with a few details the steps needed to accomplish a task.</p> <p style="text-align: right;"><i>Continued</i></p>

2nd-3rd (Ages 7-9)
English Language Arts Curriculum
Prepared for
First State Montessori Academy

This document is the core of the curriculum plan for the child as described above. This document allows teachers to identify assessments to determine where children are on the continuum of learning, to match instruction to learning goals, and to use assessment as a tool to monitor progress.

A Day in Jessie and Jarrod's Montessori Life—Second & Third Grade

9:45	Jarod consults his work plan and decides to work on botany work. He illustrates and labels the parts of a flower as follow-up to a lesson he had the day before. He has sample flowers and charts for reference. His understanding of the parts of the flower will be background knowledge for the next lesson where he uses this information to describe the life cycle of the plant	Jessie continues to complete her division work with a partner.	Teachers 1 and 2 confer briefly about what they have noted thus far in the morning	
10:15			Teacher 1 calls a small group over for a guided reading group. At the end of the lesson she releases the students to practice their reading fluency with a partner. She strategically moves between the pairs, listening and noting their fluency progress.	Teacher 2 checks work completed by the children thus far in the morning, and is available for help, guidance, and intercession if necessary. S/he stops by Jarod's work space and interviews him about the parts of the flower and what each does then makes note of this on Jarod's record sheet.
10:30	Jarod chooses a prefix game that he completes with a partner from his word study group, writing down the new words he has created throughout the game.	Jessie goes to a small group guided reading lesson focused on reading fluency. After the lesson, she goes off with a peer to practice re-reading a story aloud with proper intonation and inflection.		
10:45	Jarod revises and edits his readers' response notebook entry in preparation for a lesson he has in the afternoon for literature circle.	Jessie participates in a brief, small group lesson with Teacher 2 that includes direct, systematic, multisensory instruction on syllables.	Teacher 1 checks work completed by the children thus far in the morning and is available for help, guidance, and intercession if necessary.	Teacher 2 gives a brief, small group lesson to children who are struggling to acquire reading
11:00	Jarod attends a whole group Writers' Workshop mini lesson focused on sentence fluency. He then takes his writing folder and continues to write a story that he previously started.	Jessie attends a whole group Writers' Workshop mini lesson about sentence fluency. She then goes with Teacher 1 and a small group of students for targeted support with sentence combining.	After the whole group Writers' Workshop mini lesson about sentence fluency, Teacher 1 takes a small group of three students and follows up with targeted support about sentence combining.	Teacher 2 gives a whole group Writers' Workshop mini-lesson focusing on sentence fluency. She then walks around among the remaining students and holds individual writing conferences with some of them.
11:45	The class goes outside for recess		Teacher 1 has a break.	Teacher 2 accompanies the class to recess.

English Language Arts Curriculum Continua for Later Controlled Word Recognition Readers and Automatic Readers

Guided Reading Levels H, I, J, K, L, M, N, O (Fountas & Pinnell)
7-9 Year Olds (Grades 2-3 Multi-Age)

It is important to note that while students in the first half of their 2nd grade year may still be in the Controlled Word Recognition stage of reading, they should be moving to the Automatic Reader stage by the middle to end of the year.

Foundational Skills

Enduring Understandings

Good readers use letters, sounds, and specific sequences of letters to read printed words on the page.
Good readers use context clues to solve unknown words while focusing on understanding text.
Good readers use their knowledge of prefix, suffix, and root word meanings to determine the meaning of unknown words.
Authors use specific language and word choice to create meaning when they write.
Good readers learn words from wide daily reading
Good readers recognize when word meaning is unknown and are able to use a variety of strategies to determine the word meaning.

Essential Questions

How do sounds, high frequency words, and specific letter patterns help us to read?
How do prefixes, suffixes, and root words help us make meaning of print?
What are different strategies I can use to figure out the meaning of words that I do not know?
What do good readers do?
What do good readers do when they do not understand how to read a word?
What do good readers do when they do not understand the meaning of a word or sentence?

Transfer Knowledge

At end of multi-year (2/3) cycle children will:
Integrate their knowledge of the foundation skills with their abilities to think within, beyond, and about text to independently read and comprehend literature at the high end of the grades 2-3 text complexity (Levels N/O) independently and proficiently. **CC2/3RL10**
Demonstrate age appropriate reading habits.
Use this knowledge of reading to read:
Books for pleasure, poetry, magazines, websites, and other informational texts for school learning and personal interests.
Their personal writing and classmates writings.
Environmental print in the classroom and larger community.
Detailed instructions.

Targeted Knowledge and Skills -Solving Words/ Monitoring and Correcting Using a range of strategies to take words apart and understand what words mean while reading continuous text Checking on whether reading sounds right, looks right, and makes sense Earlier development ← → Later Development	
<p>Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. CC2RI4</p> <p>Determine the meaning of words using at least three cueing systems (context, grammar, phonics) to cross check unfamiliar words.</p> <p>Self-monitors comprehension (does it make sense?) to:</p> <ul style="list-style-type: none"> Read past a word and return Use first and last letter cues To ask, "Does it look/sound right and/or make sense?" <p>Employ self-monitoring strategies for continually accumulating the ability to read and write accurately a large core of high-frequency words.</p> <p>Self-monitor understanding and ask questions when meaning is lost.</p> <p>Examine the relationship between earlier and later parts of a text and figure out how they make sense together.</p>	<p>Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area. CC2RI4</p> <p>Determine the meaning of words using at least three cueing systems (context, grammar, phonics) to cross check unfamiliar words.</p> <p>Self-Monitors comprehension (does it make sense?) to:</p> <ul style="list-style-type: none"> Read past a word and return Use first and last letter cues To ask, "Does it look/sound right and/or make sense?" <p>Employ self-monitoring strategies for continually accumulating the ability to read and write accurately a large core of high-frequency words.</p> <p>Self-monitor understanding and ask questions when reading challenging texts and meaning is lost.</p> <p>Notice when sentences or paragraphs do not make sense.</p> <p>Question the author and use text to guide answers.</p> <p>Use reading strategies and sets goals.</p>
<p>Instructional Strategies and/or Activities</p> <p>Using small group and individualized guided reading instruction and through modeling during read-alouds and think alouds teachers provide instruction and modeling of:</p> <ul style="list-style-type: none"> To cross check using 3 cueing systems (context, grammar, phonics) to decode unfamiliar words. To reading past word and returning. l To use first and last letter cues. To ask, "Does it look/sound right, make sense?" 	<ul style="list-style-type: none"> To teach independent strategies to insert word and re-reading text, asking "Does this make sense?" To begin to recognize own miscues. Model identifying unfamiliar words ("If I know" <i>band</i>, "then this must be" <i>strand</i>; "now I go back to see if it makes sense").

Targeted Knowledge and Skills - Vocabulary Acquisition and Use

Determine or clarify meaning of unknown and multiple-meaning words and phrases and explore word relationships and nuances in word meanings. **CC2L4/CC2L5**

← **Early development**

Later development →

Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on grade 2 reading and content*, choosing flexibly from an array of strategies. Recognize when encountering an unknown word and be able to use a variety of strategies for making sense of how it is used in the passage they are reading. **CC2L4.**

Use sentence-level context as a clue to the meaning of a word or phrase. **CC2L4a**

Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). **CC2L4b**

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). **CC2L4c**

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). **CC2L4d**

Recognize and use a variety of compound words, synonyms, antonyms, homophones, and homographs.

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. **CC2L4e.**

Demonstrate understanding of word relationships and nuances in word meanings.

CC2L5

Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). **CC2L5a**

Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). **CC2L5b**

Know how to talk about what nouns mean in terms of function, features, and category. Talk about the meaning of new words encountered in reading.

Notice and show interest in understanding unfamiliar words.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on grade 3 reading and content*, choosing flexibly from an array of strategies. **CC3L4.**

Use sentence-level context as a clue to the meaning of a word or phrase. **CC3L4a**

Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). **CC3L4b**

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). **CC3L4c**

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. **CC3L4d.**

Demonstrate understanding of word relationships and nuances in word meanings.

CC3L5

Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*). **CC3L5a**

Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). **CC3L5b**

Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). **CC3L5c**

Know how to talk about what nouns mean in terms of function, features, and category. Talk about the meaning of most new words encountered.

Notice and show interest in unfamiliar words.

Know meanings of prefixes, roots, and suffixes.

Recognize and use a variety of complex compound words, synonyms, antonyms, homographs, and homophones.

Know how to talk about verbs as "action words".

Instructional Strategies and/or Activities

Using **small group** and **individualized lessons**, **concurrent activities** and **shelf work** **teachers model:**

Connecting moveable alphabet and phonogram lessons, grammar studies to text.

Word study:

Compound words.

Contractions and plurals.

Synonyms/antonyms.

Read/record word wall.

Flip books and bingo games.

Nomenclature 3-part cards.

Student journal stories.

Function of Word lessons.

Word Sorts.

Enduring Understandings (Beyond text)

Different readers may respond to the same text in different ways.

Reading for meaning requires readers to be active and engaged during the reading process, continually thinking about what the author is saying, why the author is saying what they are, and how that agrees or disagrees with the readers way of thinking.

Authors provide reasons, examples, lists, maps, graphs, comparisons, and contrasts in informative text to support their points and ideas.

Good readers recognize and understand the organizing structures of text and how that contributes to the meaning of the text.

Good readers notice the author's craft and the author's ability to make characters.

Targeted Knowledge and Skills

Searching for and Using Information—Searching and using all kinds of information in a text

Summarizing—Putting together and carrying important information while reading and disregarding irrelevant information

Earlier Development ←

→ **Later Development**

Craft and Structure in Literature and Nonfiction

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. **CC2RL4**

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. **CC2RL5**

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. **CC2RI5**

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **CC2RI1**

Identify the main purpose of a text, including what the author wants to answer, explain, or describe. **CC2RI6**

Retell beginning, middle and end of the story.

Discuss characters and story events with guidance.

Follows written directions from a text.

Key Ideas and Details for Literature and Nonfiction

With prompting and support:

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **CC2RL1**

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. **CC2RL2**

Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. **CC2RI2**

Use of mental imagery.

Notice and remember the events of a story in sequence.

Notice and understand the problem of a story and how it is solved.

Follow multiple events in a story to understand the plot.

Craft and Structure in Literature and Nonfiction

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. **CC3RL4**

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. **CC3RL5**

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. **CC3RI5**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **CC3RI1**

Reads and follows simple directions from a text.

Compare and contrast story characters and events.

Notice and remember attributes and actions that will help in understanding character development.

Notice and understand the problem of a story and how it is solved.

Notice and understand how one event builds on another throughout the text.

Analyze the relationships across parts of text.

Question the author and use text to guide answers.

Examine the relationship between earlier and later parts of a text and figure out how they make sense together.

Key Ideas and Details for Literature and Nonfiction

Independently:

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **CC3RL1**

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. **CC3RL2**

<p style="text-align: center;">Targeted Knowledge and Skills</p> <p style="text-align: center;">Inferring Going beyond the literal meaning of a text to think about what is not there but is implied by the writer</p> <p style="text-align: center;">Predicting Thinking about what will follow while reading continuous text</p> <p style="text-align: center;">Earlier Development ← → Later Development</p>	
<p>Infer cause-and-effect relationships not explicitly stated.</p> <p>Determine the author's point of view.</p> <p>Infer characters' intentions or feelings.</p> <p>Infer characters' feelings and motivations from description, what they do or say, and what others think about them.</p> <p>Interpret illustrations and discuss their role in the text.</p> <p>Preview, make, and revise predictions based on text.</p> <p>Use evidence from the text to support predictions (I think...because...).</p> <p>Predict what will happen after the end.</p>	<p>Begins to "read between the lines" with guidance.</p> <p>Determine the author's point of view.</p> <p>Hypothesize underlying motivations of characters that are not stated.</p> <p>Infer characters' feelings and motivations from description, what they do or say, and what others think about them.</p> <p>Interpret the mood of illustrations.</p> <p>Hypothesize the signification of the setting and events in a story in influencing characters' decisions and attitudes.</p> <p>Recognize, understand, and discuss obvious symbolism.</p> <p>Preview, make, and revise predictions as text offers new information.</p> <p>Use evidence from the text to support predictions (I think...because...).</p> <p>Predict what will happen after the end.</p>
<p style="text-align: center;">Instructional Strategies and/or Activities</p> <p>Through individualized and small group guided reading and literature circles lessons, teachers use modeling, think-alouds, and specific instructional strategies such as:</p> <p>Previewing and making predictions.</p> <p>Inferring information when reading.</p> <p>Question /Answer Response Strategies.</p> <p>Revising predictions as text offers new information.</p>	

Reading Habits to Observe	
Later Word Controlled Readers	Automatic Readers
<p>Controlled Word Readers will focus on the qualities of literature by:</p> <ul style="list-style-type: none"> Reading wide variety of genres. Choosing reading materials independently. Reading independently for 15 minutes. Reading one or two short books or long chapters every day discussing what they read with peers. Reading good children's literature every day. Reading multiple books by same author and discuss differences and similarities. Rereading favorite books gaining deeper comprehension and knowledge of writing craft. Reading their own writing and writing of their classmates. Reading functional and instructional messages. Voluntarily reading to each other. Having worthwhile literature read to them daily. Listening to and discuss daily at least one book or chapter that is more difficult than what they can read independently or with assistance. Hearing texts read from a variety of genres. Using reading strategies modeled by adults. <p>Demonstrate skills from age appropriate comprehension standards when discussing books by:</p> <ul style="list-style-type: none"> Learning and sharing information from reading. Demonstrating skills from comprehension standards. Identifying basic genres and compare works by different authors in same genre. Discussing recurring themes across works. Paraphrasing or summarizing what another speaker has said and check for whether the speaker accepts paraphrasing. Sometimes challenging a speaker on whether facts are accurate, including reference to the text. Sometimes challenging another speaker on logic or inference. Asking other speakers to provide supporting information or details. Politely correcting someone who paraphrases or interprets their ideas incorrectly. <p>Reading Vocabulary:</p> <ul style="list-style-type: none"> Learn new words every day from reading and talk. Recognize when they don't know what a word means and use a variety of strategies for making sense of how it is used in the passage they are reading. Talk about the meaning of some new words encountered in reading. Notice and show interest in understanding unfamiliar words. Know how to talk about what nouns mean in terms of function, features, and category. 	<p>Early Automatic Readers will focus on the qualities of literature by:</p> <ul style="list-style-type: none"> Reading 30 chapter books a year, independently or with assistance. Regularly participating in discussions of literature with peers or adults. Discussing underlying themes or messages in fiction. Reading and responding to a wide variety of genres. Identifying and discussing recurring themes across texts. Evaluating literacy merit. Participating in peer talk about selecting books. Examining reasons for character actions. Accounting for situation and motive. Recognizing genre features. Noting and talking about author's craft in word choice, plot, character development, beginnings and endings. <p>Demonstrate skills from age appropriate comprehension standards when discussing books by:</p> <ul style="list-style-type: none"> Consistently demonstrating the skills of the Later Word Controlled Reader. Noting and talking about author's craft: word choice, beginnings and endings, plot, character development. Using comparisons and analogies to explain ideas. Referring to knowledge shared in discussions. Using information that is accurate, accessible and relevant. Restating their own ideas with greater clarity when a listener indicates non-comprehension. Asking other students questions asking them to support arguments. Indicating when ideas need further explanation. <p>Reading Vocabulary:</p> <ul style="list-style-type: none"> Increases vocabulary by using context cues. Learn words from daily reading. Recognize when word meaning is unknown using various strategies to figure it out. Know meanings of roots, prefixes, suffixes. Talk about the meaning of most new words encountered. Notice and show interest in unfamiliar words. Know how to talk about what nouns mean in terms of function, features, and category. Know how to talk about verbs as "action words." Talk about words as they relate to other words: synonyms, antonyms, or more precise words.

Off-Track Indicators

Children with these characteristics should have a Response to Intervention Plan

Earlier Development

Compensatory Reader (Child compensates for lack of strong phonics skills)
Has grasped alphabetic principle and phonemic awareness and some orthographic knowledge, but their skills are not developed for full and accurate reading.
Has specific difficulty with segmentation and deletion phonemic awareness tasks.
Will not automatically know all the letter sounds.
Relies on context (pictures) and sight word knowledge to read.
No effective use of strategies.
Reads lists of phonetically regular and irregular words relying on knowledge of familiar words that start with the same letter.
Is not able to read lists of nonsense words and will still rely on first letter and then guess at word.
Has slower growth of reading vocabulary because of their limited ability to recognize new words in context.
Fails to recognize common spelling patterns that can help them as a reader.
Has limited comprehension skills.

Later Development

Non-Automatic Reader (Spear-Swerling Sternberg 1996)(Compton, 1997)
Has fluency and accuracy is a primary deficit.
Recognizes words accurately but is not fluent.
Has decoding skills and will know all letter sounds; but cannot use them automatically.
Does not use strategies for word recognition in a synchronized way.
Will not chunk multi-syllabic words.
Will rely on context cues to recognize words.
Is inaccurate in recognizing words.
Has naming speed and phonological deficits that will be a particular risk for failure.
Will have reading comprehension decline because of speed issues with increasingly challenging text.
Will have an attitude towards reading that is unfavorably impacted.

Text Characteristics and Examples to Support the Later Controlled Word and Automatic Reader

Text Characteristics for Later Controlled Word Recognition Readers

Guided Reading Levels H, I, J, K, L

Lexile range 450-790

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC2RL10**

Mid- Controlled Word Recognition Reader Books Leveled Books H and I

Fewer texts providing rhyme and repetition.
Simple story line with few repeated phrases.
Fairy / folk tales retold using simpler vocabulary and language structure.
Literary language (more formal), descriptive language, and details.
Simple plots, few characters.
Illustrations on every page provide support, representing sequence of events
Vocabulary primarily consists of familiar words.
Print size and placement vary.
Double-spaced and does not always run to right margin.
Texts are usually 10-50 pages.
Nonfiction texts are often shorter.

Text Characteristics for Automatic Readers

Guided Reading Levels M, N, O

Lexile Range 450-790

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. **CC3RL10**

Leveled Books—L, M, N, O

Plots often include a series of events.
Texts include developed plots.
Fiction often includes the everyday events and problems that children encounter.
Fiction includes a few developed characters.
Nonfiction texts include clear facts and information.
Texts include some challenging vocabulary.
Texts include descriptive language and details.
Illustrations provide minimal support and can occur once every 2-6 pages or once or twice in a chapter.
Text is single-spaced.
Illustrations often depict characters and settings and may convey mood.

Speaking and Listening 2nd-3rd (Ages 7-9)

<u>Enduring Understandings</u>	<u>Essential Questions</u>	<u>Transfer Goals</u>
<p>Good listening and speaking skills help us better understand each other.</p> <p>Our speaking and listening skills grow through our experiences and the feedback from teachers and peers.</p> <p>Listening and responding to what we hear develops our understanding and knowledge.</p> <p>With practice we become clear and effective communicators.</p> <p>Good listeners compare what they are hearing to what they already know.</p> <p>Communication can sometimes involve disagreeing with what a speaker says</p>	<p>Why speak?</p> <p>What do good speakers sound like?</p> <p>How do good speakers express their thoughts and feelings?</p> <p>What makes a speaker “good”?</p> <p>How is spoken language different from written language?</p> <p>What am I trying to say when I speak?</p> <p>To whom am I speaking?</p> <p>How can I help my audience understand me?</p> <p>What does a good listener do?</p> <p>Can a person “hear” but not “listen”?</p> <p>How does what I hear compare with what I already know?</p> <p>What should I do when I do not agree with the speaker?</p>	<p>The students will speak clearly and at length to be understood.</p> <p>The students will integrate what they know from their experiences and conversations.</p> <p>The students will refine their listening skills to better understand others.</p> <p>The students will explain and seek information.</p> <p>The students will adapt their speech based on the situation, context, task and/or audience.</p> <p>Through listening and discussion students will gain an increasingly complex working vocabulary.</p>

Targeted Knowledge and Skills—Comprehension and Collaboration

Earlier Development	Later Development
<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. CC2SL1</p> <p style="padding-left: 20px;">Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). CC2SL1a</p> <p style="padding-left: 20px;">Build on others' talk in conversations by linking their comments to the remarks of others. CC2SL1b</p> <p style="padding-left: 20px;">Ask for clarification and further explanation as needed about the topics and texts under discussion. CC2SL1c</p> <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. CC2SL2</p> <p>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. CC2SL3</p> <p>Identify basic genres and compare works by different authors in same genre.</p> <p>Discuss recurring themes across works.</p> <p>Paraphrase or summarize what another speaker has said and check for whether the speaker accepts paraphrasing.</p> <p>Respectfully challenge another speaker on whether facts are accurate, including reference to the text.</p> <p>Respectfully and politely correct someone who paraphrases or interprets ideas incorrectly.</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. CC3SL1</p> <p style="padding-left: 20px;">Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. CC3SL1a</p> <p style="padding-left: 20px;">Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). CC3SL1b</p> <p style="padding-left: 20px;">Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. CC3SL1c</p> <p style="padding-left: 20px;">Explain their own ideas and understanding in light of the discussion. CC3SL1d</p> <p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CC3SL2</p> <p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. CC3SL3</p> <p style="padding-left: 20px;">Use comparisons and analogies to explain ideas.</p> <p style="padding-left: 20px;">Refer to knowledge shared in discussions.</p> <p style="padding-left: 20px;">Use information that is accurate, accessible, and relevant.</p> <p style="padding-left: 20px;">Restate own ideas with greater clarity when a listener indicates non-comprehension.</p> <p style="padding-left: 20px;">Ask other students questions that require additional support of an argument.</p> <p style="padding-left: 20px;">Indicate when ideas require further explanation.</p>

Assessments for Speaking and Listening

Developmental Reading Assessment Text Levels and Word Analysis (Beaver and Carter, 2003)
Oral and Written Narrative Retellings (Paris and Paris, 2003)
Anecdotal Records of children using Montessori Language Materials (Boyd-Batstone, 2004)
Speaking and Listening Rubric Grades K-6 (Reading/Language Arts Framework for California Public School: Kindergarten through Grade twelve, CDE 1999)
Grades K-6 Listening and Speaking Rubrics at http://old.sandi.net/depts/literacy/rubrics/list_speak.pdf

Resources

Montessori language albums: Resources obtained through MACTE approved Montessori training courses
Thinkfinty, lesson plans and interactives at <http://www.thinkfinity.org/>
ReadWriteThink, lesson plans and interactives at <http://www.readwritethink.org/>
Responsive Classroom Resource Book Level 1 and 2, Northeast Foundation for Children, Inc.
Responsive Classroom Morning Message and other Shared Writing, Northeast Foundation for Children, Inc.
Responsive Classroom : Teaching Children to Care Classroom Management for Ethical and Academic Growth by Ruth Sidney Charney
Responsive Classroom: The First Six Weeks of School by Paula Denton and Roxann Kriete
Speaking and listening for preschool through third grade by Lauren Resnick

Targeted Knowledge and Skills Purpose and Genre		
Earlier Development		Later Development
<p>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. CC2W1</p> <p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. CC2W2</p> <p>Write functional pieces that perform a practical task directed at a specific audience, including important information in the communication. CC2W2</p> <p>Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan, and demonstrate understanding about text. CC2W2</p> <p>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. CC2W3</p> <p>Write short fiction pieces (realism or fantasy) in which they describe characters by how they look and what they do and describe the setting with appropriate detail; include elements of fiction such as setting, problem, characters, and problem resolution in their written work. CC2W3</p> <p>Write poetic work (free verse or rhyme) in which they express feelings, sensory images, ideas, or stories using poetic language to communicate meaning. CC2W3</p> <p>Organize text structure in different ways according to audience, genre, and purpose of written work.</p>		<p>Write opinion pieces on topics or texts, supporting a point of view with reasons. CC3W1</p> <p>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. CC3W1a</p> <p>Provide reasons that support the opinion. CC3W1b</p> <p>Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. CC3W1c</p> <p>Provide a concluding statement or section. CC3W1d</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC3W2</p> <p>Write functional pieces that perform a practical task directed at a specific audience, including important information in the communication while using transition words. CC3W2</p> <p>Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan, and demonstrate understanding about text. CC3W2</p> <p>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. CC3W2a</p> <p>Develop the topic with facts, definitions, and details. CC3W2b</p> <p>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. CC3W2c</p> <p>Provide a concluding statement or section. CC3W2d</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CC3W3</p> <p>Write short fiction pieces (historical, short story, or realistic fiction) in which they describe characters by how they look; what they do, say, and think; and what others say about them. Describe the setting with appropriate detail, develop an interesting story with believable characters and a realistic plot, and expose the problem of the story. CC3W3</p> <p>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. CC3W3a</p> <p>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. CC3W3b</p> <p>Use temporal words and phrases to signal event order. CC3W3c</p> <p>Provide a sense of closure. CC3W3d</p>

Targeted Knowledge and Skills—Process, Production and Distribution of Writing <div> <div>Earlier Development</div> <div></div> <div>Later Development</div> </div>	
<p>Show ability to discuss what is being worked on as a writer in a conference.</p> <p>Compare previous to revised writing and notice and talk about the differences.</p> <p>Ability to use an editing and proofreading checklist that examines the developmentally appropriate conventions of writing (capitalization, spelling, organization, etc.).</p> <p>Generate published pieces of writing that includes the following as appropriate: Titles, graphics or illustrations, labels or captions, table of contents, and dedication or author's page.</p>	<p>Use headings, and subheadings, a table of contents, and other features to help the reader find information and understand how facts are related.</p> <p>Understand the role of other writers and adults in the writing process for providing feedback, clarity, and ideas for expanding information.</p> <p>Respectfully solicit suggestions, feedback, and advice from peers and adults then make changes to writing (adding, deleting, providing specificity and clarity, and/or reorganizing information) based on feedback on original draft.</p> <p>Show ability to discuss what is being worked on as a writer in a conference.</p> <p>Compare previous to revised writing and notice and talk about the differences.</p> <p>Ability to use an editing and proofreading checklist that examines the developmentally appropriate conventions of writing (capitalization, spelling, organization, etc.).</p> <p>Generate published pieces of writing that includes the following as appropriate: Titles, graphics or illustrations, labels or captions, table of contents, and dedication or author's page.</p>
<p align="center">Instructional Strategies and/or Activities</p> <p>Small Group and Individual Conferencing Writer's Workshop Mini-lessons focusing on 6-Traits of Good Writing:</p> <p>Organization</p> <p>Compose writing with a beginning, middle, and ending.*</p> <p>Compose nonfiction with a predictable pattern or in a logical sequence.*</p> <p>Use titles and subtitles, when appropriate, for writing.*</p> <p>Put related ideas together on the same page.*</p> <p>Use Graphic Organizers to plan writing.</p> <p>Idea Development</p> <p>Communicate main points clearly.*</p> <p>Follow main ideas with supportive details and examples.*</p> <p>Use time as an organizing tool.*</p> <p>Language use</p> <p>Use language and words from books that have been read.*</p> <p>Word Choice</p> <p>Use words appropriate to topic and purpose.*</p> <p>Vary word choice to create interesting description and dialogue.*</p> <p>Voice</p> <p>Write with a unique perspective.*</p> <p>Write in a voice as if telling someone about an event.*</p> <p>Share thoughts and feelings about a topic in a compelling way.*</p> <p>Publishing</p> <p>Basic Keyboarding and computer as a publishing tool.</p>	

Targeted Knowledge and Skills—Conventions

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC2L1/CC3L1**

Earlier Development

Later Development

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC2L1**

Use collective nouns (e.g., *group*). **CC2L1a**

Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). **CC2L1b**

Use reflexive pronouns (e.g., *myself, ourselves*). **CC2L1c**

Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). **CC2L1d**

Use adjectives and adverbs, and choose between them depending on what is to be modified. **CC2L1e**

Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). **CC2L1f**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC2L2**

Capitalize holidays, product names, and geographic names. **CC2L2a**

Use commas in greetings and closings of letters. **CC2L2b**

Use an apostrophe to form contractions and frequently occurring possessives. **CC2L2c**

Use an intuitive logic developed over time to guide the spelling of unfamiliar words and use spelling patterns and rules correctly most of the time; making correct spellings less random.

Generalize learned spelling patterns when writing words (e.g., *cage*→*badge*; *boy*→*boil*). **CC2L2d**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. **CC2L2e**

Use knowledge of language and its conventions when writing, speaking, reading, or listening. **CC2L3**

Compare formal and informal uses of English. **CC2L3a**

Remove the ending from a base word to make a new word (*running, run*).

Recognize and use common prefixes (*re-, un-*).

Use a range of complete sentences (*declarative, interrogative, exclamatory*).

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC3L1**

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **CC3L1a**

Form and use regular and irregular plural nouns. **CC3L1b**

Use abstract nouns (e.g., *childhood*). **CC3L1c**

Form and use regular and irregular verbs. **CC3L1d**

Form and use the simple verb tenses (e.g., *I walked; I walk; I will walk*). **CC3L1e**

Ensure subject-verb and pronoun-antecedent agreement.* **CC3L1f**

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. **CC3L1g**

Use coordinating and subordinating conjunctions. **CC3L1h**

Produce simple, compound, and complex sentences. **CC3L1i**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC3L2**

Capitalize appropriate words in titles. **CC3L2a**

Use commas in addresses. **CC3L2b**

Use commas and quotation marks in dialogue. **CC3L2c**

Form and use possessives. **CC3L2d**

Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). **CC3L2e**

Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. **CC3L2f**

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. **CC3L2g**

Use knowledge of language and its conventions when writing, speaking, reading, or listening. **CC3L3**

Choose words and phrases for effect.* **CC3L3a**

Recognize and observe differences between the conventions of spoken and written standard English. **CC3L3b**

Off-Track Indicators for Writing

Off Track Writers write less than their peers.

They do not demonstrate understanding of:

The recursive problem solving nature of writing.

The purpose of writing for communication.

The role of audience.

The features of good writing.

Different genres and text structures in their writing.

Planning and organizing writing.

Conventions and their impact on meaning in their writing.

Role of revision e.g. make fewer, usually make changes that are superficial or actually have a negative impact.

Handwriting is less legible and impedes fluency.

Resources for Writing

Writer's Workshop lessons utilizing the *Units of Study for Primary Writing* by Lucy

Calkins

Launching the Writers Workshop

Small Moments: Personal Narrative Writing

Writing for Readers: Teaching Skills and Strategies

The Craft of Revision

Authors as Mentors

Nonfiction Writing: Procedures and Reports

Poetry: Powerful Thoughts in Tiny Packages

Writer's Workshop lessons utilizing the *Units of Study for Teaching Writing, Grades 3 -*

5 by Lucy Calkins

Launching the Writing Workshop

Raising the Quality of Narrative Writing

Writing Fiction: Big Dreams, Tall Ambitions

Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by

Bear, Invernizzi, Toppelton, and Johnston

6+1 Traits of Writing, Ruth Culham

Books, Lessons, Ideas for Teaching the Six Traits, Vicki Spandel

Using Rubrics to Improve Student Writing, Sally Hampton, Sandra Murphy, Margaret

Lowry

Wondrous Words, Katie Wood Ray

Creating Writers Through 6-Trait Writing Assessment and Instruction, Vicki Spandel

Creating Young Writers: Using the Six Traits to Enrich Writing Process in Primary

Classrooms, Vicki Spandel

Second Grade Writers, Stephanie Parsons

Craft Lessons: Teaching Writing in K-8, Ralph Fletcher and Joann Portalupi

Scaffolding Young Writers, Linda Dorn and Carla Soffos

Best Practices in Writing Instruction, Graham, MacArthur, Fitzgerald

National Writing Project at <http://www.nwp.org/>

ReadWriteThink at <http://www.readwritethink.org>

A Day in Elizabeth & Adam's Montessori Life 4th/5th/6th (Ages 9-12) Classroom

This chart provides a picture of the child's daily experience in the Montessori classroom at each of the three program level 4th—6th (ages 9-12). This day demonstrates the integration of subject areas, the role of the teacher in small group and large group lessons, and the child's use of the work plan to support their self-directed learning.

	Elizabeth—Tier 1	Adam—Tier 2	Teacher 1	Teacher 2
8:00	Elizabeth enters the classroom where she is greeted by her teachers and checks in with some of her classmates. She reads the morning message, adding her response to the prompt. She consults her weekly plan and chooses word study as her first work choice.	Adam enters the classroom and is greeted by the teachers. A student buddy accompanies Adam to the morning message, where they share the message and write their responses to the prompt. Adam and his buddy look over their weekly work plans, deciding to work as partners on math. They get the materials needed to solve the fraction work, settle in at a work space and, using materials and journals, solve the five problems that were assigned.	Teacher 1 greets the children as they enter the classroom for the day. S/he then begins meetings with the children regarding their work choices. As needed s/he refocuses children who need assistance to stay on task.	Teacher 2 greets the children as they enter the classroom for the day. S/he then meets individually with children regarding their work choices. As needed, s/he refocuses children who need assistance to stay on task.
8:30	Elizabeth joins her class for the morning meeting.	Adam leaves his work neatly on the rug, joining the class for morning meeting. He takes his seat next to a teacher.	Teacher 1 attends morning meeting, taking a seat between two children who may need support during this time.	Teacher 2 attends the meeting. A student reads the morning message aloud. Children respond verbally, sharing their written contributions to the prompt. S/he then presents a lesson on plate tectonics and, using Montessori materials, demonstrates what the shifting of the earth can look like.
8:50	Elizabeth and several classmates go into the adjoining computer lab to look at footage of earthquakes and computer imaging of tectonic plates shifting. They record their observations and illustrate them in their science notebooks.	Adam accompanies Teacher 1 to a lesson on division of angles. He is seated preferentially next to the teacher.	Teacher 1 invites a group of six children to a lesson on division of angles. S/he has rulers, protractors, and angle rulers available for children's use during the lesson.	Teacher 1 invites a group of six children to a lesson on division of angles. S/he has rulers, protractors, and angle rulers available for children's use during the lesson.
9:20	Elizabeth checks her weekly work plan and decides to write her Reader's Response entry about <i>Hatchet</i> , the book she is currently reading in her literature circle.	Adam continues to do the follow-up assignment given at the lesson. He sits near the teacher, working with him/her guidance. As he completes the work he asks for feedback from the teacher.	Teacher 1 calls another group of mixed-age students for a math lesson on dividing fractions. S/he lays out Montessori materials, writes the problems on a whiteboard while waiting for the group to gather.	Teacher 2 calls a group of children to a rug for a literature circle.

English Language Arts Curriculum Continua for Automatic Strategic Readers

Guided Reading Levels R,S,T,U,V,W from Fountas and Pinnell, New Standards 4th/5th Grades (Committee, 1999)
Grades 4-6 (Ages 9-12)

Foundational Skills

<u>Enduring Understandings</u>	<u>Essential Questions</u>	<u>Transfer Goals</u>
<p>Good readers combine knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately.</p> <p>Good readers use context clues to solve unknown words while focusing on understanding text.</p> <p>Good readers use resources such as the Internet, encyclopedias, dictionaries, and thesauruses to further their understanding of word meanings and pronunciations.</p> <p>Authors use specific language and word choice to create meaning when they write.</p>	<p>Why is it important to read the text accurately?</p> <p>Why is it necessary to know the meaning of each word I read?</p> <p>How do prefixes, suffixes, and root words help us make meaning of print?</p> <p>What are different strategies I can use to figure out the meaning of words that I do not know?</p>	<p>Integrate their knowledge of the foundation skills with their abilities to think within, beyond, and about text to independently read and comprehend literature.</p> <p>Demonstrate age appropriate reading habits</p> <p>Use this knowledge of reading to read:</p> <ul style="list-style-type: none"> Books for pleasure poetry, books, magazines, websites, and other informational texts for school learning and personal interests Their personal writing and classmates writings Environmental print in the classroom and larger community Detailed instructions

Targeted Knowledge and Skills -Vocabulary Acquisition and Use Determine or clarify meaning of unknown and multiple-meaning words and phrases and explore word relationships and nuances in word meanings. CC4L4/CC5L5/CC6L6		
Earlier Development		Later Development
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 4 reading and content</i>, choosing flexibly from a range of strategies. CC4L4</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. CC4L4a</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). CC4L4b</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. CC4L4c</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC4L5</p> <p>Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. CC4L5a</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs. CC4L5b</p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). CC4L5c</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation). CC4L6</p> <p>Recognize and actively work to learn the meaning of new vocabulary words, including complex, specialized, and technical words.</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 5 reading and content</i>, choosing flexibly from a range of strategies. CC5L4</p> <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. CC5L4a</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). CC5L4b</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. CC5L4c</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC5L5</p> <p>Interpret figurative language, including similes and metaphors, in context. CC5L5a</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs. CC5L5b</p> <p>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. CC5L5c</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation). CC5L6</p> <p>Recognize and actively work to learn the meaning of new vocabulary words, including complex, specialized, and technical words.</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 6 reading and content</i>, choosing flexibly from a range of strategies. CC6L4</p> <p>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. CC6L4a</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>). CC6L4b</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech. CC6L4c</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC6L5</p> <p>Interpret figures of speech (e.g., personification) in context. CC6L5a</p> <p>Use relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. CC6L5b</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping; economical, thrifty</i>). CC6L5c</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC6L6</p>
Instructional Strategies and/or Activities Phonics and Word Recognition Morphemes: Latin and Greek roots (for spelling and building vocabulary) Dictionary, Thesaurus, Encyclopedia work		

Targeted Knowledge and Skills—Comprehension—Continued Thinking WITHIN the Text - ABOUT the Text - BEYOND the Text		
<p>Good readers identify the reasons and examples an author uses to enhance their understanding about text.</p> <p>Good readers recognize and understand the organizing structures of text and how that contributes to the meaning of the text.</p> <p>Good readers notice the author's "craft," the author's ability to make characters appear real, the word choices and sentence structures of the text, and how that affects the meaning derived from the text.</p> <p><u>Enduring Understandings Beyond the Text</u></p> <p>Readers can use their own experiences and what they know to build their understanding of what they read.</p> <p>Good readers use multiple strategies to help them make inferences about what they are reading.</p> <p>Good readers use both the text and the graphics to understand the text.</p> <p>Good readers make connections between individuals, events, ideas, and information to better understand informational and fictional text.</p> <p>Sometimes authors make their meaning clear; often, however, a reader must think about the text to find the meaning the author intended as well as the author's point of view on a topic.</p>		<p><u>Essential Questions Beyond the Text</u></p> <p>What is the author saying?</p> <p>How do I know what the author is saying?</p> <p>How do I read between the lines to fully understand what the author is saying?</p> <p><u>Essential Questions Beyond the Text</u></p> <p>What is the author's perspective or point of view?</p> <p>What can I use to help me make predictions?</p> <p>How do I know if I am making correct predictions?</p> <p>What should I do if my prediction is incorrect?</p> <p>How do connections I make with the story help me better understand the text?</p> <p>What do readers do when they do not understand?</p>
Targeted Knowledge and Skills—Solving Words (Within the Text) Using a range of strategies to take words apart and understand what words mean while reading continuous text		
Earlier Development		Later Development
<p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area. CC4RI4</p> <p>Predict word meaning based on context cues.</p> <p>Use a range of cueing systems, e.g., phonics and context clues, to determine pronunciation and meanings.</p> <p>Recognize subtle meaning for words used in context as well as new meanings for known words, including words used figuratively.</p> <p>Understand the meaning of words when they are used satirically.</p>	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area. CC5RI4</p> <p>Predict word meaning based on context cues.</p> <p>Use a range of cueing systems, e.g., phonics and context clues, to determine pronunciation and meanings.</p> <p>Recognize subtle meaning for words used in context as well as new meanings for known words, including words used figuratively.</p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. CC6RI4</p> <p>Recognize subtle meanings for words used in context.</p> <p>Keep flexible definitions of complex words in order to derive new meanings for them and understand figurative or connotative use.</p>

Targeted Knowledge and Skills—Summarizing (Within the Text) Putting together and carrying important information while reading, and disregarding irrelevant information		
Earlier Development		Later Development
Key Ideas & Details for Poetry, Fiction & Nonfiction Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CC4RI1 Determine a theme of a story, drama, or poem from details in the text; summarize the text. CC4RI2 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). CC4RI3 Determine the main idea of a text and explain how it is supported by key details; summarize the text. CC4RI2 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. CC4RI3 Present and support warranted and responsible assertions about text with elaborated and convincing evidence.	Key Ideas & Details for Poetry, Fiction & Nonfiction Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. CC5RI1 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. CC5RI2 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). CC5RI3 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. CC5RI1 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. CC5RI2 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. CC5RI3	Key Ideas & Details for Poetry, Fiction & Nonfiction Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CC6RI1 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. CC6RI2 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. CC6RI3 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. CC6RI10 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. CC6RI2 Connect prologues and epilogues. Identify major and minor characters, analyze their roles in the story, and recognize the importance of the characters. Present and support warranted and responsible assertions about text with elaborate and convincing evidence.

Targeted Knowledge and Skills—Analyzing (About the Text) Examination of the elements of a text to know more about how it is constructed		
Earlier Development		Later Development
<p>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. CC4RL5</p> <p>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. CC4RL6</p> <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. CC4RI3</p> <p>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. CC4RI5</p> <p>Explain how an author uses reasons and evidence to support particular points in a text. CC4RI8</p> <p>Discuss setting, plot, characters, and point of view (literary elements) with guidance.</p> <p>Evaluate writing strategies and elements of author's craft.</p> <p>Analyze an author's characteristic way of writing—characters, plot, style.</p> <p>Analyze the way an author creates authentic characters.</p> <p>Notice how the writer reveals the underlying messages or the theme of a text (through a character, plot, or events).</p> <p>Notice and understand text structure including description, temporal sequence, comparison and contrast, cause and effect, and problem and solution.</p> <p>Recognize and discuss argument and persuasion providing evidence to support argument.</p>	<p>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. CC5RL5</p> <p>Describe how a narrator's or speaker's point of view influences how events are described. CC5RL6</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. CC5RL10</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. CC5RI3</p> <p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). CC5RI8</p> <p>Discuss setting, plot, characters, and point of view (literary elements).</p> <p>Evaluate writing strategies and elements of author's craft including quality or authenticity of the text and the writer's qualifications.</p> <p>Analyze an author's characteristic way of writing—characters, plot, style.</p> <p>Analyze the way an author creates authentic characters.</p> <p>Notice how the writer reveals the underlying messages or the theme of a text (through a character, plot, events).</p> <p>Notice and understand when the writer uses description, temporal sequence, comparison and contrast, cause and effect, and problem and solution.</p> <p>Present and support warranted and responsible assertions about text with elaborated and convincing evidence.</p> <p>Identify genres that are embedded in texts of other genres.</p>	<p>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. CC6RL5</p> <p>Explain how an author develops the point of view of the narrator or speaker in a text. CC6RL6</p> <p>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). CC6RI3</p> <p>Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. CC6RI5</p> <p>Reflect on and discuss their analysis of the text with others in both written and oral form.</p> <p>Evaluate writing strategies and elements of author's craft including quality or authenticity of the text and the writer's qualifications.</p> <p>Identify literary devices (e.g. similes, metaphors).</p> <p>Notice and understand when the writer uses description, temporal sequence, comparison and contrast, cause and effect, and problem and solution.</p> <p>Identify internal and external conflicts, contradictions, facts, and opinions.</p> <p>Evaluate the effectiveness of author's use of literary devices such as exaggeration, imagery, and personification.</p> <p>Gather and analyze information from graphs, charts, tables, and maps with guidance.</p>

Targeted Knowledge and Skills—Making Connections — Personal, World, Text (Beyond the Text)		
Searching for and using connections to knowledge that readers have gained through their personal experiences, learning about the world, and reading other texts		
Earlier Development		Later Development
<p>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. CC4RL7</p> <p>Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. CC4RL9</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. CC4RL10</p> <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. CC4RI3</p> <p>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. CC4RI6</p> <p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. CC4RI7</p> <p>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. CC4RI9</p> <p>Make perceptive and well developed connections to related topics or information.</p> <p>Make connections to other texts by topic, major ideas, authors' styles, and genres.</p>	<p>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). CC5RL7</p> <p>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. CC5RL9</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. CC5RI3</p> <p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/ solution) of events, ideas, concepts, or information in two or more texts. CC5RI5</p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. CC5RI6</p> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. CC5RI9</p> <p>Make perceptive and well developed connections to related topics or information.</p> <p>Make connections to other texts by topic, major ideas, authors' styles, and genres.</p> <p>Make connections using sensory imagery in fiction and poetry</p>	<p>Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. CC6RL7</p> <p>Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. CC6RL9</p> <p>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). CC6RI3</p> <p>Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. CC6RI6</p> <p>Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. CC6RI7</p> <p>Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. CC6RI8</p> <p>Compare and contrast one author's presentation of events with that of another (e.g. a memoir written by and a biography about the same person). CC6RI9</p> <p>Make perceptive and well developed connections to related topics or information.</p> <p>Make connections using sensory imagery.</p> <p>Make connections among informational texts and historical fiction and content area study, using information from one setting to assist comprehending in the other.</p> <p>Identify and discuss cultural and historical perspectives that are in conflict in the text or that are different from their own perspective.</p>

Instructional Strategies and/or Activities

Comprehension

Thinking WITHIN the Text - ABOUT the Text - BEYOND the Text

Comprehension: Thinking within, about, and beyond text

Small Group and Literature Study lessons on:

Solving Words/Monitoring and Correcting

Word Study Lessons – Words Their Way

Vocabulary development with Tier 2 Words

Teacher modeling and Think Alouds

Literature circles

Silent reading

Reading for information

Searching for and using information

Literature discussion: point of view, figurative speech, character and plot analysis

Exploration of text structure: fiction vs. non-fiction (encyclopedia, magazine articles, non-fiction text—index, chapters, glossary, etc.)

Graphic Organizers

Reading Response Logs

Written responses to literature

Post-it note strategies

Text Coding

Summarizing

Graphic Organizers

Written responses to literature

Using evidence from text to support ideas (in writing and discussion)

Writing an effective summary on DRA and other assessments when called for

Making connections

Teacher Modeling and Think Alouds on Connecting literature to self, other books, and the world.

Literature discussions

Written responses to literature

Reading Response Logs

Book Talks/ Literature Circles

Inferring/predicting

KWL Charts

Activating Prior Knowledge

Prediction Charts and Graphic Organizers

Literature Discussions

Written response to literature

Think alouds, modeled and shared with the group

Analyzing/critiquing

Reading widely to have enough experience to analyze and critique an author's work

Book Talks/ Literature Circles

Lessons on Author craft

Genres in the classroom

Individual authors: who they are, what they write, and how they write

Elements of fiction: character, plot, pace, voice, point of view, setting, leads, conclusion, etc.

Figurative language: personification, metaphor, simile

Poetry

Text Characteristics		
<p>Later Automatic Readers</p> <p>By the end of the year, read and comprehend informational texts in the 4th-5th complexity band proficiency, with scaffolding as needed at the high end of the range, CC4RL10</p> <p>Series contain familiar format, structures, characters. Texts include fully developed plots.</p> <p>Fiction includes series of episodes, problems, and solutions.</p> <p>Fiction includes fully developed characters.</p> <p>Nonfiction texts present simple facts in an organized structure.</p> <p>Texts include challenging content & specific vocabulary. Authors use descriptive and memorable language. Some books include occasional illustrations.</p> <p>Fiction may include chapter titles and table of contents.</p> <p>Nonfiction may include table of contents, captions, glossary, and index.</p> <p>Text runs margin to margin with a dense print format. Length is usually 75–200 pages.</p> <p>Reading Leveling O P Q R / Lexile range 770-980.</p>	<p>Early Strategic Readers</p> <p>By the end of the year, read and comprehend informational texts in the 4th-5th complexity band independently and proficiently. CC5RL10</p> <p>Texts include fully developed plots, often around a central theme, plots include climax and resolution.</p> <p>Books touch upon challenging issues.</p> <p>Fiction includes multiple fully-developed characters.</p> <p>Books at this level include a variety of fiction genres as well as nonfiction.</p> <p>Nonfiction texts present many facts in an organized structure.</p> <p>Illustrations, photographs, and captions support text in nonfiction materials.</p> <p>Texts include more challenging vocabulary.</p> <p>Authors use vivid descriptive and memorable language.</p> <p>Fiction includes few, if any illustrations.</p> <p>Print size is smaller.</p> <p>Text difficulty determined more by content than by length.</p> <p>Reading Leveling R S T U / Lexile range 770-980.</p>	<p>Later Strategic Reader</p> <p>By the end of the year, read and comprehend informational texts in the 6th-8th complexity band with scaffolding as needed at the high end of the range. CC6RL10</p> <p>Texts include fully developed plots, often touching upon complex issues.</p> <p>Settings may be in other time periods or unfamiliar locations.</p> <p>Texts begin to include multiple perspectives on an issue.</p> <p>Texts include complex sentence structure literary devices.</p> <p>Well-developed characters face complex issues and challenges.</p> <p>Nonfiction texts include substantial amount of information and detail.</p> <p>Nonfiction includes table of contents, captions, a glossary, and index and may include tables, graphs, maps, and charts, illustration captions support text.</p> <p>Nonfiction texts may include newspapers, magazines, and manuals.</p> <p>Texts often include specialized vocabulary.</p> <p>Reading Leveling T U V W / Lexile range 770-980.</p>
Examples of Text		
<p>Later Automatic Readers</p> <p>Fiction</p> <p><i>How to Eat Fried Worms</i> by Thomas Rockwell</p> <p><i>Bunnicula</i> by Deborah and James Howe</p> <p><i>Fantastic Mr. Fox</i> by Roald Dahl</p> <p><i>Charlotte's Web</i> by E. B. White</p> <p><i>Babe: The Gallant Pig</i> by Dick King-Smith</p> <p><i>Surah, Plain and Tall</i> by Patricia MacLachlan</p> <p>Nonfiction</p> <p><i>Amazing Poisonous Animals</i> by Alexandra Parsons</p> <p><i>Days of the Ducklings</i> by Bruce McMillan</p> <p><i>Flute's Journey: The Life of a Wood Thrush</i> by Lynne Cherry</p> <p><i>A Light in the Attic</i> by Shel Silverstein</p> <p><i>The New Kid on the Block</i> by Jack Prelutsky</p>	<p>Early Strategic Readers</p> <p>Fiction</p> <p><i>Charlie and the Chocolate Factory</i> by Roald Dahl</p> <p><i>Hatchet</i> by Gary Paulsen</p> <p><i>The Lion, the Witch, and the Wardrobe</i> by C. S. Lewis</p> <p><i>My Side of the Mountain</i> by Jean Craighead George</p> <p><i>Ella Enchanted</i> by Gail Carson Levine</p> <p>Nonfiction</p> <p><i>Brown Honey in Broomwheat Tea</i> by Joyce Carol Thomas</p> <p><i>Once Upon Ice and Other Frozen Poems</i> by Jane Yolen</p> <p><i>Pearl Harbor is Burning! A Story of World War II</i> by Kathleen Kudlinski</p> <p><i>Muscles: Our Muscular System</i> by Seymour Simon</p> <p><i>Compass stew : an A to Z recipe for the earth</i> by Mary McKenna Siddals</p>	<p>Later Strategic Readers</p> <p>Fiction</p> <p><i>The Watsons Go to Birmingham – 1963</i> by Christopher Paul Curtis</p> <p><i>Julie of the Wolves</i> by Jean Craighead George</p> <p><i>The Baggart</i> by Susan Cooper</p> <p><i>Number the Stars</i> by Lois Lowry</p> <p><i>Hales</i> by Louis Sachar</p> <p>Nonfiction</p> <p><i>You Want Women to Vote, Lizzie Stanton?</i> by Jean Fritz (NF)</p> <p><i>Immigrant Kids</i> by Russell Freedman (NF)</p> <p><i>Leonardo Da Vinci</i> by Diane Stanley</p> <p><i>Himalaya: Vanishing Cultures</i> by Jan Reynolds</p> <p><i>Discovering Jupiter: The Amazing Collision in Space</i> by Melvin Berger</p>

Speaking and Listening 4th-6th (Ages 9-12)

<u>Enduring Understandings</u>	<u>Essential Questions</u>	<u>Transfer Goals</u>
<p>Good listening and speaking skills help us better understand each other.</p> <p>Our speaking and listening skills grow through our experiences and the feedback from teachers and peers.</p> <p>Listening and responding to what we hear develops our understanding and knowledge.</p> <p>With practice we become clear and effective communicators.</p> <p>Good listeners compare what they are hearing to what they already know.</p> <p>Communication can sometimes involve disagreeing with what a speaker says.</p>	<p>Why speak?</p> <p>What do good speakers sound like?</p> <p>How do good speakers express their thoughts and feelings?</p> <p>What makes a speaker “good”?</p> <p>How is spoken language different from written language?</p> <p>What am I trying to say when I speak?</p> <p>To whom am I speaking?</p> <p>How can I help my audience understand me?</p> <p>What does a good listener do?</p> <p>Can a person “hear” but not “listen”?</p> <p>How does what I hear compare with what I already know?</p>	<p>The students will speak clearly and at length to be understood.</p> <p>The students will integrate what they know from their experiences and conversations.</p> <p>The students will refine their listening skills to better understand others.</p> <p>The students will explain and seek information.</p> <p>The students will adapt their speech based on the situation, context, task and/or audience.</p> <p>Through listening and discussion students will gain an increasingly complex working vocabulary.</p>
<div style="display: flex; justify-content: space-between;"> Earlier Development Targeted Knowledge and Skills—Comprehension and Collaboration Later Development </div>		
<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. CC4SL1</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. CC4SL1a</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles. CC4SL1b</p> <p>Pose and respond to specific questions to clarify or follow up on information; make comments that contribute to the discussion and link to the remarks of others. CC4SL1c</p> <p>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. CC4SL1d</p> <p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CC4SL2</p> <p>Identify the reasons and evidence a speaker provides to support particular points. CC4SL3</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. CC5SL1</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. CC5SL1a</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles. CC5SL1b</p> <p>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. CC5SL1c</p> <p>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. CC5SL1d</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CC5SL2</p> <p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. CC5SL3</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. CC6SL1</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. CC6SL1a</p> <p>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. CC6SL1b</p> <p>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. CC6SL1c</p> <p>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. CC6SL1d</p> <p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. CC6SL2</p> <p>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. CC6SL3</p>

Targeted Knowledge and Skills—Presentation of Ideas

Instructional Strategies and/or Activities

Lessons related to retelling a story or event with appropriate detail and description, with awareness of audience.
Morning meeting sharing of news and events.
Presentation of independent or collaborative partner or group projects.

Assessments for Speaking and Listening

Oral and Written Narrative Retellings (Paris and Paris, 2003)
Anecdotal Records of children using Montessori Language Materials (Boyd-Batstone, 2004)
Speaking and Listening Rubric Grades K-6 (Reading/Language Arts Framework for California Public School: Kindergarten through Grade twelve, CDE 1999)
Grades K-6 Listening and Speaking Rubrics at http://old.sandi.net/depts/literacy/rubrics/list_speak.pdf

Resources

Montessori language albums: Resources obtained through MACTE approved Montessori training courses.
Thinkfinty, lesson plans and interactives at <http://www.thinkfinty.org/>
ReadWriteThink, lesson plans and interactives at <http://www.readwritethink.org/>
Responsive Classroom Resource Book Level 1 and 2, Northeast Foundation for Children, Inc.
Responsive Classroom Morning Message and other Shared Writing, Northeast Foundation for Children, Inc.
Responsive Classroom : Teaching Children to Care Classroom Management for Ethical and Academic Growth by Ruth Sidney Charney
Responsive Classroom: The First Six Weeks of School by Paula Denton and Roxann Kriete

Earlier Development	Targeted Knowledge and Skills - Purpose and Genre	Later Development
<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information. CC4W1</p> <p>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. CC4W1a</p> <p>Provide reasons that are supported by facts and details. CC4W1b</p> <p>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). CC4W1c</p> <p>Provide a concluding statement or section related to the opinion presented. CC4W1d</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC4W2</p> <p>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. CC4W2a</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. CC4W2b</p> <p>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). CC4W2c</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic. CC4W2d</p> <p>Provide a concluding statement or section related to the information or explanation presented. CC4W2e</p> <p style="text-align: right;"><i>Continued</i></p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information. CC5W1</p> <p>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. CC5W1a</p> <p>Provide logically ordered reasons that are supported by facts and details. CC5W1b</p> <p>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). CC5W1c</p> <p>Provide a concluding statement or section related to the opinion presented. CC5W1d</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC5W2</p> <p>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. CC5W2a</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. CC5W2b</p> <p>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). CC5W2c</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic. CC5W2d</p> <p>Provide a concluding statement or section related to the information or explanation presented. CC5W2e</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CC5W3</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. CC5W3a</p> <p style="text-align: right;"><i>Continued</i></p>	<p>Write arguments to support claims with clear reasons and relevant evidence. CC6W1</p> <p>Introduce claim(s) and organize the reasons and evidence clearly. CC6W1a</p> <p>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. CC6W1b</p> <p>Use words, phrases, and clauses to clarify the relationships between claim(s) and reasons. CC6W1c</p> <p>Establish and maintain a formal style. CC6W1d</p> <p>Provide a concluding statement or section that follows from the argument presented. CC6W1e</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CC6W2</p> <p>Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CC6W2a</p> <p>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. CC6W2b</p> <p>Use appropriate transitions to clarify the relationships among ideas and concepts. CC6W2c</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic. CC6W2d</p> <p>Establish and maintain a formal style. CC6W2e</p> <p style="text-align: right;"><i>Continued</i></p>

Targeted Knowledge and Skills Organization, Development, Language Usage, and Process of Writing		
Earlier Development		Later Development
<p>Organize text structure in different ways according to audience, genre, and purpose of written work.</p> <p>Introduce ideas followed by supportive details and examples.</p>		<p>Organize text structure in different ways according to audience, genre, and purpose of written work.</p> <p>Write using the structure of expository non-narrative, with facts and information ordered in a logical way.</p> <p>Use underlying structures to present different kinds of information (established sequence, temporal sequence, compare and contrast, problem and solution, cause and effect).</p>
Targeted Knowledge and Skills—Production and Distribution of Writing		
Earlier Development		Later Development
<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3). CC4W4</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4). CC4W5</p>	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3). CC5W4</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5). CC5W5</p> <p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. CC5W6</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3). CC6W4</p> <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6). CC6W5</p> <p>Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting. CC6W6</p>

Targeted Knowledge and Skills—Conventions		
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC4L1/CC5L1/CCL61		
Earlier Development		Later Development
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC4L1</p> <p>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). CC4L1a</p> <p>Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. CC4L1b</p> <p>Use modal auxiliaries (e.g., can, may, must) to convey various conditions. CC4L1c</p> <p>Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>Form and use prepositional phrases. CC4L1c</p> <p>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* CC4L1f</p> <p>Correctly use frequently confused words (e.g., to, too, two; there, their).* CC4L1g</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC4L2</p> <p>Use correct capitalization. CC4L2a</p> <p>Use commas and quotation marks to mark direct speech and quotations from a text. CC4L2b</p> <p>Use a comma before a coordinating conjunction in a compound sentence. CC4L2c</p> <p>Spell grade-appropriate words correctly, consulting references as needed. CC4L2d</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. CC4L3</p> <p>Choose words and phrases to convey ideas precisely.* CC4L3a</p> <p>Choose punctuation for effect.* CC4L3b</p> <p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). CC4L3c</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC5L1</p> <p>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. CC5L1a</p> <p>Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. CC5L1b</p> <p>Use verb tense to convey various times, sequences, states, and conditions. CC5L1c</p> <p>Recognize and correct inappropriate shifts in verb tense.* CC5L1d</p> <p>Use correlative conjunctions (e.g., either/or, neither/nor). CC5L1e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC5L2</p> <p>Use punctuation to separate items in a series.* CC5L2a</p> <p>Use a comma to separate an introductory element from the rest of the sentence. CC5L2b</p> <p>Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). CC5L2c</p> <p>Use underlining, quotation marks, or italics to indicate titles of works. CC5L2d</p> <p>Spell grade-appropriate words correctly, consulting references as needed. CC5L2e</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. CC5L3</p> <p>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CC5L3a</p> <p>Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. CC5L3b</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC6L1</p> <p>Ensure that pronouns are in the proper case (subjective, objective, possessive). CC6L1a</p> <p>Use intensive pronouns (e.g., myself, ourselves). CC6L1b</p> <p>Recognize and correct inappropriate shifts in pronoun number and person.* CC6L1c</p> <p>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* CC6L1d</p> <p>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* CC6L1e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC6L2</p> <p>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* CC6L2a</p> <p>Spell correctly. CC6L2b</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. CC6L3</p> <p>Vary sentence patterns for meaning, reader/listener interest, and style.* CC6L3a</p> <p>Maintain consistency in style and tone.* CC6L3b</p>

Assessments for Writing

Genre specific rubrics from Using Rubrics to Improve Student Writing (Hampton, Murphy, Lowry, 2009)

Narrative

Report of Information

Instructions

Response to Literature

The Print Tool Evaluation and Remediation (Handwriting Without Tears)

Screeners of Handwriting Proficiency (Handwriting Without Tears)

Writing Assessment Program Rubric (Educational Testing Service)

Teacher conferencing focused on mini-lessons (reflecting genres and 6-Traits)

Off-Track Indicators for Writing

Off-track writers write less than their peers. They do not demonstrate understanding of:

The recursive problem solving nature of writing.

The purpose of writing for communication.

The role of audience.

The features of good writing.

Different genres and text structures in their writing.

Planning and organizing writing.

Conventions and their impact on meaning in their writing.

Role of revision; make fewer and usually make changes that are superficial or actually have a negative impact.

Handwriting is less legible and impedes fluency.

Writing Program Resources

Lessons That Change Writers, Nancy Atwell

Naming the World: A Year of Poems and Lessons, Nancy Atwell

Study Driven, A Framework for Planning Units of Study in the Writing Workshop, Katie Wood Ray

Creating Writers Through 6-Trait Writing Assessment and Instruction, Vicki Spandel

6 + 1 Traits of Writing, Ruth Culham

Books, Lesson, Ideas for Teaching the Six Traits, Vicki Spandel

A Writer's Notebook, Ralph Fletcher

Poetry Matters, Ralph Fletcher

Craft Lessons: Teaching Writing K-8, Ralph Fletcher and Joann Portalupi

Live Writing: Breathing Life into Your Words, Ralph Fletcher

Reviser's Toolbox, Barry Lane

After The End: Teaching and Learning Creative Revision, Barry Lane

The Revision Toolbox, Teaching Techniques That Work, Georgia Heard

ReadWriteThink, lesson plans and interactives at <http://www.readwritethink.org/>

Appendix I – Curriculum

Mathematics K-6 Curriculum Maps

Mathematics Curriculum

Prepared for First State Montessori Academy (FSMA)

by

*The Center for Montessori Advancement,
Elementary Workshop, Inc.*

and

Wilmington Montessori School

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The mathematics curriculum is built around several research based curriculum and standards documents including:

The National Common Core Standards

National Council of Teachers of Mathematics

Montessori Mathematics Curriculum

Introduction to the Mathematics Curriculum Framework

In the Mathematics Curriculum, the teacher must be knowledgeable about the “Processes and Proficiencies” and have tools to assess when students demonstrate these proficiencies as they work within the various mathematical strands. Teachers also need a clear understanding of the knowledge goals for mathematical thinking within each of strands. The Montessori Mathematics Curriculum Framework provides teachers with the goals for mathematics at each multi-age stage of development (5-7, 7-9, and 9-12 year olds). Early in the school year, teachers use a variety of assessments to determine where children are on the learning continuum in each area. The Curriculum Framework provides the teacher with instructional strategies that are used in small group and individual lessons/units using hands-on Montessori materials, TERC mathematics, and other resources to meet the individual instructional needs of the child. These lessons provide opportunities for teachers to observe children and to evaluate their progress towards the goals for learning across each strand of the mathematics curriculum as well as their understanding and demonstration of the processes and proficiencies. The Framework provides various formative and summative assessment tools for teachers to confirm their observations, and to make adjustments to instruction as a result of those observations. These tools include daily observations, teacher designed assessments, and formal assessments such as the Curriculum Based Measurements, AIMS Math Assessments or DIBLES Mathematics. Finally, the Framework provides indicators of when a child is off-track with their mathematical thinking. The RTI model of assessment/instruction allows teachers to adjust instructional strategies and closely follow the progress of children who are off-track learners.

The development of the child in Mathematics is embedded within the context of a classroom that supports the best educational practices. It is generally accepted that the workforce of the future will require skills such as creative and innovative thinking, comfort with ideas and abstraction, along with a global worldview and vibrant imagination. Research (Adams, 2005) shows

that children develop these skills in classrooms designed to promote intrinsic motivation; to provide choice, time for focus and deep study in areas of interest; to allow opportunities to experiment and discover, and to develop a focus on “What did you learn?” rather than “How well did you do?” The overall Montessori Program is designed to support the following:

- A focus on **big ideas and essential questions** with **extended work periods** to allow for **depth of understanding** and **habits of mind**.
- **Child-centered inclusive** learning environments that utilize **differentiated instruction** and **flexible grouping** to meet individual children’s learning needs.
- **Classroom-based assessment** and observation that **informs instructional decision making** as the basis for **RTI**.
- **Hands-on interactive** curricular materials and classroom environment supporting children developing from **concrete to abstract thinking**.
- **Academic development** supported by an emphasis on the **social/emotional development** of the child within a **multi-age community of learners**.
- **Collaborative learning** and **community service** leading to mutual respect of others and the development of the child’s **global perspective**.

References

- Adams, K. (2005). “Sources of innovation and creativity”. A paper commissioned by the National Center on Education and the Economy. Accessed 10/26/2011 at <http://www.fpspi.org/Pdf/InnovCreativity.pdf>.
- Montessori, Maria. (1991). *The Advanced Montessori Method : Scientific pedagogy as applied to the education of children from seven to eleven years*. Oxford, England :Clio Press.
- Montessori, Maria. (1973). *The Advanced Montessori Method : Volume 2*. New York : Schocken Books.

Montessori Great Lessons

The Fourth Great Lesson: The Story of Writing—The Fourth Great Lesson is the Story of Writing, sometimes called Communication in Signs. In this lesson, the story of the development of the written alphabet is told, with an emphasis on the incredible ability that humans have of committing their thoughts to paper. Included in the story are pictographs, symbols, hieroglyphs, early alphabets, and the invention of the printing press.

This lesson leads to the study of:

- Reading: literature, poetry, non-fiction, myths and folk tales, authors, reading comprehension, reading analysis, literary terms
- Writing: elements of style, function, voice, composition, letter writing, research, study skills
- Language: origins of spoken language, foreign languages, history of languages, speech, drama
- Structure: alphabets, bookmaking, grammar, punctuation, sentence analysis, word study, figures of speech

The Fifth Great Lesson: The Story of Numbers—The last of the lessons is the Fifth Great Lesson: The Story of Numbers, also called the History of Mathematics. This lesson begins with the earliest civilizations, who often only had "one", "two", and "more than two" as their numeric system. It continues with a look at different numbering systems throughout the centuries, culminating in the decimal system that we use today.

This lesson leads to the study of:

- Mathematics: operations, fractions, decimals, multiples, squares, cubes, percentages, ratio, probability, intro to algebra
- Numbers: origins of numbers and systems, bases, types of numbers, scientific notation, mathematicians
- Geometry: congruency, similarity, nomenclature of lines, angles, shapes, solids, measurement, theorems
- Application: story problems, measurement, estimation, graphs, patterning, rounding, money concepts

Clearly, these five stories encompass an enormous amount of information about the origins of the world around us. When each story is shared, it should never be left alone - there should always be further study open to the children so that the story becomes the springboard but not the focus. The stories can be referred to throughout the year when new topics are introduced, as a way of providing unity and cohesion to such a wide variety of studies.

More information may be found on the **Montessori For Everyone** Website:

http://www.montessoriforeveryone.com/The-Five-Great-Lessons_ep_66-1.html

A Day in Shayla and Sam's Montessori Life—Kindergarten and First Grade

This chart provides a picture of the child's daily experience in the Montessori classroom at each of the three program levels, K-1st (5-7). This day demonstrates the integration of subject areas, the role of the teacher in small group and large group lessons, and the child's use of the work plan to support their self-directed learning.

	Shayla Tier 1	Sam Tier 2	Teacher 1	Teacher 2
8:00	Shayla is greeted by her teachers and classmates. A 1 st grade student reads the morning message to Shayla and then she settles in with a book to read (SSR) as the rest of her class arrives and settles	Sam is greeted by Teacher 1 at the door. A student buddy escorts Sam to the morning message board. Together they read the morning message, adding both of their responses to the prompt. They take note of the daily schedule and take out books for independent reading and settle in for SSR as the rest of the class arrives.	Teacher 1 greets students at the door as they arrive.	Teacher walks around, stopping to have individual reading conferences with students and records anecdotal notes in record book.
8:15	Shayla hears a bell rung by a classmate and takes that as a signal to put her book away and come to a class circle. During morning meeting she participates in a greeting activity, shares news, and hears about the day's activities.	Sam is prompted by a teacher to join morning meeting where he participates in the greeting activity, shares news, and hears about the day's activities.	Teacher helps the classroom leader for the day manage the morning meeting. The class checks the attendance, does a group greeting, monitors and graphs the weather, does some stretches and sings The Continent Song. Teacher gives the class an overview of the day.	Teacher has prepared a lesson on the continents. The class reviews what they remember and, together, label the continents on the classroom's puzzle map. The teacher has animal figures to be matched to the continents and there is a class discussion about the pet guinea pigs origins in South America. The group is dismissed to work.
8:45	Shayla consults her work plan and chooses to do math work first. She finds a place to work near her friend, Marcus, and then selects a box of bead bars and some prepared math problem "tickets" from a shelf.	Sam chooses a slicing banana "practical life" work, after slicing the fruit he carefully offers some of his classmates a serving.	Teacher gathers a group of three children for a language/reading lesson. The children bring their reading book to a small rug on the floor for the lesson.	Teacher helps the children settle into their work choices and offers any necessary clarification or guidance. She then takes note of the choices the children have made on a class record sheet. If a particular challenge is noted by the teacher, note is made of that on the individual child's record sheet.
9:15	Having finished her first work choice, Shayla consults her work plan and chooses to work on the story she had begun the day before. When Teacher 2 invites her to a lesson she puts a card out where she was working: Shayla is working here.	Sam is prompted to consult his daily work plan and chooses to do his daily journal entry in his Draw and Write notebook. Teacher 1 encourages him to use spacing between his words as he phonetically encodes his ideas.	Teacher monitors the individual choices the children are making and keeps records thereof and of any challenges, anecdotes, or questions she notes about individual children. She checks work completed thus far in the morning.	Teacher invites Shayla and the rest of the Kindergarteners for a lesson on making a "hemisphere map." The group reviews the continent names and locations and is then shown how to trace, perforate out, and glue puzzle pieces together to make one's own continent map.

A Day in Shayla and Sam's Montessori Life—Kindergarten and First Grade

11:30	Shayla and Sam's class goes outside for recess.			
12:00	Shayla and Sam's class has lunch together in their classroom. The teachers act as role models for proper table manners and decorum. Each child cleans up her/his own spot and classroom helpers take out the trash and sweep the floor after lunch.			
12:30	Shayla listens to the teacher read	Sam listens to the book and participates in the class discussion.	Teacher reads aloud a non-fiction text about the life cycle of a Monarch butterfly. She asks the essential question "What is a life cycle" and the class participates in a discussion.	Teacher has a break.
1:00	Both children have art with the rest of their class.		Teacher has a break.	Teacher accompanies the class to art.
1:50	Shayla has a lesson on the life cycle of the Monarch butterfly and their migration.	Sam has a lesson on the parts of a butterfly.	Teacher gives the kindergarteners a lesson on the life cycle of the Monarch butterfly and uses the continent map to show the Monarch's migration.	Teacher gives the first graders a lesson on the parts of a butterfly.
2:30	As a follow up to the science lesson, Shayla completes a Monarch butterfly life cycle booklet. She colors and labels each stage of the life cycle using a Monarch model for reference.	As a follow up to the lesson Sam illustrates and labels the parts of a butterfly. He has sample a butterfly and charts for reference.	Teachers monitor their groups as they do the follow-up science activity, offering assistance and guidance when needed.	Teachers monitor their groups as they do the follow-up science activity, offering assistance and guidance when needed.
3:15	Shayla, Sam and their class come to circle for a reflection of the day discussion and good-bye song then collect their belongings and follow dismissal procedures.	Shayla, Sam and their class come to circle for a reflection of the day discussion and good-bye song then collect their belongings and follow dismissal procedures.	Teacher leads the closing meeting and dismisses the children.	Teacher goes to her/his dismissal station.

Mathematics Processes and Proficiencies

5. Use Appropriate Tools Strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.
<p>Mathematically proficient students: Consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.</p> <p>Develop familiarity with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator.</p> <p>Detect possible errors by strategically using estimation and other mathematical knowledge.</p> <p>Know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data.</p> <p>Identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems.</p> <p>Use technological tools to explore and deepen their understanding of concepts.</p>	<p>Mathematically proficient students: Communicate precisely to others.</p> <p>Use clear definitions in discussion with others and in their own reasoning. State the meaning of the symbols they choose, including using the equal sign consistently and appropriately.</p> <p>Use care to correctly specify units of measure, and label axes to clarify the correspondence with quantities in a problem.</p> <p>Calculate accurately and efficiently.</p> <p>Express numerical answers with a degree of precision appropriate for the problem context.</p> <p>Give carefully formulated explanations to each other. (elementary school)</p> <p>Examine claims and make explicit use of definitions. (high school)</p>	<p>Mathematically proficient students: Look closely to discern a pattern or structure.</p> <p>Young students might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have.</p> <p>Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property.</p> <p>Older students can look at the expression $2x + 9x + 14$ and see the 14 as 2×7 and the 9 as $2 + 7$.</p> <p>Recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems.</p> <p>Consider an overview and be able to shift perspective.</p> <p>See complicated things as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>	<p>Mathematically proficient students: Notice if calculations are repeated, and look both for general methods and for shortcuts.</p> <p>Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal.</p> <p>Middle school students might pay attention while calculating slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, and abstract the equation $(y - 2)/(x - 1) = 3$.</p> <p>High school students might notice the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$, leading them to the general formula for the sum of a geometric series.</p> <p>Apply what they know.</p> <p>Maintain oversight of the problem solving process, while attending to the details.</p> <p>Evaluate the reasonableness of their intermediate results.</p>

Math Strand Number Sense & Numeration	Earlier Development	Common Core Standards Targeted Skills	Later Development
<i>Understanding numbers, ways of representing numbers, relationships among numbers, and number systems</i>	<p>Understand quantity equivalence – the ability to “count on” or “pick-up the count.” (CC.K.CC.2)</p> <p>Compare groups of objects and identify whether the number of objects is greater than, less than or equal to the objects in the second group. (CC.K.CC.6)</p> <p>Write numbers 0-20. Represent a set of objects with a written numeral. (CC.K.CC.3)</p> <p>Count to answer, “how many” with various configurations and as many as 20 objects in a line and up to 10 objects in a scattered configuration. (CC.K.CC.5)</p> <p>Compare two numbers between 1 and 10 presented as written numerals. (CC.K.CC.7)</p> <p>Understand the last number name tells the number of objects counted and that the number of objects is the same regardless of their arrangement. (CC.K.CC.4b)</p> <p>Understand that each successive number name refers to one larger. (CC.K.CC.4c)</p> <p>Show whole/part relationships of whole numbers less than 20 (e.g., $16 = 10 + 6$, $16 = 20 - 4$). (CC.K.NBT.1)</p> <p>Understand more/less and greater than/less than. (CC.K.CC.7)</p>	<p>Identify equal parts of a whole and equal parts of a set using halves. Understand that the two digits of a two digit number represent ones and tens. (CC.1.NBT.2)</p> <p>Understand that 10 can be thought of as a bundle of ten ones. (CC.1.NBT.2a)</p> <p>Demonstrate an understanding of expanded notation using materials. (CC.1.NBT.2)</p> <p>Represent numbers on a number line. (CC.2.MD.6)</p> <p>Understand place value and numeral quantity association for 0-9999. (CC.2.NBT.1 – up to 1000)</p> <p>Demonstrate an understanding of order relations for whole numbers less than 100. (CC.1.NBT.3)</p> <p>Understand more/less and greater than/less than. (CC.1.NBT.3)</p> <p>Add within 100, including a two-digit number and a one-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (CC.1.NBT.4)</p> <p>Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. (CC.1.NBT.4)</p> <p>Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. (CC.1.NBT.5)</p> <p>Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (CC.1.NBT.6)</p>	
Instructional Strategies for Number Sense and Numeration			
Individual and small group lessons using the following Montessori materials: Teen Board Ten Board: Quantity and Symbols Introduction to the Decimal System: Quantity Introduction to the Decimal System: Symbols The Decimal System: Association of Quantity and Symbol Formation of Numeral Cards Montessori memorization activities	100 Board Bank Game Short and Long Chains Variety of Number Lines TERC Units K: Mathematical Thinking in Kindergarten Pattern trains & hopscotch path Collecting, counting, measuring Counting ourselves and others Making shapes and building blocks	How many in all TERC Units Grade 1 Mathematical Thinking in grade 1 Building number sense Survey questions and secret rules Quilt squares and block towns Number games and story problems Bigger, taller, heavier, smaller	

Instructional Strategies for Operations/Algebra

Individual and small group lessons using the following Montessori materials:

Introduction to Memorization Work
 Introduction to the Addition Strip Board
 Addition Strip Board
 Addition Charts
 Oral Games for the Memorization of Addition
 Addition Snake Game
 Bead Bars for the Memorization of Addition
 Bead Bars: Commutative Law
 Bead Bars: Multiple Addends
 Bead Bars: Addends Larger than Ten
 Bead Bars: Associative Law
 Basic Formats for Addition
 Addition Story Problems
 Subtraction Strip Board
 Oral Games for the Memorization of facts
 Golden Beads
 Stamp Games
 (Decomposing Numbers), K, 1, 2 and 3
Ten Frames, Ten and Some More, Grades: 1, 2 and 3
Grouping Tens, Grades: 1, 2 and 3
Two-Digit Addition and Subtraction, Grades: 2 and 3
 Subtraction and addition Snake Game Subtraction and addition Story Problems
 Variety of Number Lines

TERC Units Kindergarten:

Mathematical thinking in kindergarten
 Pattern trains and hopscotch paths
 Collecting counting measuring
 Counting ourselves and others
 Making shapes and building blocks
 How many in all?

TERC Units Grade 1

Mathematical thinking at grade 1
 Building number sense
 Survey questions and secret rules
 Quilt squares and block towns
 Number games and story problems
 Bigger taller heavier smaller

Math logs / journals

Math Strand Measurement & Data	Common Core Standards Targeted Skills	
	Earlier Development	Later Development
<p><i>Understand measurable attributes of objects and the units, systems, and processes of measurement.</i></p> <p><i>Applying appropriate techniques, tools, and formulas to determine measurements</i></p>	<p>Describe measurable attributes of objects (length, weight, volume, mass/weight, hot/cold). Describe several measurable attributes of an object. (CC.K.MD.1)</p> <p>Compare two objects with a measurable attribute in common, to see which object has “more of/”less of” the attribute, and describe the difference. (CC.K.MD.2)</p> <p>Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (CC.K.MD.3)</p> <p>Begin to understand the measurement of time (today, yesterday, tomorrow, days of week, and months of year).</p> <p>Recognize and name a penny, nickel, dime and quarter from a set of coins.</p>	<p>Order three objects by length; compare the lengths of two objects indirectly by using a third object. (CC.1.MD.1)</p> <p>Measure length using non-standard units. (CC.1.MD.2)</p> <p>Tell and write time to the hour and half-hour using digital and analog clocks. (CC.1.MD.3)</p> <p>Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (CC.1.MD.4)</p>

Instructional Strategies for Measurement and Data

<p>Individual and small group lessons using the following Montessori materials:</p> <p>One-, two-, and three-minute hourglass egg timers (make corresponding labels)</p> <p>A large Judy Clock</p> <p>Small Judy Clocks</p> <p>A set of rubber stamps of clock faces without hands</p> <p>A variety of timelines (you can make these-birthday; day/night; lifespan; year/seasons)</p> <p>A variety of calendars (this should ideally include a rolling calendar)</p> <p>Money manipulatives</p> <p>Thermometers</p> <p>Variety of measuring cups/containers</p> <p>Variety of rulers – both inch, foot and metric</p> <p>TERC Units Kindergarten:</p> <p>Mathematical thinking in kindergarten</p>	<p>Collecting counting measuring</p> <p>How many in all?</p> <p>TERC Units Grade 1</p> <p>Building number sense</p> <p>Quilt squares and block towns</p> <p>Bigger taller heavier smaller</p> <p>Math logs / journals</p>
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Instructional Strategies for Geometry -Individual instruction and small group lessons on:

Individual and small group lessons using the following Montessori materials:

Geometry Units
Geometry Sticks
Squares
Triangles
Other Geometric Figures
Inscribed and Circumscribed Figures
Large Geometric Solids
Geometric Cabinet

TERC Units Kindergarten:

Mathematical thinking in kindergarten
Pattern trains and hopscotch paths
Collecting counting measuring
Making shapes and building blocks
How many in all?

TERC Units Grade 1

Mathematical thinking at grade 1
Building number sense
Survey questions and secret rules
Quilt squares and block towns
Number games and story problems
Bigger taller heavier smaller

Math logs / journals

Assessments While specific assessments are not listed under each strand, these assessments will be used to assess each student's growth in terms of the various processes and proficiencies.

Delaware Comprehensive Assessment System (DCAS)
 TERC Assessments – Investigations in Number, Data and Space, Assessment Sourcebook, K-1
 Assessing Math Concepts series by Kathy Richardson, DIDAX Educational Resources (AMC)
Counting Objects, Grades: K and 1
Changing Numbers (Beginning Number Relationships), Grades: K, 1 and 2
More/Less Trains (Comparing Numbers), Grades: 1 and 2
Number Arrangements (Identifying and Combining Parts), Grades: K, 1 and 2
Combination Trains (Number Combinations), Grades: 1 and 2
Hiding Assessments (Decomposing Numbers), Grades K, 1, 2 and 3
Ten Frames, Ten and Some More, Grades: 1, 2 and 3
Grouping Tens, Grades: 1, 2 and 3
Mathematics Assessment Sampler Pre K-2 (MAS)

Formal Assessments:
 AIMS Web Test of Early Numeracy for K-1
 AIMS Web Test of Computation 1st only
 TERC Assessments
Informal Assessments:
 Work Samples correlated with standards
 Work Samples related to goals for math in portfolios
 Observation leading to Anecdotal Records
 Curriculum Based Measurement

	DCAS	Anecdotal Records	Portfolios	Journals	TERC	AIMS	MAS	AMC
Proficiencies		X	X	X	X	X	X	X
Number Sense / Numeration	X	X	X	X	X	X		X
Operations/Algebra	X	X	X	X	X		X	X
Patterns	X	X	X	X	X		X	X
Geometry	X	X	X	X	X		X	
Probability	X	X	X	X	X		X	

2nd-3rd (Ages 7-9) Mathematics Curriculum

Prepared for First State Montessori Academy (FSMA)

This document is the core of the curriculum plan for the child as described above. This document allows teachers to plan rich interdisciplinary units to ensure that the content standards are addressed, to determine where children are on the continuum of learning, to match instruction to learning goals, and to use assessment as a tool to monitor progress.

A Day in Jessie and Jarod's Montessori Life—Second & Third Grade

9:45	Jarod consults his work plan and decides to work on botany work. He illustrates and labels the parts of a flower as follow-up to a lesson he had the day before. He has sample flowers and charts for reference. His understanding of the parts of the flower will be background knowledge for the next lesson where he uses this information to describe the life cycle of the plant	Jessie continues to complete her division work with a partner.	Teachers 1 and 2 confer briefly about what they have noted thus far in the morning	
10:15			Teacher 1 calls a small group over for a guided reading group. At the end of the lesson she releases the students to practice their reading fluency with a partner. She strategically moves between the pairs, listening and noting their fluency progress.	Teacher 2 checks work completed by the children thus far in the morning, and is available for help, guidance, and intercession if necessary. S/he stops by Jarod's work space and interviews him about the parts of the flower and what each does then makes note of this on Jarod's record sheet.
10:30	Jarod chooses a prefix game that he completes with a partner from his word study group, writing down the new words he has created throughout the game.	Jessie goes to a small group guided reading lesson focused on reading fluency. After the lesson, she goes off with a peer to practice re-reading a story aloud with proper intonation and inflection.		
10:45	Jarod revises and edits his readers' response notebook entry in preparation for a lesson he has in the afternoon for literature circle.	Jessie participates in a brief, small group lesson with Teacher 2 that includes direct, systematic, multisensory instruction on syllables.	Teacher 1 checks work completed by the children thus far in the morning, and is available for help, guidance, and intercession if necessary.	Teacher 2 gives a brief, small group lesson to children who are struggling to acquire reading
11:00	Jarod attends a whole group Writers' Workshop mini lesson focused on sentence fluency. He then takes his writing folder and continues to write a story that he previously started.	Jessie attends a whole group Writers' Workshop mini lesson about sentence fluency. She then goes with Teacher 1 and a small group of students for targeted support with sentence combining.	After the whole group Writers' Workshop mini lesson about sentence fluency, Teacher 1 takes a small group of three students and follows up with targeted support about sentence combining.	Teacher 2 gives a whole group Writers' Workshop mini-lesson focusing on sentence fluency. She then walks around among the remaining students and holds individual writing conferences with some of them.
11:45	The class goes outside for recess		Teacher 1 has a break.	Teacher 2 accompanies the class to recess.

Mathematics Continuum for 2nd-3rd (Ages 7-9)

<u>Enduring Understandings</u>	<u>Essential Questions</u>	<u>Transfer Knowledge</u>
<p>Mathematics can be used to solve problems outside of the mathematics classroom.</p> <p>Mathematics is built on reason and always makes sense.</p> <p>Reasoning allows us to make conjectures and to prove conjectures.</p> <p>Classifying helps us build networks for mathematical ideas.</p> <p>Precise language helps us express mathematical ideas and receive them.</p>	<p>Is your plan working?</p> <p>Do you need to reconsider what you are doing?</p> <p>How are solving and proving different? How are showing and explaining different?</p> <p>How do you know when you have proven something?</p> <p>What does it mean to verify a conjecture?</p> <p>How do you make sense of different strategies?</p> <p>How do you determine the strengths and weaknesses of different strategies?</p> <p>How do you determine similarities and differences of strategies?</p> <p>Why do we classify?</p> <p>Why do we classify: numbers, geometric objects, functions?</p>	<p>Recognize a problem in their everyday life and seek a solution.</p> <p>Approach a situation with a plan to solve a problem.</p> <p>Use mathematics to solve problems in their everyday life.</p> <p>Adjust the plan as needed based on reasonableness.</p> <p>Offer mathematical proof that their solution was valid.</p> <p>Recognize patterns and classify information to make sense of their ideas.</p> <p>Communicate effectively, orally and in writing, using mathematical terms to explain their thinking.</p> <p>Use this knowledge of mathematics to:</p> <ul style="list-style-type: none"> Represent numbers in a reasonable way for a given situation Use computation at their appropriate level Create a visual representation of a problem (graphs, charts, tables) Gather information and use it to make reasonable predictions of future events Explain their thinking and persuade others to their point of view Recognize and apply spatial relations to the mathematical world

Math Strand Number Sense & Numeration	Earlier Development	Common Core Standards Targeted Knowledge and Skills	Later Development
<p><i>Understanding numbers, ways of representing numbers, relationships among numbers, and number systems</i></p>	<p>Connect representations of numbers less than 1,000 (e.g., concrete materials, drawings or pictures, mathematical symbols). (CC.2.NBT.1)</p> <p>Show whole/part relationships of whole numbers less than 100. (e.g., $77=80-3$; $77=75+2$). (CC.2.NBT.1)</p> <p>Build whole numbers less than 1000 using groups of 1's, 10's and 100's. (CC.2.NBT.1)</p> <p style="text-align: right;"><i>Continued</i></p>		<p>Build whole numbers less than 10,000 using groups of 1's, 10's, 100's, and 1000's.</p> <p>Use place value understanding to round whole numbers to the nearest 10 or 100. (CC.3.NBT.1)</p> <p>Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction</p> <p style="text-align: right;"><i>Continued</i></p>

Math Strand Operations/Algebra	Common Core Standards Targeted Knowledge and Skills	
	Earlier Development	Later Development
<p><i>Understanding the meaning of operations and how they are related to one another.</i></p> <p><i>Computing fluently and making reasonable estimates.</i></p> <p><i>Across all ages children as developmentally appropriate:</i></p> <p><i>Representing graphically a problem and solution.</i></p> <p><i>Selecting appropriate methods of calculation from among mental math, paper and pencil, calculators, and computers</i></p>	<p>Use addition and subtraction with whole numbers with understanding. (CC.2.OA.2)</p> <p>Understand and use subtraction and addition as inverse operations. (CC.2.NBT.5)</p> <p>Connect repeated addition with multiplication (CC.2.OA.4)</p> <p>Count on, count back and count by multiples. (CC.2.NBT.2), (CC.2.NBT.8)</p> <p>Recognize and use symbols +, -, ×, ÷.</p> <p>Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. (CC.2.NBT.4)</p> <p>Make estimates before counting and computing.</p> <p>Know and use addition and subtraction fact families to 20 (e.g., 10+10=20, 20-10=10). (CC.2.OA.2)</p> <p>Perform one-digit multiplication with materials.</p> <p>Develop, use, and explain strategies to add and subtract two- or three-digit whole numbers. (CC.2.NBT.5), (CC.2.NBT.6), (CC.2.NBT.7), (CC.2.NBT.8)</p> <p>Develop, use and explain strategies to add and subtract single-digit and multi-digit whole numbers. (CC.K.OA.2), (CC.1.OA.6), (CC.2.NBT.5)</p> <p>Develop, use and explain strategies to: add and subtract single-digit and multi-digit whole numbers abstractly.</p> <p>Sort numbers into different classes (e.g., evens, odds). (CC.2.OA.3)</p> <p>Begin to solve open sentences, such as $\square + 3 = 11$, using informal methods and explain the solutions. (CC.2.OA.1)</p>	<p>Use addition and subtraction with whole numbers with understanding. (CC.3.NBT.2)</p> <p>Apply appropriately the operations of multiplication and division of whole numbers. (CC.3.OA.3), (CC.3.OA.7), (CC.3.NBT.3)</p> <p>Connect repeated addition with multiplication and repeated subtraction with division.</p> <p>Understand and use division and multiplication as inverse operations. (CC.3.OA.5), (CC.3.OA.6)</p> <p>Demonstrate commutative, associative and distributive properties. (CC.3.OA.5)</p> <p>Make estimates before counting and computing.</p> <p>Perform one-digit division with materials.</p> <p>Multiply whole numbers with at least one single-digit factor. (CC.3.OA.1), (CC.3.OA.7)</p> <p>Multiply whole numbers with at least one single-digit factor abstractly. (CC.3.OA.5)</p> <p>Divide whole numbers using single-digit divisors abstractly.</p> <p>Perform one digit multiplication and division, abstractly.</p> <p>Use concrete materials to perform addition and subtraction of fractions with common denominators. (CC.4.NF.3d)</p> <p>Solve 2-step word problems using addition, subtraction, multiplication, or division strategies. (CC.3.OA.8)</p> <p>Begin to explain how to solve an equation.</p> <p>Find numbers that make inequalities true, such as, $\square < 8$ or $2 \div \square < 10$.</p> <p>Interpret whole-number quotients of whole numbers. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i> (CC.3.OA.2)</p> <p>Determine the unknown whole number in a multiplication or division equation relating three whole numbers. (CC.3.OA.4)</p> <p>Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, explain why 4 times a number is always even.</i> (CC.3.OA.9)</p>

Instructional Strategies / Materials for Operations/Algebra			
<p>Individual and Small Group Lessons using the following Montessori Math Materials:</p> <p>Pythagoras Board</p> <p>Short and Long Chains</p> <p>Addition, Subtraction Boards</p> <p>Golden Beads-Addition, Subtraction, Multiplication, Division</p> <p>Stamp Game-Quantity, Addition, Subtraction, Multiplication, Division</p> <p>Bead Frame - Addition, Subtraction, Multipli-</p>	<p>cation</p> <p>Large Bead Frame-Addition, Subtraction, Multiplication</p> <p>Powers of Numbers</p> <p>Relationship of Multiplication and Division</p> <p>The Bank Game</p> <p>The Checkerboard</p> <p>Construction of the Decanomial</p> <p>Introduction to the Unit Division Board</p> <p>Unit Division Board</p>	<p>Division Bead Board</p> <p>Division Charts</p> <p>Division Story Problems</p> <p>Math Journals</p> <p>TERC Units- Grade 2:</p> <p>Mathematical Thinking at Grade 2</p> <p>Coins, Coupons and Combinations</p> <p>Putting Together and Taking Apart</p> <p>How Long? How Far?</p> <p>How Many Pockets? How Many Teeth?</p>	<p>TERC Units- Grade 3</p> <p>Mathematical Thinking at Grade 3</p> <p>Things that Come in Groups</p> <p>Landmarks in the Hundreds</p> <p>Up and Down the Number Line</p> <p>Combining and Comparing</p> <p>Turtle Paths</p>

Math Strand Measurement & Data	Common Core Standards Targeted Knowledge and Skills ← Earlier Development → Later Development	
<p><i>Understanding measurable attributes of objects and the units, systems, and processes of measurement.</i></p> <p><i>Applying appropriate techniques, tools, and formulas to determine measurements</i></p>	<p>Tell time to the nearest half hour and quarter hour, quarter past, quarter of. (CC.1.MD.3 – to the nearest half hour)</p> <p>Tell time to the nearest five minutes. (CC.2.MD.7)</p> <p>Read and record temperature to the nearest 10 degrees in F and C.</p> <p>Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. (CC.2.MD.2)</p> <p>Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. (CC.2.MD.4)</p>	<p>Measure areas by counting unit squares. (CC.3.MD.6)</p> <p>Estimate, measure and compare volume/capacity using standard units of measure. (CC.3.MD.2)</p> <p>Tell time to the nearest minute. (CC.3.MD.1)</p> <p>Read and record temperature to the nearest degree in F and C.</p> <p>Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. (CC.3.MD.1)</p> <p>Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings to represent the problem (excluding notions of “times as much”). (CC.3.MD.2)</p> <p>Recognize area as an attribute of plane figures and understand concepts of area measurement. (CC.3.MD.5)</p> <p>Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. (CC.3.MD.7a)</p> <p>Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas on mathematical reasoning. (CC.3.MD.7b)</p> <p>Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. (CC.3.MD.7c)</p> <p>Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems. (CC.3.MD.7d)</p> <p>Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. (CC.3.MD.8)</p> <p>Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters.</p>
Instructional Strategies / Materials for Measurement and Data		
<p>Individual and Small Group Lessons Using Montessori Math Materials:</p> <p>One-, two-, and three-minute hourglass egg timers (make corresponding labels)</p> <p>Large Judy Clock</p> <p>Small Judy Clocks</p> <p>A set of rubber stamps of clock faces without hands</p> <p>A variety of timelines (you can make these-birthday; day/night; lifespan; year/scasons)</p>		<p>A variety of calendars</p> <p>Money manipulatives</p> <p>Thermometers</p> <p>Variety of measuring cups/containers</p> <p>Variety of rulers – both inch, foot and metric</p>

Math Strand Probability	Common Core Standards Targeted Knowledge and Skills	
	Earlier Development	Later Development
<p><i>Understanding and apply basic concepts of probability.</i></p> <p><i>Developing and evaluating inferences and predictions that are based on data.</i></p> <p><i>Formulating questions that can be addressed with data and collect, organize, and display relevant data to answer them.</i></p> <p><i>Selecting and using appropriate statistical methods to analyze data</i></p>	<p>Demonstrate a variety of techniques to represent and organize categorical data (e.g., physical objects, pictographs and graphs) (CC.2.MD.10)</p> <p>Interpret data by making comparisons (e.g., how many more). (CC.3.MD.3)</p> <p>Predict the chance of an event happening (e.g., never, sometimes, always).</p> <p>Describe the likelihood of an outcome (e.g., likely, unlikely).</p> <p>Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. (CC.2.MD.10)</p> <p>Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (CC.2.MD.10)</p> <p>Organize measurement data by creating a line plot, where the horizontal scale is marked off in whole-number units. (CC.2.MD.9)</p>	<p>Collect data by observing, measuring, surveying, counting. (CC.2.MD.9), (CC.MD.4)</p> <p>Demonstrate various methods to interpret data (e.g., looking for patterns and relationships, drawing conclusions, answering the stated question or related questions).</p> <p>Explore concept of experimental probability using manipulatives</p> <p>Draw a scaled picture graph and scaled bar graph to represent a data set with several categories. (CC.3.MD.3)</p> <p>Solve one- and two-step “how many more” and “how many less” problems using information present in scaled bar graphs. (CC.3.MD.3)</p> <p>Organize measurement data by making a line plot, where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters. (CC.3.MD.4)</p> <p>Demonstrate a variety of techniques to represent and organize categorical and numerical data (e.g., physical objects, pictographs and graphs) (CC.K.MD.3), (CC.1.MD.4), (CC.2.MD.9), (CC.2.MD.10)</p>

Instructional Strategies / Materials for Probability

Individual and small group lessons using:

TERC Lessons:

Mathematical Thinking at Grade 2
 Coins, Coupons and Combinations
 Does It Walk, Crawl or Swim?
 How Many Pockets? How Many Teeth?
 Timelines and Rhythm Patterns

TERC Units— Grade 3

From Paces to Feet
 Up and Down the Number Line
 Combining and Comparing

Resources

Montessori Albums—Resources obtained through MACTE approved Montessori training courses: Math, Geometry, Fractions
TERC: Implementing the Investigations in Number, Data and Space Curriculum (Dale Seymour Publications) Grades 2-3
Good Questions for Math Teaching, K-6, Peter Sullivan and Pat Lilburn
Good Questions, Great Ways to Differentiate Mathematics Instruction, Marian Small
Writing in Math Class, A Resource for Grades 2-8, Marilyn Burns
Family Math: Jean Kerr Stenmark, Virginia Thompson, and Ruth Cossey
Build It! Festival, Mathematics Activities for Grades K-6, Teacher's GEMS Guide
A Collection of Math Lessons from Grades 3-6, Marilyn Burns
Hands-On Math Projects with Real-Life Applications Grades 3-5, Judith A. Muschla and Gary Robert Muschla
Understanding and Solving Word Problems, Step by Step Math, Curriculum Associates Inc.
It's Elementary!, Grades 2 and 3, MJ Owen
About Teaching Mathematics, A K-8 Resource, Marilyn Burns
Two Plus Two is not Five, Susan Greenwald
Read It! Draw It! Solve It! Grade 1 – 3, Elizabeth Miller
50 Problem Solving Lessons, Marilyn Burns
Figure It Out -- Thinking Like a Math Problem Solver, Grade 1 – 3, Sandra Cohen

A Day in Elizabeth & Adam's Montessori Life 4th-6th (Ages 9-12) Classroom (Upper Elementary)

This chart provides a picture of the child's daily experience in the Montessori classroom at each of the three program level 4th—6th (ages 9-12). This day demonstrates the integration of subject areas, the role of the teacher in small group and large group lessons, and the child's use of the work plan to support their self-directed learning.

	Elizabeth—Tier 1	Adam—Tier 2	Teacher 1	Teacher 2
8:00	Elizabeth enters the classroom where she is greeted by her teachers and checks in with some of her classmates. She reads the morning message, adding her response to the prompt. She consults her weekly plan and chooses word study as her first work choice.	Adam enters the classroom and is greeted by the teachers. A student buddy accompanies Adam to the morning message, where they share the message and write their responses to the prompt. Adam and his buddy look over their weekly work plans, deciding to work as partners on math. They get the materials needed to solve the fraction work, settle in at a work space and, using materials and journals, solve the five problems that were assigned.	Teacher 1 greets the children as they enter the classroom for the day. S/he then begins meetings with the children regarding their work choices. As needed s/he refocuses children who need assistance to stay on task.	Teacher 2 greets the children as they enter the classroom for the day. S/he then meets individually with children regarding their work choices. As needed, s/he refocuses children who need assistance to stay on task.
8:30	Elizabeth joins her class for the morning meeting.	Adam leaves his work neatly on the rug, joining the class for morning meeting. He takes his seat next to a teacher.	Teacher 1 attends morning meeting, taking a seat between two children who may need support during this time.	Teacher 2 attends the meeting. A student reads the morning message aloud. Children respond verbally, sharing their written contributions to the prompt. S/he then presents a lesson on plate tectonics and, using Montessori materials, demonstrates what the shifting of the earth can look like.
8:50	Elizabeth and several classmates go into the adjoining computer lab to look at footage of earthquakes and computer imaging of tectonic plates shifting. They record their observations and illustrate them in their science notebooks.	Adam accompanies Teacher 1 to a lesson on division of angles. He is seated preferentially next to the teacher.	Teacher 1 invites a group of six children to a lesson on division of angles. S/he has rulers, protractors, and angle rulers available for children's use during the lesson.	Teacher 1 invites a group of six children to a lesson on division of angles. S/he has rulers, protractors, and angle rulers available for children's use during the lesson.
9:20	Elizabeth checks her weekly work plan and decides to write her Reader's Response entry about <u>Hatchet</u> , the book she is currently reading in her literature circle.	Adam continues to do the follow-up assignment given at the lesson. He sits near the teacher, working with him/her guidance. As he completes the work he asks for feedback from the teacher.	Teacher 1 calls another group of mixed-age students for a math lesson on dividing fractions. S/he lays out Montessori materials, writes the problems on a whiteboard while waiting for the group to gather.	Teacher 2 calls a group of children to a rug for a literature circle.

Mathematics Continuum for 4th-6th (Ages 9-12)

<u>Enduring Understandings</u>	<u>Essential Questions</u>	<u>Transfer Knowledge</u>
<p>Mathematics can be used to solve problems outside of the mathematics classroom.</p> <p>Mathematics is built on reason and always makes sense.</p> <p>Reasoning allows us to make conjectures and to prove conjectures.</p> <p>Classifying helps us build networks for mathematical ideas.</p> <p>Precise language helps us express mathematical ideas and receive them.</p>	<p>Is your plan working?</p> <p>Do you need to reconsider what you are doing?</p> <p>How are solving and proving different?</p> <p>How are showing and explaining different?</p> <p>How do you know when you have proven something?</p> <p>What does it mean to verify a conjecture?</p> <p>How do you make sense of different strategies?</p> <p>How do you determine the strengths and weaknesses of different strategies?</p> <p>How do you determine similarities and differences of strategies?</p> <p>Why do we classify?</p> <p>Why do we classify: numbers, geometric objects, functions?</p>	<p>Recognize a problem in their everyday life and seek a solution.</p> <p>Approach a situation with a plan to solve a problem.</p> <p>Use mathematics to solve problems in their everyday life.</p> <p>Adjust the plan as needed based on reasonableness.</p> <p>Offer mathematical proof that their solution was valid.</p> <p>Recognize patterns and classify information to make sense of their ideas.</p> <p>Communicate effectively, orally and in writing, using mathematical terms to explain their thinking.</p> <p>Use this knowledge of mathematics to:</p> <ul style="list-style-type: none"> Represent numbers in a reasonable way for a given situation Use computation at their appropriate level Create a visual representation of a problem (graphs, charts, tables) Gather information and use it to make reasonable predictions of future events Explain their thinking and persuade others to their point of view Recognize and apply spatial relations to the mathematical world

Instructional Strategies / Materials for Number Sense and Numeration

Individual and Small group lessons using:

TERC and Connected Mathematics, Key to Series:

TERC - grades 3-5, Connected Mathematics - Grades 6-8

Key To Series is all grades

TERC, and Mathematics In Context Lessons:

4th: Mathematical Thinking at Grade 4; Arrays and Shares; Landmarks in the Thousands; Different Shapes, Equal Pieces; The Shape of Data; Money, Miles and Large Numbers; Changes over Time; Packages and Groups.

5th: Mathematical Thinking at Grade 5; Picturing Polygons;

Name that Portion; Between Never and Always; Building on Numbers You Know; Patterns of Change; Containers and Cubes; Data: Kids, Cats and Ads

6th: Prime Time; Bits and Pieces I; Bits and Pieces II; Bits and Pieces III; How Likely Is it?; Covering and Surrounding

7th: Data Around Us; Comparing and Scaling; Moving Straight Ahead; Accentuate the Negative

Montessori Materials:

4th: Bank game, large head frame, yellow decimal board,

Mortensen

5th: Golden boards (divisibility), yellow board, checkerboard, small board, red fraction materials

6th: Integer snake game, peg board (multiples and factors)

7th: Integer snake game, large skittles

Math Strand Operations/Algebra	Earlier Development	Common Core Standards Targeted Skills ← Later Development
<p><i>Understanding the meaning of operations and how they are related to one another.</i></p> <p><i>Computing fluently and making reasonable estimates.</i></p> <p><i>Across all ages, children as developmentally appropriate: Graphically represent a problem and solution. Select appropriate methods of calculation from among mental math, paper and pencil, calculators, and computers.</i></p>	<p>Know and use multiplication and division fact families fluently. (CC.3.OA.7)</p> <p>Develop use and explain algorithms for addition and subtraction. (CC.3.NBT.2), (CC.4.NBT.4)</p> <p>Develop use and explain strategies to add and subtract common fractions (thirds, fourths, halves, eighths). (CC.5.NF.1)</p> <p>Multiply whole numbers with at least one two-digit factor. (CC.4.NBT.5)</p> <p>Add sums with three or more addends, both single digit and multi-digit numbers up to 1,000,000 abstractly. (CC.4.NBT.4)</p> <p>Use single digit and multi-digit whole numbers with regrouping. (CC.4.NBT.4), (CC.5.NBT.5)</p> <p>Analyze real world problems to identify relevant information and apply appropriate mathematical processes: multiplication and division. (CC.4.OA.2), (CC.4.OA.3)</p> <p>Demonstrate understanding of factors and multiples. (CC.4.OA.4)</p> <p>Estimate decimal or fractional amounts in problem solving. (CC.5.NF.2), (CC.5.NBT.7)</p> <p>Understand the inverse relationship of multiplication and division. (CC.3.OA.6)</p> <p>Recognize, define, and use mathematical terms: addend, sum, subtrahend, minuend, difference, multiplicand, multiplier, product, partial product, divisor, dividend, quotient, and percent. (CC.6.EE.2b)</p> <p>Multiply whole numbers with at least one multi-digit factor (as the multiplier or multiplicand). (CC.5.NBT.5)</p>	<p>Recognize symbols: decimals, exponents, brackets, and equivalence. (CC.5.OA.1)</p> <p>Develop, use, and explain algorithms for multiplication and division. (CC.5.NBT.5), (CC.6.NS.2), (CC.6.NS.3)</p> <p>Add and subtract decimals to the tenths and hundredths place value. (CC.5.NBT.7)</p> <p>Develop, use and explain strategies to multiply and divide fractions and decimals effectively. (CC.5.NBT.7), (CC.5.NF.4), (CC.5.NF.6), (CC.5.NF.7)</p> <p>Use addition and subtraction with fractions and decimals with understanding. (CC.5.NF.1), (CC.5.NF.2), (CC.5.NBT.7)</p> <p>Develop understanding of order of operations including grouping symbols or exponents with or without calculators. (CC.5.OA.1), (CC.5.OA.2)</p> <p>Students explore contexts in which they can describe negative numbers such as owing money, elevations below sea level. (CC.6.NS.5)</p> <p>Develop, use and explain strategies to add, subtract, multiply, and divide integers. (CC.7.NS.1), (CC.7.NS.2)</p> <p>Apply order of operations with and without calculators. (CC.5.OA.1)</p> <p>Use fractions and decimals to solve problems in real life situations. (CC.5.NF.2), (CC.5.NF.6), (CC.5.NF.7e)</p> <p>Connect ratio and rate to multiplication and division (use example from focal point grade 6 in # operations). (CC.7.RP.2)</p>

Math Strand Operations/Algebra	Common Core Standards Targeted Knowledge and Skills	
	Earlier Development	Later Development
<p><i>Understanding the meaning of operations and how they are related to one another.</i></p> <p><i>Computing fluently and making reasonable estimates.</i></p> <p><i>Across all ages, children as developmentally appropriate: Graphically represent a problem and solution. Select appropriate methods of calculation from among mental math, paper and pencil, calculators, and computers.</i></p>	<p>decompositions, e.g., by using a visual fraction model. Examples: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$. (CC.4.NF.3b)</p> <p>Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operation and the relationship between addition and subtraction. (CC.4.NF.3c)</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. (CC.4.NF.3d)</p> <p>Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$. (CC.4.NF.4a)</p> <p>Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$ and use this understanding to multiply a fraction by a whole number. (CC.4.NF.4b)</p> <p>Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. (CC.4.NF.4c)</p> <p>Interpret a fraction as a division of the numerator by the denominator ($\frac{a}{b} = a \div b$). Solve word problems involving division of whole numbers leading to answer in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. (CC.5.NF.3)</p> <p>Compare the size of a product to the size of one factor on the basis of the other factor without performing the indicated multiplication. (CC.5.NF.5a)</p> <p>Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $\frac{a}{b} = \frac{nx}{nb}$ to the effect of multiplying $\frac{a}{b}$ by 1. (CC.5.NF.5)</p> <p>Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. (CC.5.NF.7a)</p> <p>Interpret division of a whole number by a unit fraction, and compute such quotients. (CC.5.NF.7b)</p>	<p>Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance of -30 dollars represents a debt greater than 30 dollars. (CC.6.NS.7d)</p> <p>Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. (CC.6.NS.8)</p> <p>Use coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. (CC.6.NS.8)</p> <p>Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$. (CC.6.EE.2a)</p> <p>View one or more parts of an expression as a single entity. For example, view $(8 + 7)$ as both a single entity and a sum of two terms. (CC.6.EE.2b)</p> <p>Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. (CC.6.EE.3)</p> <p>Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). (CC.6.EE.3)</p> <p>Identify when two expressions are equivalent. (CC.6.EE.4)</p> <p>Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? (CC.6.EE.5)</p> <p>Use substitution to determine whether a given number in a specified set makes an equation or inequality true. (CC.6.EE.5)</p> <p>Solve problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q, and x are all nonnegative rational numbers. (CC.6.EE.7)</p> <p>Write an inequality of the form $x > c$ or $x < c$ to represent a constraint of a condition in a problem. (CC.6.EE.8)</p> <p>Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent these solutions on a number line diagram. (CC.6.EE.8)</p> <p>Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation using variables appropriately. (CC.6.EE.9)</p> <p>Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the corresponding equation. (CC.6.EE.9)</p>

Math Strand Patterns	Common Core Standards Targeted Skills Earlier Development ← → Later Development
<p><i>Understanding patterns, relationships and functions.</i></p> <p><i>Representing and analyzing mathematical situations and structures using algebraic symbols.</i></p> <p><i>Using mathematical models to represent and understand quantitative relationships</i></p>	<p>Solve two-step linear equations and inequalities using concrete informal or formal methods. (CC.7.EE.4)</p> <p>Describe the interrelationships among tables, graphs, and equations.</p> <p>Understand that expressions in various forms can be equivalent (e.g. $x+x+2=2x+2$; $3x+x+5=4x+5$) (CC.6.EE.4)</p> <p>Know that the solutions of an equation are the values of variables that made the equation true. (CC.6.EE.5)</p> <p>Solve simple one-step equation by using number sense, properties of operations, and the idea of maintaining equality on both sides of the equation (e.g. $x+3=7$). (CC.6.EE.7),</p> <p>Solve multi step equations and inequalities using inverse operations. (CC.7.EE.4)</p> <p>Analyze linear relationships to explain how a change in one quantity results in a change in another. (CC.6.RP.1), (CC.7.RP.2)</p> <p>Identify geometric patterns and relationships and generalize the patterns algebraically.</p>

Instructional Strategies / Materials for Patterns

Individual and small group lessons using the following:

TERC, and Mathematics in Context Lessons:

4th: Different Shapes; Equal Pieces; The Shape of Data; Money, Miles, and Large Numbers; Changes Over Time; Sunken Ships and Grid Patterns

5th: Picturing Polygons; Measurement Benchmarks; Patterns of Change; Containers and Cubes; Data: Kids, Cats, and Ads

6th: Shapes and Designs; Covering and Surrounding

7th: Stretching and Shrinking; Filling and Wrapping; Variables and Patterns

Montessori Materials:

4th: decanomial, long chains, binomials/trinomials,

5th: algebraic decanomial, pegboard (multiples, factors)

6th: squaring, square roots, cubing

6th and 7th: Key to Algebra; Variables, Terms, & Expressions; Equations; Polynomials; Rational Numbers; Multiplying & Dividing; Adding & Subtracting; Rational Expressions



Math Strand Measurement & Data	Common Core Standards Targeted Knowledge and Skills	
Earlier Development	Later Development	
<p><i>Understanding measurable attributes of objects and the units, systems, and processes of measurement.</i></p> <p><i>Applying appropriate techniques, tools, and formulas to determine measurements</i></p>	<p>Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). (CC.4.MD.4)</p> <p>Solve problems involving addition and subtraction of fractions by using information presented in line plots. (CC.4.MD.4)</p> <p>Understand that an angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles. (CC.4.MD.5a)</p> <p>Understand that an angle that turns through n one-degree angles is said to have an angle measure of n degrees. (CC.4.MD.5b)</p> <p>Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. (CC.4.MD.7)</p> <p>Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. (CC.4.MD.7)</p>	

Instructional Strategies / Materials for Measurement and Data

Individual and small group lessons using the following:

Montessori Materials, TERC, and Mathematics In Context Lessons

4th: Different Shapes, Equal Pieces

5th: Measurement Benchmark, Containers and Cubes

6th: Shapes & Designs, Covering & Surrounding

4th: Geoboards, equivalence materials, constructive triangles

5th: Area materials

6th: 3-D solids, box of cubes

Key to Measurement

4th English Units of Length, Metric Units of Length

5th Measuring Length and Perimeter, Using English Units, Measuring Length & Perimeter Using Metric Units

6th Finding Area and Volume Using English Units, English Units for Weight, Capacity Temperature, and Time, Finding Area and Volume Using Metric Units, Metric Units for Mass, Capacity Temperature & Time

Math Strand Geometry	Common Core Standards Targeted Knowledge and Skills Earlier Development ← → Later Development	
		<p>Interpret coordinate values of points on a coordinate graph in the first quadrant in the context of the situation. (CC.5.G.2)</p> <p>Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares must have four right angles.</i> (CC.5.G.3)</p> <p>Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. (CC.6.G.2)</p> <p>Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving problems. (CC.6.G.2)</p> <p>Draw polygons in the coordinate plane given coordinates for the vertices. (CC.6.G.3)</p> <p>Use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. (CC.6.G.3)</p>
Instructional Strategies / Materials for Geometry		
<p>Individual and small group lessons using: TERC, and Mathematics In Context Lessons: 4th: Mathematical Thinking at Grade 4; Arrays and Shares; Seeing Solids and Silhouettes; Different Shapes, Equal Pieces; Sunken Ships and Grid Patterns 5th: Picturing polygons; Measurement benchmarks; Patterns of change; Containers and cubes; Data: Kids, Cats and Ads 6th: Shapes & Designs 7th: Stretching and shrinking; Filling and wrapping</p> <p>Montessori Materials: 4th: Geoboards, equivalence materials, constructive triangles 5th: Area materials 6th: 3-D solids, box of cubes Key to Measurement</p>		

Instructional Strategies / Materials for Probability

Individual and Small group lessons using:

TERC and Connected Mathematics, Key to Series.

TERC is grades 3-5, Connected Mathematics is Grades 6-8, Key To Series is all grades

4th: The Shape of Data; Changes over Time; Three out of Four Like Spaghetti;

5th: Mathematical Thinking at Grade 5; Patterns of Change; Containers and Cubes; Data: Kids, Cats and Ads

6th: How Likely Is it?; Data About us

7th: Variables and Patterns; Moving Straight Ahead; What do you Expect?; Data Around Us

Off Track Indicators

Child has difficulty with spatial organization (placing numbers on the page) or organizing/using the materials to complete a problem.

Student is not comfortable using mathematical language or has difficulty with math vocabulary words.

Student has difficulty seeing how concepts (e.g., addition and subtraction, or ratio and proportion) are related to each other.

Student has problems transferring concepts learned in the math classroom to real life situations.

Student has an inability to determine reasonableness of a solution or problem.

Student is confused by the language of word problems (e.g., when irrelevant information is included or when information is given out of sequence).

Student does not know how to get started on word problems or how to break down problems into simpler sub problems.

Student has difficulty reasoning through a problem or difficulty using strategies effectively during problem solving.

After being taught a concept using multiple materials, child still cannot grasp the concept or process.

Student does not have a strong sense of number/place value/quantity.

Student does not understand that there are basic patterns in numbers.

Appendix I – Curriculum

Music Curriculum

MUSIC

Prepared for
First State Montessori Academy (FSMA)
By
The Center for Montessori Advancement,
Elementary Workshop, Inc.
and
Wilmington Montessori School

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The Music is built around several research based curriculum and standards documents including:
The State of Delaware Music and Performing Arts Standards

“Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the environment.”

Maria Montessori

As reflected by Dr. Montessori, First State Montessori Academy has the goal of providing rich experiences for children in a safe and supportive school climate in which each child is healthy, safe, engaged, supported and challenged. This will be attained through traditional academics as well as considerations of the whole child and his needs. Children must be considered in their entirety and experiences that move beyond the traditional classroom are needed. In this vein, a program of instruction will be provided in art, music, theater and dance, and physical education including health, to children in all grades.

In order to better understand their world, children need experiences offered by these supplemental classes. This not only exposes them to the arts, but allows them to use their bodies in different ways, learning about their strengths and challenges beyond the classroom walls. These classes also give children the opportunity to learn about other ways in which they may be ‘smart,’ as explained by Howard Gardner’s multiple intelligences of linguistics, logical/mathematical, interpersonal, intrapersonal, musical, bodily/kinesthetic, naturalistic, and visual/spatial. Attention to each of these intelligences builds a positive school climate which in turn reduces bullying and improves attendance, engagement, empowerment, ownership, teaching and learning.
(www.whatworks.wholechildeducation.org)

Additionally, it is vital that all children learn how to negotiate their ever-changing world by learning about and appropriately utilizing the tools available to them. The tools are changing quickly and children will gain familiarity and understanding of them through library and technology education. It is imperative that children educated in the 21st century are given the opportunity to learn how these tools serve them well, when to use them, and when, perhaps, to set them aside.

FSMA’s curriculum outlines a variety of ways in which children will access the arts, movement, technology and library throughout their day. The supplementary classes offered in these areas are opportunities to strengthen these connections and allow for direct instruction to further support their learning. Most importantly, children have the opportunity to experience their ever-changing world

through all classes at FSMA. It is in living Dr. Montessori’s mission that children are given multiple opportunities to learn how to co-exist, working together respectfully and responsibly.

This document specifically addresses the Music. There is considerable research on the academic value of students receiving instruction in the music and performing arts. Brain research indicates that learning to read music strengthens the mathematical/logical aspect of brain development. In addition, learning to sing is a joyful and creative process (Delaware Department of Education Website). Music allows us to celebrate and preserve our cultural heritages, and also to explore the realms of expression, imagination, and creation resulting in new knowledge. Every individual should be guaranteed the opportunity to learn music and to share in musical experiences. The FSMA administration believes that music education is basic to learning in school, in work, in life, and encourage the study and making of music by all. The FSMA Music curriculum is aligned with the National Standards for Music Education and the Delaware Department of Education Recommended Music Curriculum. The music curriculum is ultimately executed in a collaborative learning community, inspiring the joyful discovery of self and a passion for learning and independent thinking. The FSMA Music program empowers children to be knowledgeable, competent and excited contributors to world of music. The Music program is designed to not only be a means of Self-Expression, but a means of Self-Awareness, Self-Planning and Self-Organization. Music is viewed as a tool that not only communicates with but aides in understanding the influence of music within the immediate community of the child as well as the global community in which they are a participating member.*

The following document begins with the developmental progression within each standard as related to these art forms. The second section of the document is a more traditional “scope and sequence” example of how the year might progress for children at each age level. This is intended for illustrative purposes. As with all Montessori Curriculum, the music teacher will plan Understanding By Design units that allow the teacher to follow the children’s interest as well as ensure that the curriculum goals for each program level are met.

<http://www.d11.org/doi/arts/PerformingArts/Music/Elementary/General/Music1.htm>

Standard	Ages 5-7(k/1) Instructional Activities	Ages 7-9 (2/3) Indicators	Ages 9-12 (4/5/6) Indicators
<p><i>Students will express themselves through the use of a singing voice.</i></p> <p><i>Developing proper vocal technique individually and as a member of an ensemble is an essential and basic element of music making.</i></p> <p><i>At the end of 6th grade students will be able to:</i></p> <p>Produce a proper singing tone.</p> <p>Sing in tune along with others.</p> <p>Sing alone or with others a varied repertoire of music.</p> <p>Function as productive members of a vocal ensemble.</p>	<p>Activities that explore voice; whisper, speak, sing, shout.</p> <p>Melodic pattern practice based on the Curwen Hand signs & Kodaly syllables. (Tonal patterns that are imitated, read and played).</p> <p>Presentation, practice and performance of chants, rhymes and Get America Singing Program; Sing a repertoire of songs representing different genres, styles and languages.</p> <p>Work songs; songs that expose students to a variety of meter & tonality.</p> <p>Imitate melodic patterns (see above).</p> <p>Songs & activities within the appropriate singing range (C1 to A1) sung with or without accompaniment.</p> <p>Songs and group activities that require the students to sing on pitch in rhythm while applying a steady beat.</p> <p>Song and activities that allow for expressive use of dynamics and phrasing.</p> <p>Songs, chants and rhymes that are meant to be performed in call and response style.</p> <p>Songs, chants or rhymes that include an ostinati accompaniment.</p> <p>Sing in groups in response to the gestures of a conductor.</p> <p>Songs, chants & rhymes that are intended to be performed in a round or as partner songs.</p> <p>Whole group activities that encourage the blending of vocal timbres.</p>	<p>Presentation, practice and performance of chants and rhymes.</p> <p>Get America Singing Program.</p> <p>Work songs; songs that expose students to a variety of meter & tonality.</p> <p>Imitate melodic patterns.</p> <p>Sing on pitch within the appropriate singing range.</p> <p>Sing on pitch in rhythm while applying a steady beat.</p> <p>Sing demonstrating proper posture and breathing.</p> <p>Sing demonstrating proper vocal technique.</p> <p>Sing expressively using dynamics and phrasing.</p> <p>Sing call and response.</p> <p>Singing ostinati with songs.</p> <p>Sing in groups in response to the gestures of a conductor.</p> <p>Sing rounds.</p> <p>Sing partner songs.</p> <p>Sing in groups and blending vocal timbres.</p> <p>Sing a repertoire of songs representing different genres, styles and languages.</p> <p>Sing expressively with phrasing, dynamics and stylistic interpretation.</p>	<p>Activities that explore voice; whisper, speak, sing, shout.</p> <p>Presentation, practice and performance of chants, rhymes and Get America Singing Program.</p> <p>Work songs; songs that expose students to a variety of meter & tonality.</p> <p>Chorus; sight reading, part singing</p> <p>Imitate melodic patterns.</p> <p>Sing on pitch within the appropriate singing range.</p> <p>Sing on pitch in rhythm while applying a steady beat.</p> <p>Sing demonstrating proper posture and breathing.</p> <p>Sing demonstrating proper vocal technique.</p> <p>Sing expressively using dynamics and phrasing.</p> <p>Sing call and response.</p> <p>Singing ostinati with songs.</p> <p>Sing in groups in response to the gestures of a conductor.</p> <p>Sing rounds, partner songs, music in 2-3 parts.</p> <p>Sing in groups and blending vocal timbres.</p> <p>Sing a repertoire, representing different genres, styles and languages.</p> <p>Sing expressively with phrasing, dynamics and stylistic interpretation.</p> <p>Sing a repertoire of choral literature with expression and technical accuracy including songs performed from memory.</p>

Goal 3 - Students will improvise melodies, variations of a melody and accompaniment.			
Enduring Understandings: Following instruction students will understand that: Improvisation is achieving a balance among technique, listening, understanding, communicating and responding. Improvising as an individual allows complete creative freedom of expression. Improvising as part of an ensemble allows freedom within guidelines.		Essential Questions: How much in music is inspiration and how much is perspiration? How much in music is technical skill and how much is "magic"? How much do you have to know about song structure and chord progressions to improvise well? When is music deliberate and when is it most spontaneous? To what extent is improvisation a form of communication?	
Standard	Ages 5-7(k/1) Instructional Activities	Ages 7-9 (2/3) Indicators	Ages 9-12 (4/5/6) Indicators
<i>At the end of 6th grade students will be able to:</i> Understand and apply that improvising is an essential element of their musicianship.	Improvise rhythmically with voice or on instrument. Improvise ostinati accompaniments. Improvise unaccompanied melodies. Improvise melodic embellishments on given melodies in various tonalities. Improvise rhythmic variations on given melodies. Improvise melodies over given rhythm and harmonic context consistent to the styles.	Improvise rhythmically with voice or on instrument. Improvise ostinati accompaniments. Improvise unaccompanied melodies. Improvise melodic embellishments on given melodies in various tonalities. Improvise rhythmic variations on given melodies. Improvise melodies over given rhythm and harmonic context consistent to the styles.	Improvise rhythmically with voice or on instrument. Improvise ostinati accompaniments. Improvise unaccompanied melodies. Improvise melodic embellishments on given melodies in various tonalities. Improvise rhythmic variations on given melodies. Improvise melodic variations. Improvise melodies over basic chord progressions. Improvise melodies over given rhythm and tonal context. Improvise basic harmonic accompaniment or bass line to a given melody. Improvise melodies over given rhythm and harmonic context consistent to the styles.

Goal 5- Students will be able to read and notate rhythms and melodies

Enduring Understandings:

Written music is a language that has symbols and rules that enable a musician or performer to maintain accurate communication over time and distance.
Written music is open to individual interpretation.

Essential Questions:

Why learn to read and notate music? Why not?
When is the best time to learn notation? According to whom?
How essential is written music to the process of composition?

Standard	Ages 5-7(k/1) Instructional Activities	Ages 7-9 (2/3) Indicators	Ages 9-12 (4/5/6) Indicators
<p><i>At the end of 6th grade students will be able to:</i></p> <p>Understand that there is a standard notation system and use that notation system to read and notate rhythms and melodies.</p>	<p>Identify and define standard notation symbols (treble clef, repeat sign, double bar line, bar line).</p> <p>Read rhythmic notation (see rhythm hierarchy).</p> <p>Read melodic notation (melodic contour).</p> <p>Read a single line of an instrumental or vocal part (melodic contour high/low).</p> <p>Notate symbols for pitch (melodic contour).</p> <p>Notate symbols and terms referring to dynamics, tempo and articulation.</p> <p>Read a simple instrumental or vocal score.</p>	<p>Identify and define standard notation symbols.</p> <p>Read rhythmic notation(see rhythm hierarchy).</p> <p>Read melodic notation (standard notation).</p> <p>Read a single line of an instrumental or vocal part (Recorder).</p> <p>Notate symbols and terms for meter and rhythm.</p> <p>Notate symbols for pitch.</p> <p>Notate symbols and terms referring to dynamics, tempo and articulation.</p> <p>Read an instrumental or vocal score.</p> <p>Read unfamiliar music with tonal and rhythmic accuracy.</p> <p>Read simple melodies in 2 or more clefs.</p>	<p>Identify and define standard notation symbols (work files).</p> <p>Read rhythmic notation .</p> <p>Read melodic notation(see rhythm hierarchy).</p> <p>Read a single line of an instrumental or vocal part.</p> <p>Notate symbols and terms for meter and rhythm.</p> <p>Notate symbols for pitch.</p> <p>Notate symbols and terms referring to dynamics, tempo and articulation.</p> <p>Read an instrumental or vocal score.</p> <p>Read unfamiliar music with tonal and rhythmic accuracy (Chorus sight reading).</p> <p>Read simple melodies in 2 or more clefs.</p>

Goal 7 - Students will view, participate and evaluate musical performances

Enduring Understandings: The more vocabulary and understanding one has of the idiom the more clearly one can evaluate. The process of evaluation is both subjective and objective. There will be positive and negative aspects to all music based on personal preferences and levels of understanding. Listening is an active endeavor. Music has its own vocabulary. The more one knows about music the more opportunities one has to connect with the meaning. Audience participation and reaction are an integral part of the performance. An audience is the central participant in a musical performance.		Essential Questions: What influences the development of a personal aesthetic? How influential is the taste of the time, and why? To what extent is dissonant music a product of our undeveloped taste? On what basis can music be compared and contrasted? When is sound considered music? How does the concept of quality relate to musical performance? Why learn the historical context prior to evaluating music? Should you hear a performance to understand or appreciate it? Is it necessary to hear to appreciate musical performance? What are the advantages and disadvantages of live performance?	
Standard	Ages 5-7 (K/1) Instructional Activities	Ages 7-9 (2/3) Indicators	Ages 9-12 (4/5/6) Indicators
<i>At the end of 6th grade students will be able to:</i> Evaluate musical performances that they have viewed or participated in.	Express personal preferences for specific musical styles. Identify ways for evaluating compositions and performances. Explain personal music preferences using appropriate terminology. Discuss and evaluate the relationship between music and human emotions. Develop and apply criteria for evaluating compositions and performances.	Express personal preferences for specific musical styles. Identify ways for evaluating compositions and performances. Explain personal music preferences using appropriate terminology. Discuss and evaluate the relationship between music and human emotions. Develop and apply criteria for evaluating compositions and performances. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.	Express personal preferences for specific musical styles. Identify ways for evaluating compositions and performances. Explain personal music preferences using appropriate terminology. Discuss and evaluate the relationship between music and human emotions. Develop and apply criteria for evaluating compositions and performances. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing. Critically evaluate one's own musical creations. Critically evaluate the compositions, arrangements, and improvisations of others by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

Goal 9 - Students will understand the relationship of music to diverse cultures in other times and places.

<p>Enduring Understandings: People communicate about their culture through music. Changes in history cause changes in music. Music as a form of expression becomes part of the history and culture. Cultures utilize their natural resources to produce music. A culture's music reflects its values.</p>		<p>Essential Questions: To what extent do musicians influence society? To what extent does society influence musicians? Under what conditions should music be preserved to accurately insure the composer's intentions? To what extent does music play a role in culture? To what extent does music influence social change? On what basis can music be compared and contrasted? To what extent does music affect the world community? How can music be used to reflect the similarities and differences among cultures?</p>	
Standard	Ages 5-7(k/1) Instructional Activities	Ages 7-9 (2/3) Indicators	Ages 9-12 (4/5/6) Indicators
<p><i>At the end of 6th grade students will be able to:</i> Demonstrate their understanding music in relation to diverse cultures, times and places.</p>	<p>Listen to music from various periods and diverse cultures by genre or style. Participate in authentic or simplified variations of the dances from diverse cultures. Using the Get America Singing Curriculum, children will experience an in-depth study of music in the American cultures.</p>	<p>Listen to music from various periods and diverse cultures by genre or style. Participate in authentic or simplified variations of the dances from diverse cultures. Using the Get America Singing Curriculum, children will experience an in-depth study of music in the American cultures.</p>	<p>Identify and describe the roles of musicians in various historical periods, cultures, genre and styles. Listen to music from various periods and diverse cultures by genre or style. Describe how elements of music are used in various historical periods, cultures, genres and styles. Identify sources of American music genres; trace the evolution of those genres and well known musicians associated with them. (9-12 Culture Cycle: Baroque, Modern, Contemporary).</p>

Rhythm	Reading duple meter rhythm patterns that include quarter notes, quarter rests, eighth notes, triplets, sixteenth notes, half notes, half rests, whole notes and whole rests. Exposure to triple meter through call and response. All notes have note heads. Rhythm patterns can be upside-down! Syllabic rhythm introduced.	Reading all previous rhythms+ Dotted quarter & dotted half notes. Eighth rests, 16 th rests, syncopation. Intro to reading in triple. Show "time sign". Introduce meter. Expand on syllabic rhythm.	All previous work+ Taking words to rhythm in preparation for composition. Explore complex meters (12/8, 5/4, 2/2).
Rhythmic Writing	Notation of notes (anatomy of a note).	Aural notation of duple meter rhythm patterns.	Aural notation of triple & duple rhythm patterns.
Steady Beat	Children approaching or have obtained rhythm/beat competence. Beat Competence is the ability to move, play or sing to the beat of a song that is either audibly present or through audiation.	Children who have reached BC will be able to perform the macro and micro beat simultaneously either through their bodies or with the support of an instrument. Both heard or audiated.	
Singing (tune-fullness)			
Aptitude	Stabilizing <i>Primary Measures of Music Audiation</i>	Small fluctuations <i>Intermediate or Primary Measures of Music Audiation</i>	By 9 aptitude is stabilized. <i>Musical Aptitude Profile</i>
DAP (Developmentally appropriate practice) See attachment	Support musical achievement		

Music Aptitude: inner, potential for learning music..."Inner possibilities"- not observable but can be measured.

Musical Achievement: outward presentation of skills, abilities and knowledge...."outer actuality"....can be measured through observation

Audition is musical thought

Hearing is physical, receiving frequencies.

6	Assimilation. 3/4-5/6 Consciously engaged in his/her own music making to the music in the environment	Introspection.	Self-observation and reporting of conscious inner thoughts, desires and sensations. It is a conscious mental and usually purposive process relaying on thinking/reasoning/examination of one's own thoughts and feelings. Music- recognizes the challenge of singing, breathing, muscular movement.	Can not teach this stage- child becomes critical of self— difference of what was performed and what was meant to be performed! Continuously move—not rhythmic Movement triggers breathing and breathing triggers movement. No moment of music can stand alone. It needs what comes before and after it to make sense. This confusion is a necessary step to becoming artistically independent.
BEGIN FORMAL INSTRUCTION				
7		Coordination.	Aligns singing, speaking breathing, muscular movements to music.	Work towards imperfect audiation—not perfect imitation. Why imperfect—at this level this is always room for improvement because the musician is constantly checking the work as it is being presented.

Developmental Types and Stages of Prep Auditation

Stage	Age/ description	Stage name	Child	Teacher
1	ACCULTURATION Birth to age 2-4 Engages in music without conscious thought.	Absorption.	Listening, aurally collects music in the environment.	Only 2 beat rhythm patterns. Only stepwise legato tonal patterns—Sing, chant, tp, rp, prerecorded music, no words necessary, diversity of tonality & meter. No transpositions of song—keep in consistent key, tempo & rhythm. Changes will lead to confusion. Use vocal inflection a lot! This will not confuse. Pre-recorded music needs consistent tempo & lots of dynamic & timbre contrast. Differentiate between random action and random response!
2		Random Response.	Moves & babbles in response to music—babble and movement may not relate tonally or rhythmically to the music presented in the environment—not musical responses.	
3		Purposeful Response.	Respond to music in unpredictable ways-children are exploring their singing voices. Children's singing voices happen between D and A above middle C. Below D results in speaking-	Invoke the response. Encourage group to sing on their own. Expose to tonal and rhythm patterns. They can respond any way that they want! Imitate the child's response. Songs and chants 1 st , patterns 2 nd .

Get America Singing Mutli-Year Cycle First State Montessori Academy

	1	2	3
September	School Song (4-6 learn counter melody) Shalom Haverim If I Had A Hammer	School Song (4-6 learn counter melody) Getting to Know You Havah Nagilah	School Song (4-6 learn counter melody) Shana Tova It's A Small World
October	Do-Re-Mi	Blue Skies	O, What a Beautiful Morning
November	Green, Green Grass of Home	Take Me Home Country Roads	Simple Gifts
December	What a Wonderful World Kum ba yah	He's Got the Whole World in His Hands Let There Be Peace on Earth	Dona Nobis Pacem
January	Auld Lang Syne Rock Around the Clock	All Through the Night I've Been Working on the Railroad	We Shall Overcome PRE/IT: Jimmy Crack Corn & Yankee Doodle K-1: My Country Tis of Thee 2-3: America, the Beautiful 4-6: The Star-Spangled Banner
February	My Favorite Things When the Saints Go Marching In	Follow the Drinking Gourd	Peace Like a River
March	Erie Canal Sakura	Music Alone Shall Live	I Got Rhythm Take Me Out to the Ballgame
April	Zip --a-doo-dah My Bonnie Lies Over the Ocean	Over the Rainbow Jamaica Farewell	Inch By Inch Des Colores
May	She'll Be Coming Around the Mountain Guantanamera	Make New Friends Home on the Range	Supercalifragalistic... I Love the Mountains

September/October Singing the scale and copying a tune.	<u>Introduce</u> 1.2 Sing on pitch within the appropriate singing range.	Singing.	A voice is a tool which, when used according to the rules and apart from the rules, can move others' emotions and/or communicate meaning.
September and on-going Direct instruction on how to sit/stand to sing for best results then practice of same.	<u>Introduce</u> 1.4 Sing demonstrating proper posture and breathing.	Poster. Proper care of the "tool" of the voice.	To become a skilled performer requires persistence.
September and on-going Folk tunes, international songs, spirituals, etc. as a regular part of music class.	<u>Introduce</u> 1.14 Sing a repertoire of songs representing different genres, styles and languages.	Music genres.	A voice is a tool which, when used according to the rules and apart from the rules, can move others' emotions and/or communicate meaning.
September and on-going Use movement in the class to react to tempo in the music, to show rhythm in music, and to express joy due to or a connection with music.	<u>Introduce</u> 6.1 Express changes and contrasts in music through movement.	Movement.	Listening is an active endeavor. Audience participation and reaction are an integral part of the performance
September and on-going Music appreciation lessons including genres and instrumentation. In the classroom, exposure to the music of the continents, countries, and cultures studied.	<u>Introduce</u> 7.1 Express personal preferences for specific musical styles 8.5 Compare and contrast artistic themes across cultures, history and multiple media. 9.2 Listen to music from various periods and diverse cultures by genre or style.	Music appreciation.	Music is a world language. People communicate about their culture through music. The more one knows about music the more opportunities one has to connect with the meaning.
Regularly in music class: Solo singing, rhythm, or melody opportunities in music class WORK assembly presentations.	<u>Introduce</u> 2.9 Perform an independent part in an ensemble setting.	Performance skills.	To become a skilled performer requires persistence.

November half notes – “ta.” Keep the beat.	<u>Introduce</u> 5.1 Identify and define standard notation symbols. 5.2 Read rhythmic notation.	Notation. Rhythmic notation.	Why learn to read and notate music? Why not?
December Concept of the scale – do to do.	<u>Introduce</u> 5.1 Identify and define standard notation symbols.	Notation.	Why learn to read and notate music? Why not?
December Mouth and tongue exercises.	<u>Introduce</u> 1.5 Sing demonstrating proper vocal technique.	Proper care of the “tool” of the voice.	To become a skilled performer requires persistence.
December Practice songs for winter concert – focus on phrasing, dynamics and interpretation. Proper posture when standing to perform a concert. Following the conductor in preparation for the winter concert Especially practice starts and stops. The roles of the performers and listeners at the winter concert. Recognition of composers of the pieces performed.	<u>Introduce</u> 1.6 Sing expressively utilizing dynamics and phrasing. 1.9 Sing in groups in response to gestures of a conductor. 1.15 Sing expressively with phrasing, dynamics and stylistic interpretation. 1.17 Sing a repertoire of choral literature with expression and technical accuracy including songs performed from memory. 2.6 Perform with proper posture and breathing. 2.7 Perform with proper instrument technique. 2.8 Perform in groups in response to gestures of a conductor. 2.10 Perform music representing diverse genres and styles. 2.11 Perform in groups with blend and balance. 8.1 Identify, compare and contrast the roles of creators, performers and consumers in the production and presentation of the arts including music.	Expressive singing. Performance. Memorization of musical repertoire. Presentation and performance skills. Following a conductor. The voice as an instrument. Performance etiquette	A voice is a tool which, when used according to the rules and apart from the rules, can move others’ emotions and/or communicate meaning. To become a skilled performer requires persistence. Different instruments require different physical skill sets. In order to engage in an ensemble, you must be both a performer and a listener with the ability to react. Music is one form of artistic expression. Audience participation and reaction are an integral part of the performance.
January “Twinkle, Twinkle” variations.	<u>Introduce</u> 3.8 Improvise melodies over given rhythm and tonal context.	Developing a musical ear.	Improvising as an individual allows complete creative freedom of expression.

March Rests – “sh.”	<u>Introduce</u> 5.1 Identify and define standard notation symbols.	Notation.	Why learn to read and notate music? Why not?
April Following a rhythm via clapping or with sticks; no sound at rests.	<u>Introduce</u> 5.1 Identify and define standard notation symbols.	Notation.	Why learn to read and notate music? Why not?
April Following the notes on a staff How composers write and musicians read notes on a staff How composers write and musicians read notes on a staff.	<u>Introduce</u> 5.3 Read melodic notation. 5.4 Read single line of an instrumental / vocal part. 5.9 Read unfamiliar music with tonal and rhythmic accuracy.	The staff. Composing and reading music.	Why learn to read and notate music? Why not? Written music is a language that has symbols and rules that enable a musician or performer to maintain accurate communication over time and distance.
April Using simple notation materials, and the metallophone, “write” a two-measure piece and play it in the class.	<u>Introduce</u> 4.1 Compose short songs and instrumental pieces.	Notation. Composition.	The combinations of tone, texture, design, timbre, rhythm and theme are limited only by How can I make a tune or piece my own?
May Practice songs for end-of-year– focus on phrasing, dynamics and interpretation. Proper posture when standing to perform a concert. Following the conductor for the performance Especially practice starts and stops. The roles of the performers and listeners at the spring concert. Recognition of composers of the pieces performed.	<u>Introduce</u> 1.6 Sing expressively utilizing dynamics and phrasing, focus on phrasing, dynamics and interpretation. 2.6 Perform with proper posture and breathing. 2.7 Perform with proper instrument technique. 2.8 Perform in groups in response to gestures of a conductor. 2.10 Perform music representing diverse genres. 2.11 Perform in groups with blend and balance. 8.1 Identify, compare and contrast the roles of creators, performers and consumers in the production and presentation of the arts including music.	Expressive singing. Performance etiquette. Memorization of musical repertoire.	A voice is a tool which, when used according to the rules and apart from the rules, can move others’ emotions and/or communicate meaning. To become a skilled performer requires persistence. Different instruments require different physical skill sets. In order to engage in an ensemble, you must be both a performer and a listener with the ability to react. Music is one form of artistic expression. Audience participation and reaction are an integral part of the performance.
May Show symbols for flats, sharps and natural notes Show time signatures, symbols for crescendo and decrescendo, and for staccato.	<u>Introduce</u> 5.6 Notate symbols for pitch. 5.7 Notate symbols and terms referring to dynamics, tempo and articulation.	Notation symbols.	Why learn to read and notate music? Why not?

<p>Opportunities to practice with the floor xylophone in the classroom.</p> <p>Keep the beat by clapping or through the use of percussive instruments.</p> <p>Practice proper fingering of the recorder and play tunes by ear.</p> <p>Learn melodies on the xylophone.</p> <p>Employ proper posture when singing.</p> <p>Employ rest, ready, and singing positions.</p> <p>Proper posture and hand position when using a xylophone.</p> <p>Proper fingering when playing the recorder.</p> <p>Use proper mallet handling and use both hands.</p>	<p>ear.</p> <p>PLE: Extend</p> <p>2.5 Perform melodies by ear using a melodic instrument.</p> <p>PLE: Grade 4/5: Develop; Grade 6: Proficient</p> <p>2.6 Perform with proper posture and breathing.</p> <p>PLE: Develop</p>		<p>creating good music?</p> <p>Different instruments require different physical skill sets.</p>
<p>September and on-going</p> <p>Employ proper use of all percussive instruments.</p> <p>Properly finger and handle the recorder</p> <p>Solo singing, rhythm, or melody opportunities in music class.</p> <p>WORK assembly presentations.</p>	<p>2.7 Perform with proper instrument technique.</p> <p>2.9 Perform an independent part in an ensemble setting.</p> <p>PLE: Develop</p>	<p>Presentation and performance skills.</p>	<p>Different instruments require different physical skill sets.</p> <p>To become a skilled performer requires persistence.</p>
<p>September and on-going</p> <p>Improvise with percussive instruments and the xylophone</p> <p>In the classroom: experiment using the xylophone</p>	<p>3.1 Improvise rhythmically with voice or on instrument.</p> <p>PLE: Grades 4/5: Develop, Grade 6: Proficient</p>	<p>Developing a musical ear.</p>	<p>Improvising as an individual allows complete creative freedom of expression.</p>
<p>September and on-going; Add to one's notation ken; use notation materials to create rhythms and melodic measures to be played with unpitched and pitched instruments.</p>	<p>4.3 Utilize standard written notation in composition of short songs.</p> <p>PLE: Grades 4/5: Develop, Grade 6: Proficient</p>	<p>Music notation.</p> <p>Composition.</p>	<p>How can I make a tune or piece my own?</p>
<p>September and on-going</p> <p>Regularly practice the rhythmic and melodic notation learned through "composing" with notation materials and playing given, written rhythms and simple melodies using percussives and or metallophones, xylophones, or the recorder.</p> <p>Rhythmic notation – read and keep a beat with percussives, clapping, tapping, or another means.</p>	<p>5.8 Read an instrumental or vocal score.</p> <p>PLE: Grade 4: Introduce; Grades 5/6: Develop</p> <p>5.1 Identify and define standard notation symbols.</p> <p>5.2 Read rhythmic notation.</p> <p>5.3 Read melodic notation.</p> <p>5.4 Read a single line of an instrumental or vocal part.</p> <p>PLE: Grades 4/5: Develop; Grade 6:</p>	<p>Notation.</p> <p>Instrumentation.</p> <p>The staff.</p> <p>Composing and reading music.</p>	<p>Why learn to read and notate music? Why not?</p> <p>Written music is a language that has symbols and rules that enable a musician or performer to maintain accurate communication over time and distance.</p>

<p>Develop</p> <p>September and on-going</p> <p>Musical nomenclature and etymological connections.</p> <p>Music appreciation lessons including genres and instrumentation.</p> <p>In the classroom, exposure to the music of the continents, countries, and cultures studied</p> <p>Fundamental needs of people (artistic expressions).</p>	<p>PLE: Develop</p> <p>8.4 Compare and contrast terms common between the arts and other curricular areas (e.g., texture, color, form).</p> <p>8.5 Compare and contrast artistic themes across cultures, history and multiple media.</p> <p>PLE: Develop</p>	<p>Musical Nomenclature.</p> <p>Connections.</p>	<p>Music has aesthetic, kinesthetic, and affective characteristics.</p> <p>Music is a world language.</p>
<p>September and on-going</p> <p>As new pieces and genres are introduced, discuss the context in which the pieces were composed.</p> <p>Music appreciation lessons including genres and instrumentation.</p> <p>In the classroom, exposure to the music of the continents, countries, and cultures studied.</p> <p>As new pieces and genres are introduced, discuss the context in which the pieces were composed.</p> <p>As new pieces are introduced, discuss the significance or value of each piece.</p>	<p>9.1 Identify and describe the roles of musicians in various historical periods, cultures, genres, and styles.</p> <p>9.2 Listen to music from various periods and diverse cultures by genre or style.</p> <p>9.3 Describe how elements of music are used in various historical periods, cultures, genres, and styles.</p> <p>9.5 Classify and describe distinguishing characteristics of representative music genres and styles from various cultures and historical periods.</p> <p>PLE: Develop</p> <p>9.6 Identify and explain the characteristics that cause a musical work to be considered culturally, historically, and/or geographically significant.</p> <p>PLE: Grade 4: Introduce; Grades 5/6: Develop</p>	<p>Music appreciation.</p>	<p>Music as a form of expression becomes part of the history and culture.</p> <p>People communicate about their culture through music.</p> <p>To what extent does music play a role in culture?</p>
<p>On-going</p> <p>Review genres and discuss the forms new pieces have (e.g., call and response, rondo, waltz, etc.).</p> <p>Actively listen and respond to a variety of genres as one gains musical knowledge and one's appreciation grows.</p> <p>Actively listen and respond to a variety of music as one gains musical knowledge and</p>	<p>6.6 Express through verbal and non-verbal means various styles/ genres of music.</p> <p>6.7 Identify the elements of music within a musical composition.</p> <p>9.4 Identify sources of American music genres; trace the evolution of those genres and well-known musicians associated with them.</p> <p>PLE: Develop</p>	<p>Music appreciation.</p> <p>Listening skills.</p> <p>Communication skills.</p>	<p>Knowledge of music provides more opportunities to connect with the meaning.</p>

November "Gaudeamus Hodea" following the lead of the teacher	1.10 Sing rounds. PLE: Grade 4: Proficient; Grades 5/6: Extend 1.13 Sing in groups and blending vocal timbres PLE: Develop	Following the conductor. Rounds. Singing in a group.	To become a skilled performer requires persistence.
November Using the xylophone or metallophone, accompany the class singing a familiar tune. In the classroom: experiment independently with the xylophone.	2.4 Perform tonal accompaniments by ear. PLE: Grades 4/5: Develop; Grades 6: Proficient	Developing a musical ear. Music appreciation.	In order to engage in an ensemble, you must be both a performer and a listener with the ability to react.
November Attempt one's own melodic variation of a well-known piece on the xylophone, metallophone or recorder.	3.3 Improvise unaccompanied melodies. PLE: Grades 4/5: Develop; Grades 6: Proficient	Developing a musical ear.	Improvising as an individual allows complete creative freedom of expression.
November Aaron Copeland.	9.4 Identify sources of American music genres; trace the evolution of those genres and well-known musicians associate with them. PLE: Develop	Music appreciation.	Music as a form of expression becomes part of the history and culture.
December Adapt a tune one's self on the metallophone, xylophone, or recorder.	3.6 Improvise melodic variations. 3.8 Improvise melodies over given rhythm and tonal context. PLE: Grades 4/5: Develop; Grades 6: Proficient	Music appreciation. Developing a musical ear.	Improvising as an individual allows complete creative freedom of expression.
December Gospel.	9.4 Identify sources of American music genres; trace the evolution of those genres and well-known musicians associate with them. PLE: Develop	Music appreciation.	Music as a form of expression becomes part of the history and culture.
December Following the conductor in preparation for the winter concert—students will take turns leading the group in practice sessions "Dona Nobis Pacem." Practice songs for winter concert – focus on performance techniques.	1.5 Sing demonstrating proper vocal technique. 1.6 Sing expressively utilizing dynamics and phrasing. 1.9 Sing in groups in response to gestures of a conductor. PLE: Extend	Following a conductor Rounds. Singing in a group. Expressive singing. Performance techniques. Communication skills. Proper care of the "tool" of the	To become a skilled performer requires persistence. A voice is a tool which, when used according to the rules and apart from the rules, can move others' emotions and/or communicate meaning. Different instruments require different physical

January Compose and notate a short piece for the class to play using the metalophone, xylophone, or recorder.	4.1 Compose short songs and instrumental pieces. PLE: Grades 4/5: Develop; Grade 6: Proficient	Notation. Composition.	The combinations of tone, texture, design, timbre, rhythm and theme are limited only by How can I make a tune or piece my own?
January (Mozart's birth month) With the technology teacher, use computer and/or web-based tools used by composers to experiment with composition.	4.4 Utilize compositional technology. PLE: Develop	Music appreciation. Technology.	Compositions are written with a purpose that may be self-selected or imposed.
January Choose a performer, group, or genre to research; create a timeline of the subject's musical history; write a narrative describing the origins, influences, accomplishments, and importance in musical history; find samples of the subject's music to play for the class; present one's timeline to the class and tell about your subject's place in musical history.	8.2 Make connections with other disciplines as they relate to music. PLE: Develop	Music appreciation. Connections.	Music is art. It allows a human being to integrate many techniques and use them to create emotion.
February Listen to recordings of pieces sung in two- and three-parts; imitate the different parts; attempt to play a part with the recorder.	1.12 Sing music in 2 and 3 parts. PLE: Develop	Listening skills. Music appreciation.	In order to engage in an ensemble, one must be both a performer and a listener with the ability to react.
February Review rhythm types (Latin, African) and improvise melodies over a rhythm played on a percussive by a classmate.	3.10 Improvise melodies over given rhythm and harmonic context consistent to the style. PLE: Develop	Developing a musical ear. Music appreciation.	Improvising as an individual allows complete creative freedom of expression.
February Use rhythm notations to create a rhythm the class can produce together. Recognize and identify symbols for flats, sharps and natural notes. Recognize and identify time signatures, symbols for crescendo and decrescendo, and for staccato; practice crescendo and decrescendo while singing; how did these symbols develop.	5.7 Notate symbols and terms referring to dynamics, tempo and articulation. PLE: Develop 5.5 Notate symbols and terms for meter and rhythm. 5.6 Notate symbols for pitch. PLE: Grades 4/5: Develop; Grade 6: Proficient 5.8 Read simple melodies in two more clefs. PLE: Grade 4: Introduce; Grades 5/6: Develop	The staff. Music notation. Reading music.	Why learn to read and notate music? Why not?

April Prepare for the Young People's Concert by listening to the pieces to be played and discerning melody and accompaniment.	2.4 Perform tonal accompaniments by ear. PLE: Grades 4/5: Develop; Grade 6: Proficient.	Developing a musical ear. Music appreciation.	In order to engage in an ensemble, you must be both a performer and a listener with the ability to react.
April Review a collection of sheet music noting the components of various types; what are the commonalities and what are the differences?	4.6 Organize the elements of music into compositions which are unified and varied. PLE: Develop	Music appreciation.	How essential is written music to the process of composition?
April How composers write and musicians read notes on a staff. Show a variety of sheet music both from the Young People's Concert and not to introduce the class to all the elements contained in a piece; note the differences and similarities in the presentation for each orchestral section and/or instrument.	5.8 Read an instrumental or vocal score. PLE: Grade 4: Introduce; Grades 5/6: Develop 5.4 Read a single line of an instrumental or vocal part. PLE: Grades 4/5: Develop; Grade 6: Proficient	Composing and Reading music.	Why learn to read and notate music? Why not? Written music is a language that has symbols and rules that enable a musician or performer to maintain accurate communication over time and distance.
April Describe the roles of the conductor/mastros and of the concertmaster/first violinist—how are they similar and how are they different? Review the proper comportment of audience members in preparation for Young People's Concert. Recognition of composers of the pieces performed.	8.1 Identify, compare and contrast the roles of creators, performers and consumers in the production and presentation of the arts including music. PLE: Develop 6.2 Identify and classify instruments according to family. PLE: Grade 4: Proficient; Grades 5/6: Extend	The orchestra. Music appreciation. Performance etiquette. Music appreciation. Communication skills.	Listening is an active endeavor. Music is one form of artistic expression. Audience participation and reaction are an integral part of the performance.
April Act as a critic for the Young People's Concert; review the pieces and performances; rank the pieces by your estimation and defend your ranking.	7.6 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing. PLE: Develop	Music appreciation.	The more one knows about music, the more opportunities one has to connect with the meaning.
May Practice songs for end-of-year concert – focus on performance techniques. All songs to be sung with attention to good performance techniques and from memory.	1.5 Sing demonstrating proper vocal technique. 1.6 Sing expressively utilizing dynamics and phrasing. PLE: Extend	Expressive singing. Communication skills Performance skills. Proper care of the "tool" of the voice.	A voice is a tool which, when used according to the rules and apart from the rules, can move others' emotions and/or communicate meaning. To become a skilled performer requires

Appendix I -- Curriculum

Dance and Theater Curriculum

Dance and Theater Arts

Prepared for
First State Montessori Academy (FSMA)
by
The Center for Montessori Advancement,
Elementary Workshop, Inc.
and
Wilmington Montessori School

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The Dance and Theater Arts Curriculum is built around the Delaware State Standards

Introduction

“Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the environment.”
Maria Montessori

As reflected by Dr. Montessori, First State Montessori Academy has the goal of providing rich experiences for children in a safe and supportive school climate in which each child is healthy, safe, engaged, supported and challenged. This will be attained through traditional academics as well as considerations of the whole child and his needs. Children must be considered in their entirety and experiences that move beyond the traditional classroom are needed. In this vein, a program of instruction will be provided in art, music, theater and dance, and physical education including health, to children in all grades.

In order to better understand their world, children need experiences offered by these supplemental classes. This not only exposes them to the arts, but allows them to use their bodies in different ways, learning about their strengths and challenges beyond the classroom walls. These classes also give children the opportunity to learn about other ways in which they may be ‘smart,’ as explained by Howard Gardner’s multiple intelligences of linguistics, logical/mathematical, interpersonal, intrapersonal, musical, bodily/kinesthetic, naturalistic, and visual/spatial. Attention to each of these intelligences builds a positive school climate which in turn reduces bullying and improves attendance, engagement, empowerment, ownership, teaching and learning. (www.whatworks.wholechildeducation.org)

Additionally, it is vital that all children learn how to negotiate their ever-changing world by learning about and appropriately utilizing the tools available to them. The tools are changing quickly and children will gain familiarity and understanding of them through library and technology education. It is imperative that children educated in the 21st century are given the opportunity to learn how these tools serve them well, when to use them, and when, perhaps, to set them aside. FSMA’s curriculum outlines a variety of ways in which children will access the arts, movement, technology and library throughout their day. The supplementary classes offered in these areas are opportunities to strengthen these connections and allow for direct instruction to further support their learning. Most importantly, children have the opportunity to experience their ever-changing world through all classes at FSMA. It is in living Dr. Montessori’s mission that children are given multiple opportunities to learn how to co-exist, working together respectfully and responsibly.

September and on-going K - 3: Regular music and PE class activities. Spring A look at folk dances from the continent, countries, or cultures of study. K, Grade 1: Learn movements associated with a dance. Grade 2: Learn movements associated with a dance and partner with a classmate to move together and in synch. Grade 3: Describe the movements of a dance so that a partner can duplicate them.	1.5 Explain and execute the underlying principles of movement skill (e.g., alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery).	Movement. Body control.	Dance requires an entire repertoire of movement.
September and on-going K - 3: Yoga and stretches at morning meeting. Warm-ups at gym. Movement and dance in music classes to develop body awareness, strength, motor control, and a group spirit.	1.6 Execute basic movement phrases individually and in a group.	Movement. Body control.	Dance requires an entire repertoire of movement.
September and on-going Grade 3: Read rhythmic notation and respond with a movement. April K: How do dancers know what to do? Grade 1, 2: Read rhythmic notation and respond with a movement	1.7 Transfer spatial patterns from the visual to the kinesthetic.	Choreography.	Dance requires an entire repertoire of movement.
Spring Grade 2: Learn movements associated with a dance and partner with a classmate to move together and in synch. Grade 3: Describe the movements of a dance so that a partner can duplicate them.	1.8 Memorize and reproduce extended movement sequences.	Bodily/kinesthetic memory and intelligence.	To become a skilled performer requires persistence. The dancer utilizes music for rhythm and tempo.
September and on-going As new genres of music are introduced, experience and practice appropriate, accompanying movements, gestures and steps. Grade 1, 2: Copy movements and gestures or steps offered by the teacher or an older student. Grade 3: Lead the group in a movement, gesture, or step appropriate for the genres of music.	1.9 Execute techniques from different genres/ styles (e.g. ballet, modern dance, jazz, tap, multi-cultural).	Dance genres. Choreography.	The dancer utilizes music for rhythm and tempo.

April Grade 3: Participate in the selection of a folk dance for the spring performance and then work within the group to choreograph and perform the dance.	2.7 Work alone, with a partner, and in a small group during the choreographic process.	Choreography. Movement.	Dance has a structure.
September and on-going Grade 3: Respond to music through dance. Begin to compose replicable dances to fit selected pieces of music.	2.8 Initiate dance composition using improvisational skills.	Choreography. Movement.	Dance has a structure.
September and on-going Grade 3: Respond to music through dance. Use dance to interpret emotions (E.g.: happiness, fear, sadness).	2.9 Communicate emotional themes through dance.	Choreography. Movement. Interpreting dance.	Dance is dependent on the point of view of the artist and the dancer.
Standard 3: Understanding dance as a way to create and communicate meaning			
Spring K, Grades 1 - 3: Group discussions about dance and how it affects us; exposure to the dances of the continents, countries, or cultures studied	3.1 Take an active role in a class discussion about interpretations of and reactions to a dance	Interpreting dance	Dance is dependent on the point of view of the artist and the dancer.
September and on-going K, Grade 1, 2: Music class activities and discussions Spring Grade 3: Select a piece of music and create a dance based on your reaction to the music; demonstrate and articulate the phrases in your dance. How will you accompany your piece and why did you choose that method?	3.2 Observe and explain how different accompaniment (such as sound, music, spoken text) can affect the meaning of a dance.	Interpreting dance.	Dancers create for themselves and others.
January If possible, view portions of professional ballet or other dance K, Grade 1, 2: What do you notice about the lighting and how does it affect the performance? What do you notice about the costumes? Grade 3: In writing, describe how lighting and costuming affect a performance	3.3 Demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance.	The elements of a production.	What is characteristic of the best choreography?
September and on-going: K, Grade 1 - 3: At morning meeting, as an enticer, play the professions game and/or "Act like..."	3.4 Demonstrate the difference between pantomiming and abstracting a gesture.	Interpreting movement.	Dancers create for themselves and others.

September and on-going Grade 3: In regular music classes introduction to American dance (e.g., square dancing, line dancing, jazz, etc.).	5.2 Perform a broad spectrum of American historical folk, social and/or theatrical dances.	Dance genres.	Dance is evident in many cultures, times and places.
April Grade 3: Look through various magazines and find images of dancers. What do these images convey?	5.7 Analyze and evaluate how dance and dancers are portrayed in contemporary media.	Media.	When is dance conservative and comforting, and when is it radical and threatening?
Standard 6: Making connections between dance and healthful living			
September K: Write a sentence telling something you do that is healthy and illustrate it. Collect these pages into a booklet. Grade 1, 2: Add to a classroom list of healthy behaviors including: Good nutrition, Regular, exercise, Safety measures such as seat belts, helmets, sunscreen, hygiene, No drug use, No smoking, Proper health care. Grade 3: What are your existing healthy behavior and how can you augment them?	6.1 Explain how healthy practices (such as nutrition, safety) enhance ability to dance, citing multiple examples.	Healthy for life. Dance is exercise.	The dancer uses the human body as the instrument for creation. Specific lifestyle choices and practices will determine the effectiveness of the dancer.
September As part of PE class, students will choose a proficiency to practice and gain.	6.2 Set goals to improve student performance capabilities as dancers and specify steps taken to reach those goals.	Goal setting.	The dancer uses the human body as the instrument for creation.
Standard 7: Making connections between dance and other disciplines			
January K, Grade 1 - 3: Watch a ballet (or other dance) and write about or draw what you saw.	7.1 Respond to dance using another art form; explain the connections between the dance and their response to it (such as stating how their paintings reflect the dance they saw).	Connecting the arts. Artistic expression.	Dance is one among many forms of communication.
September and on-going K, Grade 1 - 3: Respond to music through dance during regular music classes. Spring Grade 3: Select a piece of music and create a dance based on your reaction to the music; demonstrate and articulate the phrases in your dance.	7.2 Create a dance project that reveals understanding of a concept or idea from another discipline (e.g., poetry, physics, geometry).	Connecting the arts. Artistic expression.	To what extent does kinesthetic communication differ from other disciplines?

September Regular music class activities allowing growth throughout the year. Grade 4: practice the transfer of rhythm from the ear to the body through a variety of sound. Grade 5, 6: Demonstrate the transfer of rhythm from the ear to the body through a variety of music and sound.	1.4 Transfer rhythmic patterns from the aural to the kinesihetic.	Rhythm. Movement.	The dancer utilizes music for rhythm and tempo.
Spring Grade 4: List the principles of movement. Grade 5: What are the underlying principles of dance? Interview with a teacher. Grade 6: Develop a dance that demonstrates the underlying principles of movement and perform for the class, student body, or other audience.	1.5 Explain and execute the underlying principles of movement skill (e.g., alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery).	Movement. Body control.	Dance requires an entire repertoire of movement.
September and on-going Yoga and stretches at morning meeting. Warm-ups at gym. Movement and dance in music classes. Grades 4 and 5: participate in music and PE classes and in morning movement. Yoga activities to develop body awareness, strength, motor control, and a group spirit. Grade 5: Act as the group leader for a whole school yoga warm-up before assembly. Spring Grade 6: Develop a dance that demonstrates the underlying principles of movement and perform for the class, student body, or other audience.	1.6 Execute basic movement phrases individually and in a group.	Movement. Body control.	Dance requires an entire repertoire of movement.
September and on-going Grade 4: Given a rhythm, offer a movement that will compliment it. April Grade 5: write a rhythmic notation and choreograph it; read rhythmic notation and respond with a movement Grade 6: transfer spatial patterns from the visual to the kinesthetic and teach a classmate or small group the moves as you envision them	1.7 Transfer spatial patterns from the visual to the kinesthetic.	Choreography.	Dance requires an entire repertoire of movement.
Spring	1.8 Memorize and reproduce extended movement sequences.	Bodily/kinesthetic	To become a skilled performer

Standard 2: Understanding choreographic principles, processes and structures			
September and on-going Throughout the year depending on readiness. Grade 4 – 6: students take an active role as leaders and models as they internalize skills, for younger students who are learning new skills	2.1 Demonstrate basic partner skills (e.g., copying, leading and following, mirroring).	Working as a team.	Dance may be choreographed for one, two or many
October Grade 4 – 6: Select a piece of music and create a dance based on your reaction to the music.	2.2 Improvise, create and perform dances based on original ideas and concepts from other sources.	Creative expression.	Improvise is achieving a balance of technique, listening, understanding, communicating and responding.
September and on-going Grade 4, 5: Regular music class activities including improvisational movement to music. Grade 5, 6: In an improvisational manner, move to music in the music class and invite classmates to join you.	2.3 Use improvisation to generate movement for choreography.	Creative expression.	•Are there limits to dance as a medium of expression?
September and on-going Regular music class activities. October Grade 4, 5: Select a piece of music and create a partner or group dance based on your reaction to the music; demonstrate and articulate the phrases in your dance. March Grade 6: Develop a dance phrase with a partner; string phrases together with other partnerships to create a dance.	2.4 Create and identify the sequential parts of a dance phrase (e.g., beginning, middle, and end).	Creative expression.	•Dance has structure.
October Grade 4 – 6: Note dance structures and notate them with guidance from the music teacher.	2.5 Demonstrate structures or forms (e.g., AB, ABA, canon, call and response, narrative, palindrome, theme and variation, rondo, round, contemporary forms) through brief dance studies.	Choreography. Movement.	Dance may be choreographed for one, two or many. Dance has a structure.
October Grade 4 – 6: Select a piece of music and create a partner or group dance based on your reaction to the music; demonstrate and articulate the phrases in your dance.	2.6 Create and perform a phrase utilizing compositional elements (e.g., space, time, force/energy).	Choreography. Movement.	Dance has a structure.
October Grade 4 – 6: Select a piece of music and create a partner or group	2.7 Work alone, with a partner and in small groups during the choreographic process.	Choreography. Movement.	Dance has a structure

other dance. In writing, describe how lighting and costuming affect a performance.			
April Grade 4 – 6: Create a pantomime; have your classmates write what you were miming and tell what gestures you made that made your miming obvious.	3.4 Demonstrate the difference between pantomiming and abstracting a gesture.	Interpreting movement.	Dancers create for themselves and others.
February Grade 5: Watch a tape of a dance ensemble such as Philadanco and attempt to interpret meaning from the dances. Grade 6: Attempt some of the movements and techniques from the dance in one's own choreography.	3.5 Create a dance that effectively communicates a contemporary social theme.	Interpreting dance.	Dancers create for themselves and others.
April Grade 5: If possible, listen to interviews with dancer/choreographers to determine how they assigned meaning to their movements. Grade 6: Interview classmates about their work in an "Inside the Dancers' Studio" format in the classroom.	3.6 Compare and contrast how meaning is communicate in two personally choreographed works. 3.7 Formulate and answer questions about how movement choices communicate abstract ideas in dance. 3.8 Relate how personal experience influences the interpretation of dance.	Interpreting dance.	Dancers create for themselves and others.
April Grade 6: Develop a dance that demonstrates the underlying principles of movement and perform for the class, student body, or other audience. Interview classmates about their work in an "Inside the Dancers' Studio" format in the classroom.	3.8 Represent original dances to peers and articulate their creative process.	Choreography. Movement. Interpreting dance.	Dancers create for themselves and others. Dance requires an entire repertoire of movements.
Standard 4: Applying and demonstrating critical and creative thinking skills in dance			
September and on-going Grade 4 – 6: Before field trips of all kinds, but particularly live performances, ground-rule the class on proper audience etiquette participate actively in this ground-ruling by acting as role-models at the performances.	4.1 Demonstrate appropriate audience behavior in watching dance performances; discuss their opinions about the dances with their peers in a supportive and constructive way.	Being a good audience member.	Dancers create for themselves and others.
May - Grade 4 – 6: How is what we've learned in and about dance useful in life? How can we take what we've learned and use it to our advantage as dancers or in other fields?	4.2 Discuss how skills developed in dance are applicable to a variety of careers.	Professions. Movement.	Dance skills can be applied to school and work.

among them; match choreographers to their style/genres when possible.			
May Grade 5, 6: Discussion: do these things matter to dance? Watch clips of well-known dance routines ("White Christmas," "Singin' in the Rain," music videos, etc.).	4.11 Analyze issues of ethnicity, gender, social/economic class, age, and/or physical condition in relation to dance.	Critical thinking.	Dance can be planned, analyzed, and refined.
April Grade 5, 6: What constitutes good dance?	4.12 Establish a set of aesthetic criteria and apply it in evaluating their own work and that of others.	Critical thinking and evaluative skills.	Dancers create for themselves and others.
Standard 5: Demonstrating and understanding dance in various cultures and historical periods			
Spring Grade 4 – 6: Learn about dance types and importance and learn dance steps from the continent(s) of study. Learn phrases from a folk dance from the continent of study.	5.1 Perform folk dances from various cultures.	Culture.	Dance is evident in many cultures, times and places.
September and on-going Grade 4 – 6: In regular music classes introduction to American dance (e.g., square dancing, line dancing, jazz, etc.).	5.2 Perform a broad spectrum of American historical folk, social and/or theatrical dances.	Dance genres.	Dance is evident in many cultures, times and places.
Spring Grade 4 – 6: Exposure to ethnic dances from the area of study for the year: learn dance phrases from them. Grade 5, 6: What are the similarities and differences?	5.3 Compare and contrast dance steps and movement styles from a variety of cultures.	International dance.	Dance is evident in many cultures, times and places.
September and on-going Grade 5: Begin and add to a timeline as the year progresses: as new dance genres are discovered, add them to the timeline. Grade 6: Choose and research a genre of dance, taking on the role of expert in that genre for your classmates.	5.4 Analyze the historical traditions and evolution of dance genres/styles (e.g., ballet, modern, multi-cultural, jazz)	Dance genres History	Dance is evident in many cultures, times and places.
September and on-going Grade 5: Begin and add to a timeline as the year progresses: as new dance genres are discovered, add them to the timeline. Grade 6: Choose and research a genre of dance, taking on the role of expert in that genre for your classmates. Spring Grade 5, 6: In the geographical area of study, what is the role that dance plays in the culture?	5.5 Reflect on dance in a particular culture and time period.	Culture.	Dance is evident in many cultures, times and places.

October Grade 5, 6: Discussion and/or writing prompt: What road blocks do we or others erect for ourselves that prevent us from reaching our goals?	6.3 Explore barriers that impede progress and personal growth.	Intrapersonal intelligence. Goal setting.	Specific lifestyle choices and practices will determine the effectiveness of the dancer.
February Grade 5, 6: In light of how dance/dancers are viewed in our society, what are their challenges? Do we view athletes differently than dancers?	6.4 Discuss challenges facing professional performers in maintaining healthy lifestyles.	Healthy for life. Professions. Making good choices.	The dancer uses the human body as the instrument for creation.
February Grade 5, 6: How does a dancer balance all of her/his physical needs in a healthy way?	6.5 Communicate how lifestyle choice impact the dancer's physical and psychological well-being.	Healthy for life. Professions. Making good choices.	The dancer uses the human body as the instrument for creation. Specific lifestyle choices and practices will determine the effectiveness of the dancer.
Standard 7: Making connections between dance and other disciplines			
January Grade 4 – 6: Watch a ballet (or other dance) and write about or draw what you saw.	7.1 Respond to dance using another art form; explain the connections between the dance and their response to it (such as stating how their paintings reflect the dance they saw).	Connecting the arts. Artistic expression.	Dance is one among many forms of communication.
September and on-going Grade 4: Select a piece of music and create a dance based on your reaction to the music. Grade 5: Demonstrate and articulate the phrases in your dance. Grade 6: Discuss the connections between your dance and the other disciplines you have drawn from.	7.2 Create a dance project that reveals understanding of a concept or idea from another discipline (e.g., poetry, physics, geometry).	Connecting the arts. Artistic expression.	To what extent does kinesthetic communication differ from other disciplines?
May Grade 4 – 6: Work together to develop a demonstration of the connection between the arts.	7.3 Create a project that reveals similarities and differences between the arts.	Connecting the arts. Artistic expression.	To what extent does kinesthetic communication differ from other disciplines?
January Grade 4 – 6: Discussion: having viewed a ballet (or other dance) on video and having seen dances on the stage live (if possible) what is the differing impact?	7.4 Observe dance, both live and recorded on video; compare and contrast the aesthetic impact of the two observations through writing.	Thinking skills.	Dance is among many forms of communication.

Curriculum Scope & Sequence
School First State Montessori Academy Grade or Course K/Grade 1 Theater

Unit Order	Learning Targets	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
Standard 1: Improvising and writing scenes, scenarios and plays			
In the course of the year: Imaginative play on the playground. Several field trips to see theatrical works. Teacher leads a discussion after the play, including what elements were based on real life or fantasy. December Teachers put on a play for the children before the winter break; children see their teachers in a different light. Discussion: Was the play based on fantasy or real life?	1.1 Identify the foundation of playmaking in real life and fantasy. PLE: K: introduce; Grade 1: develop	The arts are inspired by both real life and imagination. Suspending disbelief. Theater-going.	Enduring Understandings: Following instruction students will understand that: A theatrical piece has a beginning (exposition), middle (rising conflict) and end (resolution). Material (content) for a dramatic piece can be derived from a variety of sources.
In the course of the year: Several field trips to see theatrical works. Discuss story elements in a book (character, setting, problem, and solution) and discuss the fact that these elements will often exist in a play as well. After the play the teacher leads a discussion with the students, and asks them to give examples of the basic elements that they saw during their field trip. April Children will voluntarily participate in a TV Turn-off production highlighting some aspect of the value of turning off the TV for a week (e.g., less screen time can result in more creativity time, more exercise time, more family time, etc.).	1.2 Identify the basic elements of a play (e.g., characters, setting, plot) PLE: K: introduce; Grade 1: develop	Complex objects can be broken down into many simple parts. Theater-going. Story elements.	Essential Question: What elements are necessary in a play? Must there be a script? Characters? Props? A message or theme? Tragedy or comedy? What distinguishes ordinary from exceptional theatre?
Throughout the year: As an enticer to the morning meeting on a regular basis have improvisational ideas available to select at random and act out.	1.3 Develop an improvisation utilizing characters and setting that creates tension and suspense, with a subsequent	An effective story in any medium has tension and resolution.	

<p>grandparents' day.</p> <p>1st grades have minor parts with fewer lines to memorize while older students take the lead. This lets them practice memorizing lines without as much pressure. Each 1st-3rd grade classrooms performs a short skit for grandparents' day.</p>	<p>PLE: Grade 1: Introduce</p>		
<p>Standard 3: Designing and building environments for informal and formal presentations</p>			
<p>December Following the teachers' play, class discussion: how did the teachers make the audience believe the characters and setting?</p> <p>April Voluntary participation in TV Turn-off Week play; suggest costume, staging, and set ideas.</p> <p>May Grandparents' day performance; suggest costume, set, and staging ideas.</p>	<p>3.1 Develop and implement costume and makeup designs for a structured theatrical production.</p> <p>PLE: Grade 1: Develop</p>	<p>We can represent reality without copying it perfectly.</p>	<p>Environment (set, lights, costumes, sound) contributes to the tone and meaning of a theatrical production.</p> <p>To what extent do costume and makeup design influence (or get influenced by) the structure of a theatrical production?</p> <p>What qualities are common to the best scenery and props?</p>
<p>Standard 6: Comparing and integrating art forms</p>			
<p>September and on-going Role-plays in the classroom to introduce or reiterate grace and courtesy concepts.</p> <p>January "Take it to the grass" Martin Luther King role plays for peaceful conflict resolution.</p> <p>Spirit Week Dress as a storybook character or someone from history.</p>	<p>6.1 Observe examples of role playing in life and analyze how those roles could be used by theatre artists.</p> <p>PLE: K: Introduce; Grade 1: Develop</p>	<p>The arts are inspired by both real life and imagination.</p>	<p>Theatre integrates and encompasses all the arts (dance, visual arts, music, literature).</p>

<p>At appropriate junctures throughout the year</p> <p>Before a performance the teacher asks students to share how they think an audience can affect a performance; The teacher asks an older student to explain at meeting what the proper behavior is, and corrects it if necessary; after the play the teacher asks the students to think of ways they affected the performance (laughter, applause,).</p>	<p>7.3 Assess how an audience's response can impact a theatrical presentation.</p> <p>PLE: Introduce</p>	<p>The audience is crucial to the arts.</p> <p>Audience etiquette.</p>	<p>To what extent does a live audience affect a performance for good and for ill?</p>
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<p>out. The whole class of 1st - 3rd graders participates in these games, so the first graders learn this technique by watching their older peers. Have a set of "Professions" cards available; children put a profession out of a hat (e.g. scuba diver or flight attendant) and act out the profession from dressing to performing, while the class guesses the profession. Grammar lessons and activities require children to act out (e.g., a verb or an adverb) and have lesson mates guess what they are doing.</p>	<p>PLE: Develop</p>	<p>Creativity. Performance skills.</p>	
<p>Throughout the year: Writers' workshop writing opportunities. Following each professional performance, write about one's theater-going experience in one's field trip journal.</p> <p>November: Following the acting out of a profession, write two sentences that let you know what the actor's "profession" was.</p> <p>January: Write about "Take it to the grass" and how watching schoolmates act out those scenarios affected you.</p> <p>April: Watch a taped version of the TV Turn-off play.</p>	<p>1.4 Record the improvised movement and/or dialogue of a play through writing, taping or other means.</p> <p>PLE: Grade 2: Introduce; Grade 3: Develop</p>	<p>Reflecting on a performance experience. Writing skills.</p>	<p>Must there be a script? Characters? Props? A message or theme? Tragedy or comedy?</p>
<p>October and as appropriate throughout the year Act out a story read aloud in the classroom.</p>	<p>1.5 Adapt a piece of literature into a theatrical piece.</p> <p>PLE: Grade 3: introduce</p>	<p>The connection and similarities between literature and theater.</p>	<p>Material (content) for a dramatic piece can be derived from a variety of sources. A theatrical piece has a beginning (exposition), middle (rising conflict) and end (resolution).</p>
<p>September and on-going: Role play grace and courtesy <u>issues</u> in the classroom.</p> <p>January: "Take it to the grass" in recognition of Martin Luther King's peaceful conflict resolution.</p> <p>April: Voluntarily: TV Turn-off play design and execution.</p>	<p>1.6 Explore human issues and various outcomes in order to devise a performance piece that is linear in presentation form.</p> <p>PLE: Grade 3: introduce</p>	<p>Grace and courtesy. The impact the stage can have on society.</p>	<p>Material (content) for a dramatic piece can be derived from a variety of sources. A theatrical piece has a beginning (exposition), middle (rising conflict) and end (resolution).</p>

and act out the profession from dressing to performing, while the class guesses the profession. May: Each 1 st - 3 rd grade classroom performs a short skit for grandparents' day. Practice one's lines so as to make one's part believable and fun to perform. June: Talent show: students may opt to perform a skit.			
Standard 3: Design and Production			
December: Following the teachers' play, class discussion: how did the teachers make the audience believe the characters and setting? April: Voluntary participation in TV Turn-off Week play; suggest costume, staging, and set ideas. May: Grandparents' day performance; suggest costume, set, and staging ideas. June: Talent Show: students may opt to perform a skit and will need costuming, props, etc.	3.1 Develop and implement costume and makeup designs for a structured theatrical production. PLE: Develop	We can represent reality without copying it perfectly.	Environment (set, lights, costumes, sound) contributes to the tone and meaning of a theatrical production. To what extent do costume and makeup design influence (or get influenced by) the structure of a theatrical production? What qualities are common to the best scenery and props?
Standard 4: Analysis and Evaluation			
Throughout the year After the play students are asked to discuss what they felt the play meant; what decisions were made in the production that made an impact on the show as a whole; what might you have done differently were you the boss?	4.1 Analyze the meaning of improvised or scripted scenes, scenarios and/or plays. PLE: Grade 2: Introduce; Grade 3: Develop	Literary analysis. Thinking skills.	What constitutes a meaningful theatre experience for actor and audience?
March: Writers' Workshop: select a piece from your folder to develop into a scene for a play. Direct instruction on how to write staging and dialog.	4.2 Create a concept that conveys meaning for a scripted scene (be it linear, episodic, abstract) through the use of metaphor, mood or theme. PLE: Grade 3: Introduce	Writing for theater.	•Every production of the same theatrical piece is unique, based upon the director's vision and concept.
Standard 5: Performance and Audience			
April: TV Turn-off Week play: help with the	5.1 Analyze and understand the importance of	Backstage vs. on stage	The audience's and actor's theatre

June: Talent Show: students may choose to perform a skit which may include dance, or other creative elements.			
May: Listen to Peter and the Wolf; how would the experience of listening to the music be without the narrative? How would listening to the narrative be without the music?	6.4 Compare and contrast story lines presented through different artistic media (theatre, dance, literature, music). PLE: Grade 3: Introduce	Music appreciation. The components of a production.	What makes a form of communication effective?
Throughout the year: Several field trips to see theatrical works and the Grand and the Dupont Theater; 3rd graders are asked to discuss scenery, lighting, and music, in their interpretation of the play; what did they notice about staging (including stage crew work), lighting, costuming, etc. and how did these things matter to the production. April: TV Turn-off Week Play: what do we need to incorporate, and how can we make this production fabulous?	6.5 Analyze the contributions of various art forms within a theatrical production (e.g., scenery, lighting, music, dance, costumes). PLE: Grade 3: Introduce	The arts are interconnected and rely upon each other.	Theatre integrates and encompasses all the arts (dance, visual arts, music, literature).
Standard 7: Audience members develop fundamental skills in interpreting theatrical works, comparing and contrasting			
Throughout the year: Role plays to practice good audience manners: respect for the performance and performers; quiet listening; respect for those around one, etc. Reiterate good audience member behavior. Respond to theater experiences in one's field trip journal	7.1 Identify and employ techniques for active listening and viewing of theatrical productions. PLE: Grade 2: Develop; Grade 3: Proficient	Viewing and listening are active activities.	The interaction between the audience and the performers makes each show unique.
Throughout the year: Class discussion: what makes a good production? What do we look for when we watch others on stage? How can we make our own performances good? Is a performance as good or as fun with no audience? Review performances and suggest ways to improve them Respond to theater experiences in one's field trip journal.	7.2 Relate the elements of a dramatic production and the impact they have on the viewer. PLE: Develop	Everything we see or do has the ability to affect our lives. Performance skills.	To what extent does a live audience affect a performance for good and for ill?
At appropriate junctures throughout the year Reiterate audience etiquette before going to performances After performance, discuss how the audience affected the	7.3 Assess how an audience's response can impact a theatrical presentation.	The audience is crucial to the arts. Audience etiquette.	To what extent does a live audience affect a performance for good and for ill?

Curriculum Scope & Sequence
School First State Montessori Academy Grade or Course Grade 4 - 6 Theater

Unit Order	Learning Targets	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
<p>In the course of the year: Several field trips to see theatrical works, debriefing afterwards.</p> <p>October: Writer's workshop: Choose a current event or a familiar story and develop a play based on the event; discuss the play's structure and your choices with the teacher.</p> <p>April: TV Turn-off week play: 4th and 5th participate in developing and 6th graders work with younger children in developing the play and determine its foundations (realism or fantasy).</p>	<p>1.1 Identify the foundation of playmaking in real life and fantasy.</p> <p>PLE: Extend</p>	<p>The arts are inspired by both real life and imagination.</p> <p>Theater-going.</p> <p>Reality vs. fantasy.</p>	<p>Material (content) for a dramatic piece can be derived from a variety of sources.</p> <p>What elements are necessary in a play?</p> <p>What qualities make an individual's performance great?</p>
<p>In the course of the year: Several field trips to see theatrical works. Field Trip Journal entries to include plot points, staging, characters, theme, etc. What aspects were especially effective?</p> <p>October: Writer's workshop: Choose a current event or a familiar story and develop a play based on the event; discuss the play's structure and your choices with the teacher.</p> <p>April: TV Turn-off production highlighting some aspect of the value of turning off the TV for a week (e.g., less screen time can result in more creativity time, more exercise time, more family time, etc.); include the elements necessary for the story to be conveyed and completed.</p>	<p>1.2 Identify the basic elements of a play (e.g., characters, setting, plot).</p> <p>PLE: Grade 4: Proficient; Grades 5/6: Extend</p>	<p>Complex objects can be broken down into many simple parts.</p> <p>Theater-going.</p> <p>Story elements.</p> <p>Graphic organizers.</p>	<p>What elements are necessary in a play?</p> <p>Must there be a script?</p> <p>Characters? Props? A message or theme? Tragedy or comedy?</p>
<p>As opportunities arise:</p> <p>Together with classmates, students improvise problem/solution scenarios through role-plays designed to highlight a class, school, or societal issue.</p>	<p>1.3 Develop an improvisation utilizing characters and setting that creates tension and suspense, with a subsequent resolution.</p> <p>PLE: Develop</p>	<p>An effective story has tension and resolution.</p> <p>Creativity.</p> <p>Performance skills.</p>	<p>What elements are necessary in a play?</p>

<p>Throughout the year: Improvise/role-play scenarios that arise within the school or classroom, or society at large; utilize theatrical knowledge to date to add substance to characters.</p>	<p>2.1 Employ variations in movement, gesture and vocal expression (pitch, tempo, tone) to create characters.</p> <p>PLE: Grade 4: Proficient; Grades 5/6: Extend</p>	<p>Success at anything is the result of many different components. Grace and courtesy. Characters can be brought to life vocally. Movement.</p>	<p>There is a variety of techniques and skills that can be employed to create characters. What qualities make an individual's performance great?</p>
<p>October/November: Memorize lines from their own play. January: One-act play line memorization. March: Choose a scene from a well-known play in literature and internalize lines. April: Voluntary participation in TV Turn-off week play, including line memorization. June: Talent show: students may opt to perform a skit.</p>	<p>2.2 Recall and recite assigned lines for a theatre piece.</p> <p>PLE: Grade 4: Proficient; Grades 5/6: Extend</p>	<p>Memorization. Performance skills. Collaborative work.</p>	<p>There is a variety of techniques and skills that can be employed to create characters. What qualities make an individual's performance great?</p>
<p>Throughout the year: As part of literature circles and theater experiences, discuss the characters, how they acted and why, and what the reader or audience gained or learned from this Literature response or field trip journal entries</p>	<p>2.3 Identify character motivations through research and analysis and be able to articulate how they affect the character's actions.</p> <p>PLE: Grade 4: Develop; Grade 5: Proficient; Grade 6: Extend</p>	<p>Character analysis. Communication through writing and speaking.</p>	<p>There is a variety of techniques and skills that can be employed to create characters.</p>
<p>Throughout the year: Improvise/role-play scenarios that arise within the school or classroom, or society at large; utilize theatrical knowledge to date to add substance to characters. Practice intonation and inflection when reading aloud in literature. January: One-act play role. March: Practice delivery of the lines one has memorized from literature using effective performance technique. April: Participation in the TV Turn-off play. June: Talent show: students may opt to perform a skit.</p>	<p>2.4 Portray a believable character with effective performance techniques (use of voice, facial expressions and body movement) in both improvised and structured presentations.</p> <p>PLE: Grade 4: Develop; Grade 5: Proficient; Grade 6: Extend</p>	<p>Success is the result of many different components. Tone of voice can convey meaning. Taking one's role seriously. Memorization.</p>	<p>What qualities make an individual's performance great?</p>

<p>March: Design a set appropriate for the character whose lines you have memorized; consider period, lighting, etc. Work with the technology coordinator to investigate computer tools and techniques.</p>	<p>3.5 Utilize software components (vector, AutoCAD, wysiwig, audio real-time) in order to develop set designs (elevations, ground plans, cross-sections) lighting designs (plot, sectional, paperwork) and sound designs (burning, downloading, streaming, podcasting, eves) appropriate for theatrical production.</p> <p>4.5 Design a scene that effectively communicates to actors and audience the director's vision of the characters, setting, and plot.</p> <p>PLE: Grade 6: Introduce</p>	<p>Set design. Technology.</p>	<p>Environment (set, lights, costumes, sound) contributes to the tone and meaning of a theatrical production.</p> <p>Theatrical works determine the nature and/or complexity of the environment to be created.</p> <p>What constitutes a meaningful theatre experience for actor and audience?</p>
<p>Throughout the year: Review theater pieces, scenes, and improvisations: interpret the meaning and assess the personal value of each.</p>	<p>4.1 Analyze the meaning of improvised or scripted scenes, scenarios and/or plays.</p> <p>PLE: Grades 4/5: Develop; Grade 6: Proficient</p>	<p>Literary analysis. Thinking skills.</p>	<p>What constitutes a meaningful theatre experience for actor and audience?</p>
<p>October: Writers' Workshop prompt: choose an existing or new idea and write theater piece to depict the idea; what techniques will you use?</p>	<p>4.2 Create a concept that conveys meaning for a scripted scene (be it linear, episodic, abstract) through the use of metaphor, mood or theme.</p> <p>PLE: Develop</p>	<p>Writing for theater.</p>	<p>Can theatre create real-life situations or only recreate them?</p> <p>In what way does theatre provide unique insight into us and our experience?</p>
<p>November: Organize the back-stage needs of your play's production.</p> <p>January: Write and stage a one-act play about the Civil Rights Movement or Dr. King's life.</p> <p>April: TV Turn-off Week play: help with the creating/writing, staging, props, etc.; learn about back stage etiquette.</p> <p>June: Talent Show: students may choose to perform a skit which they will write, direct, stage, etc. themselves.</p>	<p>5.1 Analyze and understand the importance of backstage needs and communicate a plan for managing backstage traffic, props and prop tables; dressing areas and costume changes; the use of wing space/backstage area and set units.</p> <p>PLE: Develop</p>	<p>Backstage vs. on stage.</p>	<p>The audience's and actor's theatre experience is impacted by the physical and logistical elements of a production.</p>

<p>September and on-going: Yoga, stretches and other movements at morning meeting.</p> <p>October/November: What forms of artistic expression will be useful to you as you develop your play?</p> <p>January: What forms of artistic expression will be useful to you as you develop your one-act play?</p> <p>April: TV Turn-off Week Play: Develop and stage a play to convey a message about TV Turn-off week, and include a variety of art forms in the production, if appropriate.</p> <p>June: Talent Show: students may choose to perform a skit which may include dance, or other creative elements.</p>	<p>6.3 Incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and structured scenes.</p> <p>PLE: Grade 4: Develop; Grade 5: Proficient; Grade 6: Extend</p>	<p>The arts are interconnected and rely upon each other.</p> <p>Movement.</p> <p>Performing.</p>	<p>What makes a form of communication effective?</p>
<p>February: Compare the various versions of a story line (e.g., "Peter Pan") by reading the text, and viewing a stage, movie, or other treatment of the story; what are the similarities and differences? Why were some things included and others not? What are the limitations (if any) of the different versions?</p>	<p>6.4 Compare and contrast story lines presented through different artistic media (theatre, dance, literature, music).</p> <p>PLE: Grade 4: Introduce; Grades 5/6: Develop</p> <p>6.7 Compare and contrast the dramatic art forms of theatre, film, and television.</p> <p>PLE: Grade 6: Introduce</p>	<p>Music appreciation.</p> <p>The components of a production.</p>	<p>What makes a form of communication effective?</p>
<p>Throughout the year: Analyze the various aspects of a professional or amateur production and how they contributed to or detracted from a performance.</p> <p>April: TV Turn-off Week Play: what do we need to incorporate, and how can we make this production fabulous?</p>	<p>6.5 Analyze the contributions of various art forms within a theatrical production (e.g., scenery, lighting, music, dance, costumes).</p> <p>PLE: Develop</p>	<p>The arts are interconnected and rely upon each other.</p>	<p>Theatre integrates and encompasses all the arts (dance, visual arts, music, literature).</p>
<p>April: Theater is more than actors and directors. What other roles are filled by people in order to make a production successful? Each role is crucial to the overall production. What aspects of these roles can transfer to other professions?</p>	<p>6.6 Determine how learning in the arts helps develop essential skills for the workplace.</p> <p>PLE: Grade 6: Introduce</p>	<p>Professions.</p> <p>Theater roles.</p>	<p>What real-life skills can be learned through theatre?</p> <p>Theatre performance skills are transferable to real-life situations (public speaking, interviews...).</p>

<p>Throughout the year: Several field trips to see theatrical works and the Grand and the Dupont Theatre; students discuss the play's effectiveness along with meaning and personal impact in their field trip journals.</p> <p>April: Before the TV Turn-off play, determine what will have made the production a success; after the production, "How did we do?" both in terms of conveying our message and in terms of the elements of the production.</p>	<p>7.5 Establish criteria for evaluating a presentation's effectiveness in communicating ideas and emotions .</p> <p>PLE: Develop</p>	<p>Evaluating theater. Reflection.</p>	<p>Evaluation of a theatrical piece is based on both cognitive reflection and emotional response.</p>
<p>Throughout the year: Several field trips to see theatrical works; students discuss the play's effectiveness along with meaning and personal impact in their field trip journals.</p> <p>April: Before the TV Turn-off play, determine what will have made the production a success; after the production, "How did we do?" both in terms of conveying our message and in terms of the elements of the production.</p>	<p>7.6 Evaluate the artistic quality of a production based on established criteria.</p> <p>PLE: Develop</p>	<p>Evaluating performance.</p>	<p>•Evaluation of a theatrical piece is based on both cognitive reflection and emotional response.</p>
<p>February: What are the different kinds of theater? Through live and taped performances, expose the group to as many types as possible. Watch an opera or parts of one.</p>	<p>8.1 Compare and contrast different genres of theatre (e.g., drama, comedy, musical theatre, opera) .</p> <p>PLE: Develop</p>	<p>Genres.</p>	<p>Theatre consists of a multitude of styles and traditions that are reflective of, and affected by, culture, time and place. To what extent are theatre genres different from each other, and what elements do they have in common?</p>
<p>September/October: Banned Books Week: Discuss the impact that literature and other art forms have had on culture and society throughout history. Research a pivotal art piece and write why it was important theater in its time.</p>	<p>8.2 Analyze dramatic works in the context of the culture, time and place in which they originated.</p> <p>PLE: Develop</p>	<p>Culture. Art history.</p>	<p>Theatre can challenge the audience to examine self and society. To what extent do the culture, time and place of a dramatic work influence it?</p>

Appendix I – Curriculum

Visual Arts Curriculum

Visual Arts
Prepared for
First State Montessori Academy (FSMA)
By
The Center for Montessori Advancement,
Elementary Workshop, Inc.
and
Wilmington Montessori School

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The Visual Arts Curriuculum is built around several research based curriculum and standards documents including:
The Delaware State Standards

"Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the environment."

Maria Montessori

As reflected by Dr. Montessori, **First State Montessori Academy** has the goal of providing rich experiences for children in a safe and supportive school climate in which each child is healthy, safe, engaged, supported and challenged. This will be attained through traditional academics as well as considerations of the whole child and his needs. Children must be considered in their entirety and experiences that move beyond the traditional classroom are needed. In this vein, a program of instruction will be provided in art, music, theater and dance, and physical education including health, to children in all grades.

In order to better understand their world, children need experiences offered by these supplemental classes. This not only exposes them to the arts, but allows them to use their bodies in different ways, learning about their strengths and challenges beyond the classroom walls. These classes also give children the opportunity to learn about other ways in which they may be 'smart,' as explained by Howard Gardner's multiple intelligences of linguistics, logical/mathematical, interpersonal, intrapersonal, musical, bodily/kinesthetic, naturalistic, and visual/spatial. Attention to each of these intelligences builds a positive school climate which in turn reduces bullying and improves attendance, engagement, empowerment, ownership, teaching and learning. (www.whatworks.wholechildeducation.org)

Additionally, it is vital that all children learn how to negotiate their ever-changing world by learning about and appropriately utilizing the tools available to them. The tools are changing quickly and children will gain familiarity and understanding of them through library and technology education. It is imperative that children educated in the 21st century are given the opportunity to learn how these tools serve them well, when to use them, and when, perhaps, to set them aside.

FSMA's curriculum outlines a variety of ways in which children will access the arts, movement, technology and library throughout

their day. The supplementary classes offered in these areas are opportunities to strengthen these connections and allow for direct instruction to further support their learning. It is in living Dr. Montessori's mission that children are given multiple opportunities to learn how to co-exist, working together respectfully and responsibly.

This document specifically addresses the Visual Arts. The Visual Arts at the elementary level should not only be a means of expression, but a means of communicating and problem solving. It is intended that students be able to solve problems through a visual process and product. Therefore, it is critical for the learner to understand the how and why of the process of solving problems and make the connections of problem solving in the visual arts to other learning arenas. As with all traditional Montessori subject matter, art media and concepts are introduced to the children in the early years (3-5 and 5-7) and expanded upon as they continue to move through the elementary program. They not only learn more techniques of how to use particular media to produce desired effects but learn and assume more responsibility for the use and care of the materials, their personal work, and time management. It is this process that allows the student to grow as more than just a producer of art work but a person able to see, express, evaluate, and solve/resolve problems visually and academically. The Standards for the Visual Arts are addressed through the exploration of five art forms: Drawing, Painting, Print Making, Sculpture, and Fibers. The following document begins with the developmental progression within each standard as related to these art forms. The second section of the document is a more traditional "scope and sequence" example of how the year might progress for children at each age level. This is intended for illustrative purposes. As with all Montessori Curriculum, the Visual Arts Teacher will plan Understanding By Design units that allow the teacher to follow the children's interest as well as ensure that the curriculum goals for each program level are met.

Artists make thoughtful choices and are actively engaged in the processes of creating unique works of art	<u>Students will know:</u> - that there are often multiple approaches to a visual problem	<u>Students will know:</u> - that there are often multiple approaches to a visual problem	<u>Students will know:</u> - and understand that there are often multiple approaches to a visual problem
Artists use knowledge of structures & functions to choose and evaluate a range of subject matter, symbols, and ideas	<u>Students will know:</u> - the elements of design/art	<u>Students will know:</u> - the elements of design/art - the principles of art	<u>Students will know:</u> - the use of the elements of design/art - the use of the basic principles of design - how to generalize about the effects of the elements and principles of design and art and reflect upon these effects in their own art
Artists choose and evaluating a range of subject matter, symbols, and ideas	<u>Students will know:</u> - how to select and use subject matter, symbols, and ideas to communicate meaning	<u>Students will know:</u> - how to select and use subject matter, symbols, and ideas to communicate meaning - how to explore and understand prospective content for works of art	<u>Students will know:</u> - select and use subject matter, symbols, and ideas to communicate meaning - explore and understand prospective content for works of art
Artists reflect upon and assess the characteristics and merits of their work and the work of others	<u>Students will know:</u> - various purposes for creating works of visual art - and appreciate that there are different responses to specific artworks	<u>Students will know:</u> - there are various purposes for creating works of visual art - and appreciate that there are different responses to specific artworks	<u>Students will know:</u> - various purposes for creating works of visual art - how to pursue and explore different responses to their work
Artists must learn the proper use and function of materials, processes and techniques before adapting them for their own use artistically.	<u>Students will know:</u> - traditional methods in order to adapt the methods and foster their own creative expression	<u>Students will know:</u> - traditional methods in order to adapt the methods and foster their own creative expression.	<u>Students will know:</u> - traditional methods in order to adapt the methods and foster their own creative expression

Goal 2: Painting

Enduring Understandings: Artists understand and apply media, techniques, and processes Artists make thoughtful choices and are actively engaged in the process of creating unique works of art Artists use knowledge of structures & functions to choose and evaluate a range of subject matter, symbols, and ideas Artists reflect upon and assess the characteristics and merits of their work Artists must learn the proper use and function of materials, processes and techniques before adapting them for their own use artistically	Essential Questions: Why do we create paintings? How do we create paintings? How do we affect others with our paintings? How do others respond to our paintings?
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Artists must learn the proper use and function of materials, processes and techniques before adapting them for their own use artistically.	<u>Students will know:</u> - traditional methods in order to adapt the methods and foster their own creative expression.	<u>Students will know:</u> - traditional methods in order to adapt the methods and foster their own creative expression.	<u>Students will know:</u> - traditional methods in order to adapt the methods and foster their own creative expression.
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Goal 3: Print Making			
Enduring Understandings: Artists understand and apply media, techniques, and processes Artists make thoughtful choices and are actively engaged in the process of creating unique works of art Artists use knowledge of structures & functions to choose and evaluate a range of subject matter, symbols, and ideas Artists reflect upon and assess the characteristics and merits of their work Artists must learn the proper use and function of materials, processes and techniques before adapting them for their own use artistically		Essential Questions: Why do we create prints? How do we create prints? How do we affect others with our prints /how do others respond to our prints?	
Standard	5-7 (grades k/1) Indicators	7-9 (grades 2/3) indicators	9-12 (grades 4/5/6) indicators
Artists understand and apply media, techniques, and processes	<u>Students will know:</u> - the differences between print making materials and techniques - how to use print making materials and tools in a safe and responsible manner	<u>Students will know:</u> - the differences between print making materials, techniques, and processes - how to use different print making media, techniques, and processes to communicate ideas, experiences and stories - how to use print making materials and tools in a safe and responsible manner	<u>Students will know:</u> - how to select print making media, techniques, and processes - how to be effective in communicating ideas; and reflect upon the effectiveness of their choices in print making - how to intentionally take advantage of the qualities and characteristics of print making media, techniques, and processes to enhance communication of their ideas
Artists make thoughtful choices and are actively engaged in the processes of creating unique works of art	Artists make thoughtful choices and are actively engaged in the processes of creating unique works of art <u>Students will know:</u> - that there are often multiple approaches to a visual problem	Artists make thoughtful choices and are actively engaged in the processes of creating unique works of art <u>Students will know:</u> - that there are often multiple approaches to a visual problem	Artists make thoughtful choices and are actively engaged in the processes of creating unique works of art <u>Students will know:</u> - and understand that there are often multiple approaches to a visual problem

	<ul style="list-style-type: none"> - how to use sculpture materials and tools in a safe and responsible manner 	<ul style="list-style-type: none"> - how to use different sculpture media, techniques, and processes to communicate ideas, experiences and stories - how to use sculpture materials and tools in a safe and responsible manner 	<ul style="list-style-type: none"> - how to be effective in communicating ideas; and reflect upon the effectiveness of their choices in their sculptures - how to intentionally take advantage of the qualities and characteristics of sculpture media, techniques, and processes to enhance communication of their ideas - how to use sculpture materials in a safe and responsible manner
Artists make thoughtful choices and are actively engaged in the processes of creating unique works of art	<u>Students will know:</u> <ul style="list-style-type: none"> - that there are often multiple approaches to a visual problem 	<u>Students will know:</u> <ul style="list-style-type: none"> - that there are often multiple approaches to a visual problem 	<u>Students will know:</u> <ul style="list-style-type: none"> - and understand that there are often multiple approaches to a visual problem
Artists use knowledge of structures & functions	<u>Students will know:</u> <ul style="list-style-type: none"> - the elements of design/art 	<u>Students will know:</u> <ul style="list-style-type: none"> - the elements of design/art - the principles of art 	<u>Students will know:</u> <ul style="list-style-type: none"> - the use of the elements of design/art - the use of the basic principles of design - how to generalize about the effects of the elements and principles of design and art and reflect upon these effects in their own art
Artists choose and evaluate a range of subject matter, symbols, and ideas	<u>Students will know:</u> <ul style="list-style-type: none"> - how to select and use subject matter, symbols, and ideas to communicate meaning 	<u>Students will know:</u> <ul style="list-style-type: none"> - how to select and use subject matter, symbols, and ideas to communicate meaning - how to explore and understand prospective content for works of art 	<u>Students will know:</u> <ul style="list-style-type: none"> - select and use subject matter, symbols, and ideas to communicate meaning - explore and understand prospective content for works of art
Reflecting upon and assessing the characteristics and merits of their work and the work of others.	<u>Students will know:</u> <ul style="list-style-type: none"> - various purposes for creating works of visual art - and appreciate that there are different responses to specific artworks 	<u>Students will know:</u> <ul style="list-style-type: none"> - there are various purposes for creating works of visual art - and appreciate that there are different responses to specific artworks 	<u>Students will know:</u> <ul style="list-style-type: none"> - various purposes for creating works of visual art - how to pursue and explore different responses to their work
Artists must learn the proper use and function of materials, processes and techniques before adapting them for their own use artistically.	<u>Students will know:</u> <ul style="list-style-type: none"> - traditional methods in order to adapt the methods and foster their own creative expression. 	<u>Students will know:</u> <ul style="list-style-type: none"> - traditional methods in order to adapt the methods and foster their own creative expression. 	<u>Students will know:</u> <ul style="list-style-type: none"> - traditional methods in order to adapt the methods and foster their own creative expression.

and ideas	symbols, and ideas to communicate meaning	symbols, and ideas to communicate meaning - how to explore and understand prospective content for works of art	symbols, and ideas to communicate meaning - explore and understand prospective content for works of art
Artists reflect upon and assess the characteristics and merits of their work and the work of others	Reflecting upon and assessing the <u>Students will know:</u> - various purposes for creating works of visual art - and appreciate that there are different responses to specific artworks	Reflecting upon and assessing the <u>Students will know:</u> - there are various purposes for creating works of visual art - and appreciate that there are different responses to specific artworks	Reflecting upon and assessing the <u>Students will know:</u> - various purposes for creating works of visual art - how to pursue and explore different responses to their work
Artists must learn the proper use and function of materials, processes and techniques before adapting them for their own use artistically	<u>Students will know:</u> - traditional methods in order to adapt the methods and foster their own creative expression	<u>Students will know:</u> - traditional methods in order to adapt the methods and foster their own creative expression	<u>Students will know:</u> - traditional methods in order to adapt the methods and foster their own creative expression

<p>October, Unit 2 1 Session Printing- Thumbprints</p>	<p>Standard 1: Understanding and applying media, techniques, and process GLE 1.1: Select and use different media, techniques, and processes that are used to create works of art GLE 1.2: Use selected two-dimensional and three-dimensional media to communicate ideas GLE 1.3 Demonstrate how a single medium or technique can be used to create multiple effects in works of art Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas GLE 3.1: Identify subject matter, symbols and ideas in works of art GLE 3.4: Select and use subject matter, symbols and ideas to communicate meaning in works of art GLE 3.6: Analyze how the use of subject matter, symbols and ideas are used in works of art PLE: K: Introduce; Grade 1: develop</p>	<p>The children learn a basic printing technique by filling their papers with thumbprints and turning them into fun and imaginative characters.</p>	<p>Following instruction students will understand that:</p> <ul style="list-style-type: none"> • Art may be created solely to fulfill a need to create. • Art is a universal symbol system that transcends language barriers. • Art draws upon all aspects of human experience. <p>The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive</p>	<p>What is art? How does the use of specific symbols influence the meaning of a work of art? What makes art more or less authentic?</p>
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<p>November/December, Unit 2 3 Sessions</p> <p>The Legend of the Poinsettia (DePaola)</p>	<p>Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas</p> <p>GLE 3.1 Identify subject matter, symbols, and ideas in works of art.</p> <p>GLE 3.4: Select and use subject matter, symbols and ideas to communicate meaning in works of art</p> <p>Standard 4: Understanding the visual arts in relation to history and cultures</p> <p>GLE 4.1: Identify historical and cultural characteristics of works of art.</p> <p>GLE 4.4: Speculate on how history and culture give meaning to a work of art</p> <p>Standard 6: Making connections between visual arts and other disciplines</p> <p>GLE 6.3: Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p> <p>PLE: K: Introduce; Grade 1: develop</p>	<p>After listening to and discussing The Legend of the Poinsettia by Tomie DePaola, students will write a shared story about giving a gift from the heart. They will then create a flower with an offering from the heart.</p>	<p>Following instruction students will understand that:</p> <p>Art may be created solely to fulfill a need to create.</p> <p>Art is a universal symbol system that transcends language barriers.</p> <p>Art draws upon all aspects of human experience.</p> <p>The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive</p> <p>Learning can be deepened by connecting visual art to other disciplines.</p>	<p>What is art?</p> <p>How does the use of specific symbols influence the meaning of a work of art?</p> <p>What makes art more or less authentic?</p> <p>How is learning deepened through a study of visual art?</p>
<p>January, Unit 1 2 Sessions</p> <p>Drawing- Look, Eat and Draw</p>	<p>Standard 1: Understanding and applying media, techniques, and processes</p> <p>GLE 1.4 Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas</p> <p>GLE's: 3.3 Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p>PLE: K: Introduce; Grade 1:</p>	<p>As fruit is cut or eaten, the children record changes in the contour lines.</p>	<p>Following instruction students will understand that:</p> <p>Art may be created solely to fulfill a need to create.</p> <p>Art is a universal symbol system that transcends language barriers.</p> <p>Art draws upon all aspects of human experience.</p> <p>The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive</p>	<p>What is art?</p> <p>How does the use of specific symbols influence the meaning of a work of art?</p> <p>What makes art more or less authentic?</p>

February/March, Unit 2 2 sessions Create An Illuminated Alphabet Word Book	Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas GLE 3.4: Select and use subject matter, symbols, and ideas to communicate meaning in works of art Standard 6: Making Connections between visual arts and other disciplines GLE 6.3: Describe and/or demonstrate how skills transfer between the visual arts and other disciplines PLE: K: Introduce; Grade 1: develop	A class alphabet book or "ABCDarium," a book that uses images of animals or objects to illustrate each letter of the alphabet. The book is in the style of a medieval illuminated manuscript and incorporates both art and writing. Students decorate large uppercase letters of the alphabet and draw an original picture to illustrate each letter	Art is a form of expression that employs a system of visual symbols. Learning can be deepened by connecting visual art to other disciplines.	How and why is art used as a vehicle for communication? How is learning deepened through a study of visual art?
March, Unit 1 2 sessions Fishbowls	Standard 1: Understanding and applying media, techniques, and process GLE 1.1: Select and use different media, techniques, and processes that are used to create works of art Standard 2: Using knowledge of structures and functions GLE 2.2: Select and use the elements of art in works of art GLE 2.7: Select and use the principles of design in works of art PLE: K: Introduce; Grade 1: develop	The children draw large fishbowls, then fill them with fish, and glue on tissue paper "water»	Following instruction students will understand that: Form and function may or may not be related one to the other. Art is a form of expression that employs a system of visual symbols.	To what extent does good design integrate form with function?
April, Unit 1 3 lessons I Spy (Camouflaged Animals in Art!).	Standard 2: Using knowledge of structures and functions GLE 2.1: Identify elements of art Standard 6: Making Connections between visual arts and other disciplines	Students discuss how the environment influences animal characteristics by looking at Hans Hoffmann's painting <i>A Hare in the Forest</i> . After the discussion, students research an animal that uses	Art is a form of expression that employs a system of visual symbols Learning can be deepened by connecting visual art to other disciplines.	How and why is art used as a vehicle for communication? How is learning deepened through a study of visual art?

Sample Curriculum Scope & Sequence
School **First State Montessori Academy** Grade or Course **2nd -3rd Visual Arts**

Unit Order By time frame/and or unit title	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level	Theme or Big Ideas	Enduring Understandings	Essential Questions
September 1st lesson, 1 Session Art Safety and Creativity	Standard 1: Understanding and applying media, techniques and processes GLE 1.3 Use media and tools in a safe and responsible manner GLE 1.4 Demonstrate how a single medium or technique can be used to create multiple effects in words of art PLE: Develop	Painting: Students are introduced to a sample of art paper, paints, brushes, and how to create with them, and care safely for them.	Artists make thoughtful choices in creating works of art.	To what extent can media be manipulated using a variety of techniques and processes?
September 2 nd lesson, 2 sessions Painting-Shapes, Lines and Patterns	Standard 1: Understanding and applying media, techniques and processes GLE 1.4: Demonstrate how a single medium or technique can be used to create multiple effects in works of art. PLE: Develop	Painting: The children fill their papers with painted shapes, and then use black and white paint to add lines and patterns.	Artists must understand media, techniques and process as tools to communicate.	To what extent can media be manipulated using a variety of techniques and processes?
October , 1st unit, 3 sessions Painting Colorful Characters	Standard 2: Using knowledge of structures and functions GLE 2.2: Select and use the elements of art in works of art GLE 2.7: Select and use the principles of design in works of art PLE: Develop	The children make fun self-portraits by adding alliterative adjectives to their names, such as Interesting Isaiah.	Following instruction students will understand that: Form and function may or may not be related one to the other. Art is a form of expression that employs a system of visual symbols.	To what extent does good design integrate form with function?

	<p>merits of their work and the work of others</p> <p>GLE 5.1: Discuss how individual experiences influence personal works of art</p> <p>PLE: Grade 1, Develop; grade 2, proficient; grade 3, extend</p> <p>Standard 6: Making connections between visual arts and other disciplines</p> <p>GLE 6.3: Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p> <p>PLE: Develop</p>		<p>Learning can be deepened by connecting visual art to other disciplines.</p>	
<p>December, January, Unit 1 2 Sessions</p> <p>In the Style of Mary Cassatt</p>	<p>Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others</p> <p>GLE 5.1: Discuss how individual experiences influence personal works of art</p> <p>PLE: Grade 1: Develop; grade 2 proficient; grade 3 extend</p> <p>Standard 5: Reflecting upon and assessing the characteristic and merits of their work and the work of others</p> <p>GLE 5.3: Describe personal responses to selected works of art</p> <p>GLE 5.4: Analyze works of art to speculate why they were created</p> <p>PLE: develop</p>	<p>After learning about Mary Cassatt and her pastel drawings, the children use colored chalk to depict a close relationship between two people.</p>	<p>Following instruction students will understand that:</p> <p>Timeless works of art are deemed important for a number and variety of reasons.</p> <p>Reflection, assessment and refinement are key steps in the process of creating art.</p>	<p>What makes some works of art great?</p> <p>When does a work of art have merit?</p> <p>To what extent is it adequate or appropriate to say "I like it" or "I don't like it" when discussing the merit of a work of art?</p>

	<p>GLE 4.1: Identify historical and cultural characteristics of works of art</p> <p>GLE 4.4 Speculate on how history and culture give meaning to a work of art</p> <p>Standard 5: Reflecting upon and assessing the characteristic and merits of their work and the work of others</p> <p>GLE 5.2: Identify ways the visual arts are used as communication</p> <p>GLE 5.3: Describe personal responses to selected works of art</p> <p>Standard 6: Making connections between visual arts and other disciplines</p> <p>GLE 6.3: Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p> <p>PLE: Develop</p>			
<p>February, Unit 2 4 Sessions</p> <p>Clay-Coil Pots with a Twist</p>	<p>Standard 1: Understanding and applying media, techniques and processes</p> <p>GLE's: 1.3 Use selected two-dimensional and three-dimensional media to communicate ideas</p> <p>GLE 1.4 Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>PLE: Develop</p>	<p>The children make clay pots using rolled coils of clay and experiment with the coils moving in different directions.</p>	<p>Artists make thoughtful choices in creating works of art.</p>	<p>To what extent can media be manipulated using a variety of techniques and processes?</p>

<p>April/May, Unit 2 3 lessons</p> <p>I Spy (Camouflaged Animals in Art!).</p>	<p>Standard 2: Using knowledge of structures and functions GLE 2.7: Using knowledge of structures and functions PLE: Grade 1, Introduce; Grade 2 and 3, Develop Standard 6: Making Connections between visual arts and other disciplines GLE 6.3: Describe and/or demonstrate how skills transfer between the visual arts and other disciplines Describe and/or PLE: Develop</p>	<p>Students discuss how the environment influences animal characteristics by looking at Hans Hoffmann's painting <i>A Hare in the Forest</i>. After the discussion, students research an animal that uses camouflage, paint that animal within its environment, and write a sentence describing its habitat.</p>	<p>Art is a form of expression that employs a system of visual symbols.</p> <p>Learning can be deepened by connecting visual art to other disciplines.</p>	<p>How and why is art used as a vehicle for communication?</p> <p>How is learning deepened through a study of visual art?</p>
<p>May, Unit 2 2 sessions</p> <p>Bring Your Paintings to Life</p>	<p>Select and use different media, techniques and processes that are used to create works of art GLE 1.1: Select and use different media, techniques and processes that are used to create works of art GLE 1.4: Demonstrate how a single medium or technique can be used to create multiple effects in works of art Proficiency Level: Develop</p>	<p>Students use highlighting techniques to give their paintings depth</p>	<p>Following instruction students will understand that: Artists make thoughtful choices in creating works of art. Artists use a variety of techniques and processes to manipulate media to achieve desired effects. Artists must understand media, techniques and process as tools to communicate. Artists learn rules in order to break them. Artists consider multiple approaches to visual problems.</p>	<p>Why do artists select one medium over another? To what extent can media be manipulated using a variety of techniques and processes?</p>

	<p>Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas</p> <p>GLE 3.1: Identify subject matter, symbols, and ideas in works of art</p> <p>PLE: Grade 4, Develop; Grade 5, Proficient ; Grade 6 Extend</p> <p>GLE 3.5: Describe and differentiate the origins of specific subject matter, symbols, and ideas used in works of art</p> <p>PLE: Develop</p> <p>Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others</p> <p>GLE 5.3: Describe personal responses to selected works of art</p> <p>PLE: Grade 4, proficient; grade 5, 6, extend</p>			
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	<p>GLE 1.4: Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>Standard 2: Using knowledge of structures and functions</p> <p>GLE 2.2: Select and use the elements of art in works of art</p> <p>PLE: Grade 4, Develop; Grade 5, Proficient ; Grade 6 Extend</p> <p>Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others</p> <p>GLE 5.7: Describe how a work of art can convey a voice of one or a voice of many</p> <p>PLE: Develop</p> <p>GLE 5.3: Describe personal responses to selected works of art</p> <p>PLE: Grade 4, proficient; grade 5, 6, extend</p>		<p>symbols and ideas may be deliberate or intuitive</p>	
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	disciplines GLE 6.3: Describe and/or demonstrate how skills transfer between the visual arts and other disciplines PLE: Grade 4, 5, Develop; Grade 6, proficient			
January, Unit 1 2 Sessions Cut Paper – Amaté Paper Cuts	Standard 1: Understanding and applying media, techniques, and processes GLE 1.6: Identify different media, techniques, and processes that are used to create works of art GLE: Develop Standard 4: Understanding the visual arts in relation to history and cultures GLE 4.4: Speculate on how history and culture give meaning to a work of art GLE: Grade 4, 5, develop; Grade 6, proficient Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others GLE's: 5.1 Discuss how individual experiences influence personal works of art PLE: Extend 5.4 Analyze works of art to speculate why they were created PLE: Grade 4, Develop; Grade 5, Proficient ; Grade 6 Extend	Children make traditional Mexican paper cutouts while learning about symmetry in design	Following instruction students will understand that: Timeless works of art are deemed important for a number and variety of reasons. Reflection, assessment and refinement are key steps in the process of creating art.	What makes some works of art great? When does a work of art have merit? To what extent is it adequate or appropriate to say "I like it" or "I don't like it" when discussing the merit of a work of art?
January, Unit 2 2 Sessions	Standard 3: Choosing and evaluating a range of subject	As fruit is cut or eaten, the children record changes in the	Following instruction students will understand that:	What is art? How does the use of specific

	<p>effects in works of art PLE: Grade 4, 5, develop; Grade 6, proficient Standard 3: Choosing and valuating a range of subject matter, symbols, and ideas GLE 3.1: Identify subject matter, symbols, and ideas in works of art PLE: Grade 4, Develop; Grade 5, Proficient ; Grade 6 Extend GLE 3.2: Integrate a variety of sources for subject matter, symbols, and/or ideas which best communicate an intended meaning in works of art PLE: Grade 4, 5, Develop; Grade 6, proficient</p>			
<p>March, 2 sessions Drawing – Fluorescent Flowers</p>	<p>Standard 1: Understanding and applying media, techniques, and processes GLE 1.7: Describe how media and techniques are used to create two-dimensional and three-dimensional works of art Standard 2: Using knowledge of structures and functions GLE 2.7: Select and use principles of design in works of art PLE: Develop Standard 6: Making Connections between visual arts and other disciplines GLE 6.3: Describe and/or demonstrate how skills transfer between the visual arts and other disciplines PLE: Grades 4, 5, Develop;</p>	<p>The children draw spring flowers and color them with oil pastels</p>	<p>Art is a form of expression that employs a system of visual symbols. Learning can be deepened by connecting visual art to other disciplines.</p>	<p>How and why is art used as a vehicle for communication? How is learning deepened through a study of visual art?</p>

<p>May/June, Unit 2 2 sessions Bring Your Paintings to Life</p>	<p>Select and use different media, techniques and processes that are used to create works of art</p> <p>GLE 1.1: Select and use different media, techniques and processes that are used to create works of art</p> <p>PLE: Grade 4, Develop; Grade 5, Proficient ; Grade 6 Extend</p> <p>GLE 1.4: Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>PLE: Grades 4, 5, Develop; Grade 6, proficient</p>	<p>Students use highlighting techniques to give their paintings depth</p>	<p>Following instruction students will understand that:</p> <p>Artists make thoughtful choices in creating works of art.</p> <p>Artists use a variety of techniques and processes to manipulate media to achieve desired effects.</p> <p>Artists must understand media, techniques and process as tools to communicate.</p> <p>Artists learn rules in order to break them.</p> <p>Artists consider multiple approaches to visual problems.</p>	<p>Why do artists select one medium over another?</p> <p>To what extent can media be manipulated using a variety of techniques and processes?</p>
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Appendix I – Curriculum

Physical Education Curriculum

Physical Education Curriculum

Prepared for

First State Montessori Academy (FSMA)

by

***The Center for Montessori Advancement,
Elementary Workshop, Inc.***

and

Wilmington Montessori School

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The Physical Education Curriculum is built around several research based curriculum and standards documents including:

The Delaware State Standards

“Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the environment.”

Maria Montessori

As reflected by Dr. Montessori, First State Montessori Academy has the goal of providing rich experiences for children in a safe and supportive school climate in which each child is healthy, safe, engaged, supported and challenged. This will be attained through traditional academics as well as considerations of the whole child and his needs. Children must be considered in their entirety and experiences that move beyond the traditional classroom are needed. In this vein, a program of instruction will be provided in art, music, theater and dance, and physical education including health, to children in all grades.

In order to better understand their world, children need experiences offered by these supplemental classes. This not only exposes them to the arts, but allows them to use their bodies in different ways, learning about their strengths and challenges beyond the classroom walls. These classes also give children the opportunity to learn about other ways in which they may be ‘smart,’ as explained by Howard Gardner’s multiple intelligences of linguistics, logical/mathematical, interpersonal, intrapersonal, musical, bodily/kinesthetic, naturalistic, and visual/spatial. Attention to each of these intelligences builds a positive school climate which in turn reduces bullying and improves attendance, engagement, empowerment, ownership, teaching and learning.
(www.whatworks.wholechildeducation.org)

Additionally, it is vital that all children learn how to negotiate their ever-changing world by learning about and appropriately utilizing the tools available to them. The tools are changing quickly and children will gain familiarity and understanding of them through library and technology education. It is imperative that children educated in the 21st century are given the opportunity to learn how these tools serve them well, when to use them, and when, perhaps, to set them aside.

FSMA’s curriculum outlines a variety of ways in which children will access the arts, movement, technology and library throughout their day. The supplementary classes offered in these areas are opportunities to strengthen these connections and allow for direct instruction to further support their learning. Most importantly, children have the opportunity to experience their ever-changing world through all classes at FSMA. It is in living Dr. Montessori’s mission that children are given multiple opportunities to learn how to co-exist, working together respectfully and responsibly.

Indicator	Instructional Strategies	Assessments	Off-track Indicators
Movement Concepts 1.1 Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space. 1.2 Travel over, under, in front of, behind, and through objects and over, under, in front of, and behind partners, using locomotor skills. 1.3 Change speeds in response to tempos, rhythms, and signals while traveling in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, hopping, jumping, galloping, sliding, and skipping. 1.4 Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping (i.e., locomotor skills). 1.5 Demonstrate the difference between slow and fast, heavy and light, and hard and soft while moving.	Movement activities (skipping, jumping, hopping, running, etc. in general space) through individual, partnered, and group activities. "Car"/hula hoop activity. Scooter boats. Movement activities (skipping, jumping, hopping, running, etc. in general space) through individual, partnered, and group activities. Movement warm-up. Movement to a drum or clapping.	Teacher observation. Peer observation.	The student: Repetitively bumps into other students. Is not able to explain why personal space is important. Sits, stands, moves, and/or practices close to others or touching others. Gallops when asked to skip or vice versa, crosses legs or runs when asked to slide, jumps when asked to hop. Has difficulty following the signals.
Body Management 1.6 Balance oneself, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support.	___ pts. of contact. "Camera" activity. Partner and group mirroring . Individual practice. "Ladders" (using rope, wands, cones, etc.).	Teacher observation. Peer observation.	The student: Is unable to balance or keep body still for 3 seconds while balancing on base of support.
Locomotor Movement 1.7 Roll smoothly in a forward direction, without stopping or hesitating, emphasizing a rounded form. 1.8 Land on both feet after taking off on one foot and on both feet. 1.9 Jump a swinging rope held by others.	Jump bands, rope jumping. "Jumping jack, muscle man, point, step, throw." wall practice throwing to buckets throwing to partners kick to wall, kick from set point	Teacher observation Peer observation	The student: Does not tuck the chin or becomes "unraveled" during forward roll. Is unable to land on both feet in a controlled manner. Has difficulty finding the rhythm or jumping a rope consecutively while others are swinging it.

PE CURRICULUM

LEVEL: 5-7 years old (K-1)

Goal 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.		Big Idea: Motor Skill Development	
Enduring Understanding(s): Students will understand that... Safe, efficient, and effective movement develops and maintains a healthy, active lifestyle. Moving safely, effectively, and efficiently makes you feel good.		Essential Questions: What is Movement? Do we all move the same way? Why do we follow rules? Why is following directions important? Why do we move? Do we move without thinking? What would life be like if we couldn't control your movement?	
Students will know... Key terms and concepts: <i>movement skills, skill practice, traveling, weight bearing, balance, personal space, general space, beat, rhythm, effort, body planes, body parts, overhand, and underhand.</i> A variety of verbal, audio, and visual skills. A variety of locomotive and non-locomotive skills.			
Indicator	Instructional Strategies	Assessments	Off-track Indicators
<i>Movement Concepts</i> 2.1 Identify the right and left sides of the body and movement from right to left and left to right. 2.2 Identify people/objects that are within personal space and within boundaries.	Locomotor warm-up. Scooter boats. Cooperative hoops.	Teacher observation. Peer observation.	<i>The student:</i> Consistently chooses wrong direction. Continually runs into other students while trying to move through general space.
<i>Body Management</i> 2.3 Identify the base of support of balanced objects.	Individual balances. Partner balances.	Teacher observation. Peer observation.	<i>The student:</i> Is unable to balance or keep body still for 3 seconds while balancing on base of support.
<i>Locomotor Movement</i> 2.4 Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide and explain the key differences and similarities in those movements.	Movement warm-up.	Teacher observation. Peer observation.	<i>The student:</i> Skips when told to gallop, hops when indicated to jump, gallops when told to slide, etc...

PE CURRICULUM

LEVEL: 5-7 years old (k-1)

Goal 3: Students assess and maintain a level of physical fitness to improve health and performance.		Big Idea: Fitness	
Enduring Understanding(s): Students will understand that... Their body tells them how to feel (relaxed, tired, exhausted). Health-related and skill-related fitness concepts and skills develop and maintain a healthy, active lifestyle.		Essential Questions: What is fitness? What is wellness? How can I improve my fitness and wellness? Why does my body feel different when I move? Why is it important for me to know how I feel?	
Students will be able to... Identify the components of health-related and skill-related fitness and identify activities that develop each component. Identify body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing. Explain that too much or not enough exercise can be harmful. Explain that participation in regular physical activity contributes to wellness. Engage in moderate to vigorous physical activity that develops all components of fitness. Monitor heart rate and breathing before, during, and after exercise.			
Indicator	Instructional Strategies	Assessments	Off-track Indicators
<i>Fitness Concepts</i> 3.1 Participate in physical activities that are enjoyable and challenging.	Provide a wide variety of physical activities that possibly strike up the interest in the student.	Teacher observation. Peer observation.	<i>The student:</i> Does not participate in physical activities either during PE or at home during leisure time.
<i>Aerobic Capacity</i> 3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.	Discuss the "F.I.T." principle (Frequency, Intensity, and Time) and how to measure it.	Question/answer during discussion. Participation log. Parent questionnaire.	<i>The student:</i> Unable to participate in activities of varying lengths of time due to instant fatigue.
<i>Muscular Strength/Endurance</i> 3.3 Demonstrate, for increasing periods of time, a "v" sit position, a push-up position with arms extended, and a squat position. 3.4 Move from a sitting to a standing position and from a lying to a sitting	Stations: V-sit for time. Plank. Sitting squat. Lie to sit to stand. Monkey bars.	Activity log and charting performance at various times.	<i>The student:</i> Not able to hold positions or support body weight for any extended period of time.

PE CURRICULUM

LEVEL: 5-7 years old (k-1)

Goal 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.		Big Idea: Fitness	
Enduring Understanding(s): Students will understand that... Their body tells them how to feel (relaxed, tired, and exhausted). Health-related and skill-related fitness concepts and skills develop and maintain a healthy, active lifestyle.		Essential Questions: What is fitness? What is wellness? How can I improve my fitness and wellness? Why does my body feel different when I move? Why is it important for me to know how I feel?	
Students will know... Key Terms: <i>health-related fitness (cardio, flexibility, muscle strength/endurance), wellness, sweating, heart rate, heavy breathing, physical activity.</i> That participation in some physical activities will increase their heart rate more than others. Ways to monitor their physical condition (i.e. heart rate). The limits of their physical selves (i.e. strength – able to hang from a bar for 15 seconds in order to play on the monkey bars independently, able to climb to use a slide, etc.) and mental selves (fears, self-talk, etc.) and how to monitor and control them to prevent negative effects (i.e. injury, exhaustion).			
Indicator	Instructional Strategies	Assessments	Off-track Indicators
<i>Fitness Concepts</i> 4.1 Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping. 4.2 Explain the importance of drinking water during and after physical activity. 4.3 Explain that nutritious food provides energy for alertness and mental concentration.	Discussion during lesson or closure of lesson.	Question/answer during discussion. Survey/questionnaire with pictures to circle.	<i>The student:</i> Not able to identify activities. Not able to explain the importance of drinking water during and after physical activity. Unable to explain that nutritious food provides energy for alertness and mental concentration.
<i>Aerobic Capacity</i> 4.4 Recognize that the heart is the most important muscle in the body and is approximately the size of a fist. 4.5 Explain that increasing the heart rate during physical activity strengthens the heart muscle.	Class discussion. Cardio respiratory activities. Discussion during lesson or closure of lesson.	Have students make a fist and demonstrate how it pumps the blood/oxygen to the rest of the body.	<i>The student:</i> Unable to recognize the heart as the most important muscle in the body and is approximately the size of a fist. Unable to explain that increasing the heart rate during physical activity strengthens the heart muscle.

PE CURRICULUM

LEVEL: 5-7 years old (k-1)

Goal 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.	Big Idea: Integrated Skills (Personal, Interpersonal, and Life Skills)		
Enduring Understanding(s): Students will understand that... Positively interacting with others makes physical activity more enjoyable.	Essential Questions: When should you listen to others? What makes a good leader? What makes a good follower?		
Students will know: Key terms: <i>stress, wellness goal, character, values, leader, follower, cooperation, respect, service activity, self-esteem, volunteering.</i> How to collaborate with others. The many aspects of <i>respect</i> . How it feels to be a member of a team. Why it is important to help others. Students will be able to: Explain that a person's character and values are reflected in the way the person thinks, feels, and acts. Act as a leader and a follower. Identify factors that lead to group success and help solve group problems. Motivate group members to work together and provide constructive feedback. Demonstrate respect for varying ideas and opinions. Participate in a class or school service activity and explain how volunteering enhances self-esteem.			
Indicator	Instructional Strategies	Assessments	Off-track Indicators
Self-Responsibility 5.1 Participate willingly in new physical activities. 5.2 Demonstrate acceptable responses to challenges, successes, and failures in physical activity.	Expose students to a variety of new / novel activities. Discuss appropriate responses during lesson.	Observation. Question/answer.	The student: Not willing to participate. Not willing to try new and different activities.
Social Interaction 5.3 Demonstrate the characteristics of sharing and cooperation in physical activity. 5.4 Invite others to use equipment or apparatus before repeating a turn.	Cooperative hoops. Cooperative bean bags. Buddy walkers. Titanic. Crossing the Delaware.	Observation. Knowledge of results.	The student: Does not work with the group. Intentionally sabotages group's successes. Argues, yells, acts out during activity. Puts peers safety at risk.
Group Dynamics 5.5 Demonstrate the attributes of an effective partner in physical activity. 5.6 Demonstrate effective practices for working with a group without interfering with others.	Discussion.		The student: Does not work with the group. Intentionally sabotages group's successes. Argues, yells, acts out during activity. Puts other student's safety at risk.

Indicator	Instructional Strategies	Assessments	Off-track Indicators
Body Management 1.3 Transfer weight from feet to hands and from hands to feet, landing with control. 1.4 Demonstrate balance on the ground and on objects, using bases of support other than both feet. 1.5 Perform an inverted balance (tripod) by evenly distributing weight on body parts. 1.6 Perform a forward roll 1.7 Perform a straddle roll 1.8 Create a routine that includes two types of body rolls (e.g., log roll, egg roll, shoulder roll, forward roll) and a stationary balance position after each roll.	Handstands. Headstands. Points of contact (balances). Base of support (concept). Tripods. Individual balances. Partnered balances. Forward roll. Straddle roll. Partnered routine. Group routine.	Teacher observation.	The student: Has difficulty maintaining control of his or her body while transferring weight from feet to hands and hands to feet. Falls over. Has difficulty holding balances for at least 3 seconds. Does not tuck head. Is limp while performing rolls. Becomes "unraveled." Does not work with partners or groups in order to complete task.
Locomotor Movement 1.9 Jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force. 1.10 Skip and leap, using proper form. 1.11 Jump continuously a forward-turning rope and a backward-turning rope.	Long jump. Triple jump. Obstacle course warm-up. Step-hop-step-hop. Elephant trunk. Puddle jumping. Log jumping. Jumping rope.	Group observation.	The student: Is straight legged when landing. Has difficulty "sticking" landing. Step hop step hop all on one side. Gallops when asked to skip.
Manipulative Skills 1.12 Roll a ball for distance, using proper form. 1.13 Throw a ball for distance, using proper form. 1.14 Catch a gently thrown ball above the waist, reducing the impact force. 1.15 Catch a gently thrown ball below the waist, reducing the impact force. 1.16 Catch, while traveling, an object thrown by a stationary partner. 1.17 Roll a ball for accuracy toward a target. 1.18 Throw a ball, using the overhand movement pattern with increasing accuracy. 1.19 Throw and catch an object with a partner, increasing the distance from the partner and maintaining an accurate throw that can be easily caught.	"Tick-tock." End ball. Alaskan baseball. "Jumping jack, muscle man, point, step, throw...follow through." "Giving with the ball." Discussion...pretend its an egg. "Give and goes." Bowling. "Knock 'em & block 'em." "Poison ball." End ball. Cooperative team handball. Cone ball. Goal ball.	Checklist of skills. Teacher observation. Peer observation. Knowledge of results.	The student: Throws ball rather than roll. Steps ipsi-lateral instead of contra-lateral. Throws "straight arm" rather than getting elbow back. Catches with body rather than hands. Has difficulty throwing toward target. Misses ball as it is rolled to him/her. Stops ball in order to kick it. Has difficulty continuously striking balloon upwards. Looks up at the end of swing. Spins at the end of swing. Has difficulty keeping control of ball. "slaps" ball instead of using finger pads. Dribbles more than 1.5 feet ahead of them. Runs into other people while dribbling.

PE CURRICULUM

LEVEL: 7-9 year olds (2nd – 3rd)

Goal 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.		Big Idea: Motor Skill Development	
Enduring Understanding(s): Students will understand that... Utilizing safe, efficient, and effective movement will help students develop and maintain a healthy, active lifestyle. Participating in games, sports, dance, and recreational activities will help students develop and maintain a healthy, active lifestyle.		Essential Questions: What is Movement? Do we all move the same way? When have you used moved skills in other areas of your life?	
Students will know... Key Terms: <i>movement skills (walk, jog, run, slide, skip, gallop, etc.), weight transfer, balance, coordination, agility, effort.</i> The difference between the various movement skills (walk, jog, run, slide, skip, gallop, etc.) How to move safely, effectively, efficiently while performing the various movement skills The importance of the various movement skills and how they transfer to other activities The importance of moving and participating in various physical activities affects long term health and fitness skills, objects, and boundaries.			
Indicator	Instructional Strategies	Assessments	Off-track Indicators
Movement Concepts 2.1 Define open space. 2.2 Explain how to reduce the impact force of an oncoming object. 2.3 Describe how changing speed and changing direction can allow one person to move away from another.	Discussions during warm-up, intro, or closure. Discussion on open space vs. dead space. What is “cutting”? Change of direction and change of speed.	Question and answer.	The student: Unable to define open space. Unable to explain how to reduce the impact force of an oncoming object. Unable to describe how changing speed and changing direction can allow one person to move away from another.
Body Management 2.4 Explain the importance of a wide rather than a narrow base of support in balance activities. 2.5 Explain why one hand or foot is often preferred when practicing movement skills.	“Stand off” with narrow vs. wide base of support. Discussion.	Ask for demonstrations.	The student: Unable to describe the importance of a wide rather than a narrow base of support in balance activities. Unable to explain why nne hand or foot is often preferred when practicing movement skills.
Manipulative Skills 2.6 Identify opportunities to use underhand and overhand movement (throw) patterns. 2.7 Identify different opportunities to use striking skills.	Demonstration. Follow through. Discussion. Lead pass discussion. Follow through approach.	Question and answer. Ask for demonstrations.	The student: Unable to identify opportunities to use underhand and overhand movement (throw) patterns. Unable to identify different opportunities to

PE CURRICULUM

LEVEL: 7-9 year olds (2nd – 3rd)

Goal 3: Students assess and maintain a level of physical fitness to improve health and performance.		Big Idea: Fitness	
Enduring Understanding(s): Students will understand that... There are benefits to exercise if performed safely and that many factors (physical, emotional, and social) affect how our bodies respond to exercise. Setting goals are important to achieving fitness		Essential Questions: Are there benefits of exercise? Does your mood and/or attitude affect how you exercise? Does what you eat affect how you perform during physical activity? Can exercise be harmful to your health? Can you exercise too much/too little? Are we all the same? Are setting goals important to achieving fitness? How do we achieve our goals? Do we achieve individual goals the same as we would group goals?	
Students will be able to... Discuss the physical, social, and emotional benefits of regular physical activity. Describe how body systems respond to vigorous exercise. Discuss factors such as heredity, training, and diet that influence fitness. Describe how technology has improved fitness activities. Discuss the importance of regular physical activity. Engage in moderate to vigorous physical activity that develops all components of fitness. Maintain continuous aerobic activity for a specified time period. Monitor physiological responses before, during, and after exercise. Demonstrate age and gender-specific progress towards improving each component of fitness. Demonstrate safe and appropriate techniques while engaging in fitness activities.			
Indicator	Instructional Strategies	Assessments	Off-track Indicators
<i>Fitness Concepts</i> 3.1 Participate in enjoyable and challenging physical activities for increasing periods of time. 3.2 Demonstrate warm-up and cool-down exercises. 3.3 Demonstrate how to lift and carry objects correctly.	Provide and/or expose students to a variety of activities that are new and challenging. Bend knees...lift with legs not back.	Teacher observation. Peer observation. Student activity log. Student surveys.	<i>The student:</i> Not willing to try new activities. Gets frustrated easily with new activities.

PE CURRICULUM

LEVEL: 7-9 year olds (2nd – 3rd)

<p>Goal 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p>	<p>Big Idea: Fitness</p>
<p>Enduring Understanding(s): Students will understand that... There are benefits to exercise if performed safely and that many factors (physical, emotional, and social) affect how our bodies respond to exercise. Setting goals are important to achieving fitness</p>	<p>Essential Questions: Are there benefits of exercise? Does your mood and/or attitude affect how you exercise? Does what you eat affect how you perform during physical activity? Can exercise be harmful to your health? Can you exercise too much/too little? Are we all the same? Are setting goals important to achieving fitness? How do we achieve our goals? Do we achieve individual goals the same as we would group goals?</p>
<p>Students will know... Key Terms: <i>physical activity, physical benefits, social benefits, emotional benefits, body systems, heredity, training, diet, fitness, technology, goals (long / short term), action plans, practice, health-related fitness.</i> The different aspects of health (physical, social and emotional). The importance of physical activity on all areas of health. The different body systems (cardio-respiratory, muscular, skeletal, etc). The benefits of exercise on the different body systems. How the body responds to exercise. The difference between health-related and skill related fitness. How technology has enhanced fitness. The physiological differences between genders and age. How age, gender and fitness-level affects performance. How practice/training improves fitness. Fitness goals. How to set achievable goals. How to achieve fitness goals.</p>	

<p>pump more blood with each beat.</p> <p>4.15 Describe how muscle strength and muscle endurance enhance motor skill performance.</p> <p>4.16 Identify muscles being strengthened during the performance of particular physical activities.</p> <p>4.17 Identify which activities or skills would be accomplished more efficiently with stronger muscles.</p> <p>4.18 Name and locate the major muscles of the body.</p> <p>4.19 Describe and demonstrate how to relieve a muscle cramp.</p> <p>4.20 Explain the role that weight-bearing activities play in bone strength.</p> <p>4.21 Describe the role of muscle strength and proper lifting in the prevention of back injuries.</p>		<p>Student journal.</p> <p>Questions during discussions and/or closure of the lesson.</p>	<p>strength and muscle endurance enhance motor skill performance.</p> <p>Unable to identify muscles being strengthened during the performance of particular physical activities.</p> <p>Unable to identify which activities or skills would be accomplished more efficiently with stronger muscles.</p> <p>Unable to name and locate the major muscles of the body.</p> <p>Not able to describe and demonstrate how to relieve a muscle cramp.</p> <p>Not able to explain the role that weight-bearing activities play in bone strength.</p>
<p>Flexibility</p> <p>4.22 Identify the muscles being stretched during the performance of particular physical activities.</p> <p>4.23 Explain why it is safer to stretch a warm muscle rather than a cold muscle.</p> <p>4.24 Identify flexibility exercises that are not safe for the joints and should be avoided.</p> <p>4.25 Explain why a particular stretch is appropriate preparation for a particular physical activity.</p>	<p>Class discussions.</p>	<p>Surveys.</p> <p>Questions during discussions and/or closure of the lesson.</p> <p>Question and answer.</p>	<p>The student:</p> <p>Not able to identify the muscles being stretched during the performance of particular physical activities.</p> <p>Unable to explain why it is safer to stretch a warm muscle rather than a cold muscle.</p> <p>Not able to identify flexibility exercises that are unsafe for the joints.</p> <p>Unable to explain why a particular stretch is inappropriate for certain activities.</p>
<p>Body Composition</p> <p>4.26 Describe the differences in density and weight between bones, muscles, organs, and fat.</p> <p>4.27 Differentiate the body's ability to consume calories and burn fat during periods of inactivity and during long periods of moderate physical activity.</p>	<p>Class discussions.</p>	<p>Student journal.</p> <p>Surveys.</p>	<p>The student:</p> <p>Unable to describe the differences in density and weight between bones, muscles, organs, and fat.</p> <p>Unable to explain the differences in the body's ability to burn calories and fat when it is sedentary vs. when it is active.</p>

<p>5.4 Collect data and record progress toward mastery of a motor skill.</p> <p>5.5 List the benefits of following and the risks of not following safety procedures and rules associated with physical activity.</p>			<p>successes.</p> <p>Argues and/or yells at others during activity.</p> <p>Pushes or acts out during activities.</p> <p>Puts other students safety at risk.</p>
<p>Social Interaction</p> <p>5.6 Acknowledge one's opponent or partner before, during, and after an activity or game and give positive feedback on the opponent's or partner's performance.</p> <p>5.7 Use appropriate cues for movement and positive words of encouragement while coaching others in physical activities.</p> <p>5.8 Demonstrate respect for individual differences in physical abilities.</p> <p>5.9 Demonstrate respect for equipment during physical activities.</p> <p>5.10 Demonstrate how to solve a problem with another person during physical activity.</p>	<p>Shake hands after each game.</p> <p>Performance analysis.</p> <p>Peer teaching.</p> <p>Effective communication.</p> <p>Group discussion during transitions or closure.</p> <p>Partner problem solving.</p>	<p>Teacher observation.</p> <p>Peer observation.</p>	<p>The student:</p> <p>Will not shake hands.</p> <p>Has difficulty giving cues in a positive ways.</p> <p>Makes comments about anyone different.</p> <p>Refuses to work with certain people in the class.</p> <p>Refuses to participate in group problem solving activities.</p>
<p>Group Dynamics</p> <p>5.11 Participate positively in physical activities that rely on cooperation.</p> <p>5.12 Work in pairs or groups to achieve an agreed-upon goal.</p>	<p>Letters and numbers.</p> <p>"All aboard."</p> <p>Buddy walkers .</p> <p>Scooter boats.</p> <p>Hoop it up.</p> <p>Titanic.</p> <p>Crossing the Delaware.</p> <p>Stepping stones.</p> <p>T-p shuffle.</p> <p>Acid river.</p>		<p>The student:</p> <p>Yells rather than use effective communication with the group.</p> <p>Doesn't participate when student doesn't "get his way" (doesn't get to go first, if their idea wasn't chosen).</p> <p>Thinking more about self than group and getting task done.</p> <p>Intentionally sabotaging groups efforts.</p>

spacing between two players. 1.4 Determine the spacing between offensive and defensive players based on the speed of the players. 1.5 Perform simple small-group balance stunts by distributing weight and base of support.	<u>Hoop guard</u> 1v.1 2v.1 2v.2 3v.2 3v.2		
Locomotor Movement 1.6 Jump a self-turned rope. 1.7 Jump for height, using proper takeoff and landing form. 1.8 Jump for distance, using proper takeoff and landing form.	Jumping rope. High Jump. "Swing and spring." Bend knees to absorb force. Long Jump. Triple Jump. Bend knees to absorb force (during landing).	Can jump consecutively for 30 seconds. Direct observation. Peer observation.	The student: Is unable to jump consecutively for 30 seconds. Does not use "swing and spring."
Manipulative Skills 1.9 Catch a fly ball above the head, below the waist, and away from the body. 1.10 Throw and catch an object with a partner while both partners are moving. 1.11 Throw overhand at increasingly smaller targets, using proper follow-through. 1.12 Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns. 1.13 Throw a flying disc for distance, using the backhand movement pattern. 1.14 Throw a flying disc accurately at a target and to a partner, using the backhand movement pattern. 1.15 Throw and catch an object underhand and overhand while avoiding an opponent. 1.16 Field a thrown ground ball. 1.17 Kick a ball to a moving partner, using the inside of the foot. 1.18 Kick a stationary ball from the ground into the air. 1.19 Punt a ball dropped from the hands.	"Target, reach, bring to chest." Throw and catch in self space. Partner throw catch. Partner throw catch while moving (lead passes). Team tag ball. Team keep away. Cone ball. Ultimate ball. Speedball. Keep away. Hoopball. Give and go's. "Baggo." Frisbee skills. Foam hoop throw. Frisbee throw and catch. Frisbee golf. Frisbee keep away. Ultimate Frisbee. Wall ball practice. Partner practice. Speed ball.	Teacher observation. Peer observation. Knowledge of results (able to hit the target). Knowledge of results (it gets to the partner). Knowledge of results (it gets over the net). Knowledge of results (student will be able to hit the ball more than 4 times continuously with a partner). Knowledge of results (is able to continuously strike objects). Knowledge of results (able to complete tasks). Knowledge of results (able to volley the ball to the intended location).	The student: Is unable to catch the ball. Throws behind partner (so the partner has to stop forward progression or go back to catch). Unable to hit targets. Is unable to direct backhand throw. Throws Frisbee or disc overhand (like a baseball). Doesn't move to stop ball. Doesn't get body behind ball. Uses toe. Uses floppy ankle. Kicks ball in the air. Toes the ball. Does not get under ball. Ball goes backward. Throws rather than drops. Misses ball. Steps on ball. Stops ball still. Passes behind partner (so the partner has to stop forward progression or go back to receive). Uses knuckles to strike ball. Hits ball straight up or down. Misses ball.

1.37 Volley a tossed ball to an intended location.	Keep away. Team keep away to multiple goals. Pillow polo. Lacrosse. Badminton. Tennis. Beach balls. 2v.2 volley 3v.3 volley		
<i>Rhythmic Skills</i> 1.38 Perform a series of basic square-dance steps. 1.39 Perform a routine to music that includes even and uneven locomotor patterns. 1.40 Design and perform a creative dance, combining locomotor patterns with intentional changes in speed and direction. 1.41 Design and perform a routine to music that involves manipulation of an object. 1.42 Perform folk and line dances. 1.43 Develop, refine, and demonstrate routines to music.	Dancer Naming (heads, sides, partner, corner, couples, boys, girls, center, ends). Circle left, circle right, Forward and back, Do-si-do, Swing, Promenade, Allemande, Arm turns, Right and left grand, Left hand star, Right hand star, Star promenade. Line Dances. Folk Dances: Virginia Reel, Tarantella, La Cucaracha.	Teacher observation. Group observation. Group discussions after performances. Peer observation.	<i>The student:</i> Is unable to perform basic square dance steps. Cannot remember square dance steps. Does not work with group to design a dance.
<i>Combinations of Movement Patterns and Skills</i> 1.44 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities. 1.45 Combine motor skills to play a lead-up or modified game. 1.46 Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.	Keep away. Cone ball. Hoop guard. Cooperation team handball. Group routines.	Teacher observation. Peer observation. Group discussion (critique).	<i>The student:</i> Is unable to combine movements during activity Withdraws from activity when expected to combine concepts and movement (no transfer of learning). Is unable to put elements together to create a routine.

Indicator	Instructional Strategies	Assessments	Off-track Indicators
<p>2.8 Provide feedback to a partner to assist in developing and improving movement skills.</p> <p>2.9 Identify practices and procedures necessary for safe participation in physical activities.</p>			
<p>Body Management</p> <p>2.10 Describe the appropriate body orientation to serve a ball, using the underhand movement pattern.</p> <p>2.11 Describe the appropriate body orientation to strike a ball, using the forehand movement pattern.</p> <p>2.12 Explain how to adjust body position to catch a ball thrown off-center.</p>		Discussion during lesson and closure.	<p>The student:</p> <p>Unable to explain how to adjust body position to catch a ball that is thrown off-center.</p>
<p>Manipulative Skills</p> <p>2.13 Explain the similar movement elements of the underhand throw and the underhand volleyball serve.</p> <p>2.14 Distinguish between punting and kicking and describe the similarities and differences.</p> <p>2.15 Compare and contrast dribbling a ball without a defender and with a defender.</p> <p>2.16 Explain the differences in manipulating an object when using a long-handled implement and when using a short-handled</p>	<p>Discussion.</p> <p>Demonstration.</p> <p>Open space vs. dead space.</p> <p>Guided discovery.</p>	Questions during discussions and/or closure of the lesson.	<p>The student:</p> <p>Unable to explain how to adjust body position to catch a ball that is thrown off-center.</p> <p>Is not able to explain the relationship between the underhand throw and the underhand volleyball serve.</p> <p>Is unable to describe the differences and similarities between punting and kicking.</p> <p>Unable to explain the differences in manipulating an object when using a long-handled implement and when using a short-handled implement.</p>

PE CURRICULUM

LEVEL: 9-12 years old (4th -6th)

Students will assess and maintain a level of physical fitness to improve health and performance.		Big Idea: Fitness	
Enduring Understanding(s): Students will understand that... The components of health-related fitness can be developed, measured, and maintained to support a healthy, active lifestyle. Fitness is an individualized and personal achievement.		Essential Questions: Is fitness the same for everyone? What characteristics make a person fit? Can you be athletic but not fit? Can you be fit but not athletic? Can you determine if someone is fit, by just looking at them? Is healthy eating the same for everyone? Is being fit different for men and women? Is it fair to use drugs/aids to achieve fitness?	
Students will be able to... Describe the physical, social, and emotional benefits of regular physical activity. Differentiate among activities that improve skill fitness versus health-related fitness. Describe how body systems adapt over time to regular physical activity. Describe how gender, age, heredity, training, and health behaviors impact fitness. Investigate technological advances that impact physical activity and fitness. Describe the relationship between physical activity, healthy eating, and body composition. Discuss the relationship between practice, training, and injury prevention. Discuss how the principles of training including FIT, overload, progression, and specificity improve personal fitness. Apply the appropriate training principles to various forms of physical activity used to improve personal fitness. Describe the physical and behavioral effects of anabolic steroids and other performance enhancing substances and discuss legal and competition issues related to their use. Engage in moderate to vigorous forms of physical activity that address each component of fitness. Engage in physical activity at a target heart rate for a minimum of 20 minutes. Monitor physiological indicators before, during, and after exercise. Assess personal fitness, develop a personal fitness plan based on the findings, and use technology to implement the plan. Demonstrate age- and gender-specific progress towards improving each component of fitness.			
Indicator	Instructional Strategies	Assessments	Off-track Indicators
Fitness Concepts 3.1 Demonstrate how to warm up muscles and joints before running, jumping, kicking, throwing, and striking.	Student led warm-ups. Provide and/or expose students to a variety of activities that are new and challenging.	Group discussion of positives and things that can be improved upon in the warm activity/game.	The student: Is unable to demonstrate appropriate ways to warm up muscles and joints. Does not participate during warm-ups.

PE CURRICULUM

LEVEL: 9-12 years old (4th -6th)

Goal 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.	Big Idea: Fitness
Enduring Understanding(s): Students will understand that... The components of health-related fitness can be developed, measured, and maintained to support a healthy, active lifestyle. Fitness is an individualized and personal achievement.	Essential Questions: Is fitness the same for everyone? What characteristics make a person fit? Can you be athletic but not fit? Can you be fit but not athletic? Can you determine if someone is fit, by just looking at them? Is healthy eating the same for everyone? Is being fit different for men and women? Is it fair to use drugs/aids to achieve fitness?
Students will know... Key terms: <i>skill fitness, health-related fitness, FIT (frequency interval training), overload, progression, anabolic steroids, target heart rate.</i> The impact and benefits of regular physical activity. Activities that improve overall physical fitness. The principles of training The impact of various training techniques.	

Indicator	Instructional Strategies	Assessments	Off-track Indicators
<i>Fitness Concepts</i> 4.1 Identify the correct body alignment for performing lower-body stretches. 4.2 Explain the principles of physical fitness: frequency, intensity, time, and type. 4.3 Set personal short-term goals for aerobic endurance, muscular strength and endurance, and flexibility and monitor progress by measuring and recording personal fitness scores. 4.4 Identify healthful choices for meals and snacks that help improve physical performance. 4.5 Record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust	Stationary stretching. Plyometric stretching. Discuss dangers of ballistic stretching. Discuss goal setting. Discuss food groups, whole foods vs. processed foods, vitamins, and minerals. Discuss sugars, fats, salts, and calories. Discuss hydration. Discuss sugars and sugar substitutes. Discuss electrolytes. Class discussions. Talk about the differences between short term goals and	Error detection (in partners and with demonstrations) Questions during discussions and/or closure of the lesson. Student journals. Make up a menu for the week. Discussion Goal setting/writing.	<i>The student:</i> Unable to identify the correct body alignment. Unable to identify or explain the F.I.T.T. principle. Sets immeasurable or unattainable goals for self. Unable to identify the steps necessary to attain goals. Unable to identify bad food choices in their diet and/or unable to identify healthy food choices to replace them with. Is unable to explain why consumption of water is important. Is unable to explain why the body uses more carbohydrates during high intensity physical activities. Unable to explain the purpose of warm-up and cool down activities and/or stretching.

<p>activity.</p> <p>4.17 Measure and record the heart rate before, during, and after vigorous physical activity.</p> <p>4.18 Explain how technology can assist in the pursuit of physical fitness.</p>			
<p><i>Muscular Strength/Endurance</i></p> <p>4.19 Describe the difference between muscular strength and muscular endurance.</p> <p>4.20 Explain why muscular endurance or muscular strength activities do not increase muscle mass in preadolescent children.</p> <p>4.21 Recognize how strengthening major muscles can improve performance at work and play.</p> <p>4.22 Describe the correct form to push and pull heavy objects.</p>	<p>Discussions.</p> <p>Demonstration/discussion.</p>	<p>Questions during discussions and/or closure of the lesson.</p>	<p><i>The student:</i></p> <p>Unable to describe the difference between muscular strength and muscular endurance.</p> <p>Does not connect muscular strength and endurance with improvement.</p> <p>Strains back while pushing and pulling objects</p> <p>Does not understand that power/strength comes from legs.</p>
<p><i>Flexibility</i></p> <p>4.23 Explain the value of increased flexibility when participating in physical activity.</p> <p>4.24 Explain the benefits of stretching after warm-up activities.</p>	<p>Discussion.</p>	<p>Questions during discussions and/or closure of the lesson.</p>	<p><i>The student:</i></p> <p>Is unable to identify the benefits of stretching after a warm-up activity.</p>
<p><i>Body Composition</i></p> <p>4.25 Explain the effect of regular, sustained physical activity on the body's ability to consume calories and burn fat for energy.</p> <p>4.26 Explain why body weight is maintained when calorie intake is equal to the calories expended.</p> <p>4.27 Describe the short- and long-term benefits of maintaining body composition within the healthy fitness zone.</p>	<p>Discussion.</p>	<p>Questions during discussions and/or closure of the lesson.</p> <p>Journal.</p>	<p><i>The student:</i></p> <p>Is unable to explain the effect of regular, sustained physical activity has on the body's ability to use calories and burn fat for energy.</p> <p>Is not able to explain the relation between weight and calorie intake and expenditure.</p> <p>Is not able to describe the benefits of maintaining a healthy body fat percentage.</p>

	Instructional Strategies	Assessment	Performance Indicators
<p>Self-Responsibility</p> <p>5.1 Set a personal goal to improve an area of health-related physical fitness and work toward that goal during nonschool time.</p> <p>5.2 Collect data and record progress toward attainment of a personal fitness goal.</p> <p>5.3 Accept responsibility for one's own performance without blaming others.</p> <p>5.4 Respond to winning and losing with dignity and respect.</p> <p>5.5 Improve the level of performance on one component of health-related physical fitness and one identified motor skill by participating in fitness and skill development activities outside school.</p> <p>5.6 Work toward a long-term physical activity goal and record data on one's progress.</p> <p>5.7 Distinguish between acts of physical courage and physically reckless acts and explain the key characteristics of each.</p> <p>5.8 Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.</p> <p>5.9 Participate productively in group physical activities.</p> <p>5.10 Evaluate individual responsibility in group efforts.</p>	<p>Go over goal setting.</p> <p><u>Goals should be:</u></p> <p>Realistic.</p> <p>Attainable.</p> <p>Measurable.</p> <p>Use journal.</p> <p>Discuss taking responsibility for self (the only person that we control).</p> <p>Discuss sportsmanship and appropriate responses to winning and losing (say "good game" no matter what).</p> <p>Discuss safety and taking care of self and others.</p> <p>Discuss self control and responsibility of self.</p> <p>Discuss contribution to group efforts.</p>	<p>Teacher observation.</p> <p>Journals.</p> <p>Peer observation (and critique on goals).</p> <p>Knowledge of results (will see that the score improves).</p> <p>Discussion.</p>	<p>The student:</p> <p>Goal is not realistic, attainable, and/or measurable.</p> <p>Does not write in the journal.</p> <p>Blames others for own performance</p> <p>Gets upset when he/she loses.</p> <p>Taunts others when he/she wins.</p> <p>Does not improve chosen component.</p> <p>Does not work toward long term goal.</p> <p>Puts safety of self or others at risk in order to be successful during activities.</p> <p>Does not participate in physical activities or does not participate productively.</p> <p>Does not feel that he or she has a responsibility to contribute to the group's efforts.</p> <p>Refuses to partner up with members of the class based on skill and/or motivation.</p>
<p>Social Interaction</p> <p>5.11 Include others in physical activities and respect individual differences in skill and motivation.</p>	<p>Discuss how to include and adapt to people with varying levels of experience and abilities.</p> <p>Discuss effective communication.</p>	<p>Teacher observation.</p> <p>Peer observation.</p> <p>Question and answer during group discussion or closure.</p>	<p>The student:</p> <p>Does not listen to ideas of others.</p> <p>Does not contribute ideas to the group activity.</p>

Appendix I – Curriculum

Health Curriculum

Health Curriculum

Prepared for
First State Montessori Academy (FSMA)
by
The Center for Montessori Advancement,
Elementary Workshop, Inc.
and
Wilmington Montessori School

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The health curriculum is built around the
State of Delaware Standards

“Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the environment.”

Maria Montessori

As reflected by Dr. Montessori, First State Montessori Academy has the goal of providing rich experiences for children in a safe and supportive school climate in which each child is healthy, safe, engaged, supported and challenged. This will be attained through traditional academics as well as considerations of the whole child and his needs. Children must be considered in their entirety and experiences that move beyond the traditional classroom are needed. In this vein, a program of instruction will be provided in art, music, theater and dance, and physical education including health, to children in all grades.

In order to better understand their world, children need experiences offered by these supplemental classes. This not only exposes them to the arts, but allows them to use their bodies in different ways, learning about their strengths and challenges beyond the classroom walls. These classes also give children the opportunity to learn about other ways in which they may be ‘smart,’ as explained by Howard Gardner’s multiple intelligences of linguistics, logical/mathematical, interpersonal, intrapersonal, musical, bodily/kinesthetic, naturalistic, and visual/spatial. Attention to each of these intelligences builds a positive school climate which in turn reduces bullying and improves attendance, engagement, empowerment, ownership, teaching and learning.
(www.whatworks.wholechildeducation.org)

Additionally, it is vital that all children learn how to negotiate their ever-changing world by learning about and appropriately utilizing the tools available to them. The tools are changing quickly and children will gain familiarity and understanding of them through library and technology education. It is imperative that children educated in the 21st century are given the opportunity to learn how these tools serve them well, when to use them, and when, perhaps, to set them aside.

FSMA’s curriculum outlines a variety of ways in which children will access the arts, movement, technology and library throughout their day. The supplementary classes offered in these areas are opportunities to strengthen these connections and allow for direct instruction to further support their learning. Most importantly, children have the opportunity to experience their ever-changing world through all classes at FSMA. It is in living Dr. Montessori’s mission that children are given multiple opportunities to learn how to co-exist, working together respectfully and responsibly.

This document focuses on the Health curriculum. Maria Montessori viewed taking care of one’s body as a practical life responsibility. All people need to make time to care for themselves so that they can care for others. This curriculum focuses children on making healthy life choices regarding foods, exercise, relationships, and their use of time.

Classroom discussion: What are ways to prevent the passing of germs? Grade 2: Illustrate the steps in proper hand washing			
December Direct instruction: 5, 2, 1 Almost None K: Sort food pictures into "healthy" and "unhealthy" piles Grade 1: Sort food pictures into dairy, protein, carbohydrates, sweets, fats/oils, fruits and vegetables Grade 2: From the food photos select those that make a well-balanced meal, write the choices down and illustrate them on a paper plate	Distinguish between healthy food choices and unhealthy food choices and explain your thinking. Apply nutritional knowledge to a self-designed healthy meal.	Healthy for Life	Functional knowledge of health concepts impacts health behavior.
October/November Read <i>Officer Buckle and Gloria</i> (Rathman) Group game: Variation of "Simon Says:" Kids stand when a safe thing to do (e.g., look both ways when crossing the street) is called out and sit when something unsafe is called out (e.g. swimming alone) K: Direct instruction (Safety tips): wearing a helmet; playground safety; stranger danger, etc. Grade 1: Create a safety tip star Grade 2: Add to a group list of safety tips for school (playground, field trip, etc.)	1.4: Illustrate ways to prevent common childhood injuries.	Healthy for Life Safety First Technology	Functional knowledge of health concepts impacts health behavior.
January Direct instruction (or review): How to dial 9-1-1 in case of a medical or safety emergency K: KWL chart about dentists Read <i>Dr. DeSoto</i> (Steig) Visit a dentist's office and/or have a dentist come into the class Have a doctor come in to speak with the class Following these visits, complete the chart Listen to a heartbeat using a stethoscope Grade 1: Classroom discussion: who are the people in our lives who provide health care Grade 2: As a group, develop a list of questions about being a school nurse for the school nurse.	List healthcare professions.	Healthy for Life Professions What to do in an emergency	Functional knowledge of health concepts impacts health behavior.

<p>nutritional supplement ads</p> <p>Grade 1, 2: Classroom discussion: What are the ads trying to show? How can we make good decisions when looking at ads?</p> <p>Grade 2: Cut food ads out of magazines and create collages showing healthy and unhealthy choices</p>			
Health Standard 3: Students will demonstrate the ability to assess information, products, and services to enhance health.			
<p>January</p> <p>Direct instruction (or review): How to dial 9-1-1 in case of a medical or safety emergency</p> <p>Classroom discussion: How do we know whom to trust?</p> <p>K: Review what was learned about health professionals</p> <p>Grade 1: Classroom discussion: who are the people in our lives who provide health care and/or help us live healthy lives?</p> <p>Grade 1, 2: Writing prompt: list your trusted adults</p>	3.1 Recognize trusted adults and professionals who can help promote health.	Healthy for Life Professions	Utilizing valid resources facilitates health
<p>January</p> <p>Grade 2: As a group, develop a list of questions about being a school nurse for the school nurse. Invite her/him to the class to ask the questions</p> <p>February</p> <p>Grade K, 1, 2: Review the school personnel and their jobs</p> <p>Which of these people would help one with a health issue?</p> <p>What makes these people safe?</p> <p>Who else could one go to?</p> <p>Grade 1, 2: Review one's list of trusted adults. Write after each if one would go to that adult for a health, safety, social, or other concern for help</p>	3.2 Describe ways to locate school and community health helpers.	Healthy for Life Technology	Utilizing valid resources facilitates health.
Health Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance and avoid or reduce health risks.			
<p>September and on-going</p> <p>Peace table: children sit together to talk through conflict and other issues -- this is modeled by teachers from the youngest ages in the school</p> <p>Practice the "I think I heard you say" discussion game to enhance grace and courtesy in</p>	4.1 Model healthy ways to express needs, wants, and feelings.	Healthy for Life Communication skills	Effective communication protects and enhances health. What prevents people from practicing healthy behaviors?

<p>Students make lists of the things they do to be healthy and a list of things they should do to be healthier.</p> <p>K: As a class, choose something the group can do each day (e.g. jumping jacks each morning, stretches, etc.)</p> <p>Grade 1, 2: Choose something from the list you would like to improve about your health and set a goal</p> <p>Classroom discussion: Why is it important to set a goal and how might it help?</p> <p>January</p> <p>What is a New Year's Resolution?</p> <p>Grade 1, 2: Writing prompt: What is your New Year's Resolution?</p>	<p>personal health goal and take action toward achieving the goal.</p>	<p>Goal-setting</p> <p>Making choices</p> <p>Physical fitness</p>	
<p>October</p> <p>Grade 1, 2: Review one's goal: what are the logical steps and/or benchmarks to take/set in order to reach one's goal.</p> <p>Make a schedule of these benchmarks</p> <p>What does it mean "to be one's own best friend?"</p> <p>Sometimes helping yourselves means asking for help.</p> <p>Review the generated list of trusted adults (standard 4 above)</p> <p>Determine ways that someone might be helpful and ask for that help</p>	<p>6.2 Identify who can help when assistance is needed to achieve a personal health goal.</p>	<p>Healthy for Life</p> <p>Goal-setting</p> <p>Physical fitness</p>	<p>Goal setting enhances health outcomes.</p>
<p>Health Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>			
<p>September</p> <p>See Standard 1</p> <p>October</p> <p>Students make lists of the things they do to be healthy and a list of things they should do to be healthier.</p> <p>Review healthy behaviors (see Standard 1)</p>	<p>7.1 Show healthy practices to maintain or improve personal health.</p>	<p>Healthy for Life</p> <p>Goal-setting</p> <p>Physical fitness</p>	<p>Practicing and adopting healthy behaviors leads to a healthy lifestyle.</p>
<p>October</p> <p>Review healthy behaviors (see Standard 1)</p> <p>Share one's health goals and progress with the teacher one-on-one</p>	<p>7.2 Share examples of health practices to avoid or reduce health risks.</p>	<p>Healthy for Life</p> <p>Goal-setting</p>	<p>Practicing and adopting healthy behaviors leads to a healthy lifestyle.</p>
<p>Health Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p>			

Health Scope and Sequence
First State Montessori Academy 3rd through 6th Grade

Unit Order	Learning Targets	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
On-going: National Institute for Drug Abuse program (Brain Power) to encourage healthy attitudes toward alcohol, tobacco and drug use to be delivered by the school nurse and counselor.			
Health Standard 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.			
September Grade 3: Class discussion: What are some healthy things that you already do? How are these helpful or healthful for you? Respond to a prompt in one's journal: What is something you do for yourself that is healthy, and how do you know it is? Grade 4, 5: Classroom discussion: Brainstorm a list of healthy behaviors At random, each student gets three (there will be repeats) items from the list Students reflect on their attitudes toward these three items and determine if they will adopt, alter, or avoid these healthy behaviors Students write their responses and rationales and return to present them to the group Grade 6: Review one's own life style habits and assess one's health; analyze the connection.	1.1 Describe the relationship between healthy behaviors and personal health. (Grade 6: Analyze the relationship between healthy behaviors and personal health.)	Healthy for Life	Functional knowledge of health concepts impacts health behavior. "My knowledge and attitudes about health help me act in healthy ways."
September Grade 3: Create a list of the things you already do safeguard your health. Grade 4: Review the list of healthy behaviors brainstormed by the class. Classroom discussion: How do we know we are healthy? Grade 5: Direct instruction: The differences between "intellectual," "emotional," "social," and "physical" Class discussion: What attributes or behaviors would make one "healthy" in those areas? Respond in writing: How would you characterize	1.2: Identify indicators of intellectual, emotional, social, and physical health. (Grade 6: Describe the interrelationship of intellectual, emotional, social, and physical health during adolescence. 6.2 Develop a goal to adopt, maintain, or improve a personal health practice. 6.3 Apply strategies and skills needed to attain the personal health goal.	Healthy for Life	Functional knowledge of health concepts impacts health behavior. Goal setting enhances health outcomes.

one enjoys Grade 4, 5: Nutrition Review 5, 2, 1 Almost None Design a healthy menu and create a shopping list	Apply nutritional knowledge to a self-designed menu.		
November Grade 3: Direct instruction: what are immunizations? Which ones do kids in the US usually get? Grade 4, 5: Classroom discussion: What do Immunizations do? Should they be mandatory? Grade 5: Choose a communicable (or childhood) disease (e.g., TB, AIDS, Chicken Pox) to research (history, mode of transmission, treatment, etc.) Create a powerpoint and present to the class Grade 4: Watch the powerpoint presentations and respond to the prompt: In what ways can your home and school contribute to or prevent the communication of diseases Grade 6: As a group, create a survey or other interview tool to capture family health history. Interview family members, if possible, and determine what health issues may impact one in the future. What are the means for mitigating potential health risks?	1.4: Describe ways to prevent common childhood injuries and health problems. (Grade 6: Describe how family history can impact personal health.)	Healthy for Life Safety First Technology	Functional knowledge of health concepts impacts health behavior.
January Grades 3 – 5: Classroom discussion: What are common childhood injuries? How can we help ourselves and each other prevent them? Grade 3: Writing prompt: What do you already do to prevent getting hurt? Grade 4: Create a playground safety poster to encourage safe practices on the playground Grade 5: Research the child passenger laws and the helmet laws in the State of Delaware Are these laws appropriate, too lenient or too harsh? Defend your position	Identify common childhood injuries and describe how to prevent them.	Healthy for Life Safety First Technology Language arts skills	Functional knowledge of health concepts impacts health behavior. What prevents people from practicing healthy behaviors?
February Grade 3: Write about a time you went to the doctor (well or sick visit) and why	1.5: Describe when it is important to seek health care. (Grade 6: Describe ways to	Healthy for Life Technology	Functional knowledge of health concepts impacts health behavior.

you enter in a dictionary under delicious? Are the group's choices generally healthy or unhealthy? Create a group continuum in two ways: healthy to unhealthy, and group consensus of delicious to not-so-delicious.			
December Grade 3, 4, 5, 6: How does your family observe: family birthdays, major holidays, weekends, etc? Grade 4, 5, 6: Discuss these differences in small groups – find commonalities and share with the class as a whole	Compare cultural (family) responses to common holidays. (2.2 Grade 6: Describe the influence of culture on health beliefs and practices.)	Healthy for Life Fundamental Needs of People	Health is influenced by multiple factors.
February Grade 3: Direct instruction: What is a peer? Group discussion: what are some things you do with your peers that are healthy or unhealthy behaviors? Grade 4, 5, 6: Classroom discussion: What is peer pressure? What are some ways peer pressure can be helpful? What are some ways peer pressure can be harmful? Grade 4: Writing prompt: How can one respond to harmful peer pressure in a productive way? Grade 5: Writing prompt: What are the ways you are a positive influence on your peers? Grade 6: What can you do to be a more positive influence on your peers? How do your behaviors influence your peers, your family, and your community? How do their behaviors influence your health?	2.2: Express how peers can influence healthy and unhealthy behaviors. 2.3 Grade 6: Describe how peers influence healthy and unhealthy behaviors. 2.6 Explain how the perceptions of norms influence healthy and unhealthy behaviors.) 2.7 Relate how personal values and beliefs influence individual health practices.	Healthy for Life	Health is influenced by multiple factors.
September Grade 3, 4, 5: Class discussion: What do we do at school to promote healthy living? Is there anything at school that we could do better? What do you do at home to be healthy?	2.3: Describe how the school and community support personal health practices.	Healthy for Life	Health is influenced by multiple factors.
January Grade 3: What is media? Design your own ad for the healthy food of your choice. Include a drawing, language that explains why your food is healthy, something catchy or interesting to make the customer want to buy your food	2.4 Explain how media influences thoughts, feelings, and health behaviors. (Grade 6: Analyze how messages from media influence health behaviors.)	Healthy for Life Media/Propaganda Collaborative work Public speaking	Health is influenced by multiple factors

products, and services Make presentations of the collages and defend your groups' estimations Grade 6: As a group, research community and area health services, survey each to determine services and requirements, and create a "database" for the school.			
March Grade 6: Discussion: When should a person seek professional health services? What should someone do when s/he sees someone in need of professional health services? What are legal requirements? What are moral requirements?	3.4 Describe situations that may require professional health services.	Healthy for life	Utilizing valid resources facilitates health Health is influenced by multiple factors
Health Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance and avoid or reduce health risks.			
September and on-going Grade 3 – 5: Practice the "I think I heard you say" discussion game to enhance grace and courtesy in conversation and listening skills January Grade 4: Create a playground safety poster to encourage safe practices on the playground Grade 5: Research the child passenger laws and the helmet laws in the State of Delaware Are these laws appropriate, too lenient or too harsh? Defend your position April Grade 4, 5, 6: Role-plays – teachers and students generate scenarios in which a student could be forced to make a health-related choice (e.g., is offered a cigarette). Students role-play how to react in a healthy way	4.1 Demonstrate effective verbal and non-verbal communication skills to enhance health. Grade 6: Apply effective verbal and nonverbal communication skills to enhance health.	Healthy for Life Artistic expression Communication skills	Effective communication protects and enhances health. What prevents people from practicing healthy behaviors?
September and on-going Practice the "I think I heard you say" discussion game to enhance grace and courtesy in conversation and listening skills Grade 3: Practice polite and direct responses: "No thank you." "I have to ask my _____ first." Etc. April Grade 4, 5, 6: Role-plays – teachers and students generate scenarios in which a student could be	4.2 Demonstrate refusal skills to avoid or reduce health risks. (Grade 6: Demonstrate refusal and negotiation skills to avoid or reduce health risks.)	Healthy for Life Healthy relationships Grade and courtesy	Effective communication protects and enhances health

January Grade 3: Review 5, 2, 1, Almost None What are healthy options in each of these categories? Grade 4, 5, 6: As a group, choose a health "problem" (e.g. childhood obesity, smoking, etc.), break into small groups and develop lists of healthy alternatives or solutions to the causes or outcomes of the problem. What alternative (unhealthy) solutions exist?	5.3 List healthy options to health-related issues or problems. 5.4 Grade 6: Distinguish between healthy and unhealthy alternatives to health-related issues or problems.	Collaborative work Communication skills Reasoning skills	Decision making is a process that impacts health.
January Grade 3: Group discussion/game: "What if..." (you never washed your hands; you eat lots of sugary things; you never go outside, etc.) Grade 4, 5, 6: Review the developed list of healthy alternatives and suggest the logical outcomes of the alternatives proposed.	5.4 Predict outcomes of each option when making health-related decisions. 5.5 Grade 6: Distinguish between healthy and unhealthy alternatives to health-related issues or problems.	Collaborative work Communication skills Reasoning skills	Decision making is a process that impacts health.
January Grade 4, 5, 6: In each group, determine the best solution to the health problem and outline some steps to take if you were in charge.	5.5 Choose a health option when making decisions. 5.6 Grade 6: Choose healthy alternatives over unhealthy alternatives when making a decision.	Collaborative work Communication skills Reasoning skills	Decision making is a process that impacts health.
January Grade 4, 5, 6: In each group, determine the best solution to the health problem and outline some steps to take if you were in charge Each group presents to the class as a whole	5.6 Describe the outcome(s) of a health-related decision. 5.7 Grade 6: Analyze the outcome(s) of a health-related decision.	Collaborative work Communication skills Reasoning skills	Decision making is a process that impacts health.
Health Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.			
October Grade 3: With the PE teacher choose one skill to improve and monitor your progress with her/his help Grade 4, 5, 6: Students choose one behavior to "improve." What are the logical steps and/or benchmarks to take/set in order to reach one's goal. Grade 6: Make a schedule of these steps and/or benchmarks. Monitor one's progress. Interview with a teacher.	6.1 Set a personal health goal and track progress toward its achievement.	Healthy for Life Goal-setting Making choices Physical fitness	Goal setting enhances health outcomes.

<p>Grade 3: Review the things we do to prevent passing germs (e.g., wash our hands after toileting, after blowing our noses, and before eating, etc.) Brainstorm other things we can do.</p> <p>Grade 4, 5: Direct instruction: communicable diseases</p> <p>Grade 4: Classroom discussion: What are ways to prevent the passing of germs? Is there a difference between methods for avoiding germs and communicable diseases?</p> <p>Grade 5: Choose a communicable (or childhood) disease (e.g., TB, AIDS, Chicken Pox) to research (history, mode of transmission, treatment, etc.) Create a powerpoint and present to the class</p> <p>Grade 4: Watch the powerpoint presentations and respond to the prompt: In what ways can your home and school contribute to or prevent the communication of diseases?</p> <p>December</p> <p>Grade 3: Review 5, 2, 1 Almost None</p> <p>Create a list of fruits and vegetables one likes to eat and a list of ways to get 1 hour of exercise that one enjoys</p> <p>Grade 4, 5: Nutrition</p> <p>Review 5, 2, 1 Almost None</p> <p>Design a healthy menu and create a shopping list</p>	<p>8.2: Explain how to influence and support others in making positive health choices.</p> <p>8.3: Work cooperatively when advocating for healthy individuals, families, and schools.</p> <p>8.4: Adapt health messages and communication techniques for different audiences.</p>		
Health Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.			
<p>September and on-going</p> <p>Participate in group discussions about various health-related issues</p> <p>April</p> <p>Grade 5: Choose a health issue (e.g. no drug use, healthy eating, etc.) to describe and "defend." Create a Powerpoint or other presentation tool to share the information you have with classmates.</p>	<p>8.1 Express opinions and give accurate information about health issues.</p> <p>Grade 6: State a health enhancing position on a topic and support it with accurate information.</p>	Healthy for Life Technology	Advocacy is critical to personal, family, and community health.
<p>February</p> <p>Grade 3: Direct instruction: What is a peer?</p> <p>Group discussion: what are some things you do with your peers that are healthy or unhealthy behaviors?</p>	8.2 Encourage others in making positive health choices.	Healthy for Life Technology Writing skills	Advocacy is critical to personal, family, and community health.

Appendix I – Curriculum

Library & Technology Curriculum

Library & Technology

Prepared for
First State Montessori Academy (FSMA)
by
The Center for Montessori Advancement,
Elementary Workshop, Inc.
and
Wilmington Montessori School

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The Library and Technology Curriculum is built around several research based curriculum and standards documents including:

The Delaware State Library Association
The ITEEA Standards

“Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the environment.”
Maria Montessori

As reflected by Dr. Montessori, First State Montessori Academy has the goal of providing rich experiences for children in a safe and supportive school climate in which each child is healthy, safe, engaged, supported and challenged. This will be attained through traditional academics as well as considerations of the whole child and his needs. Children must be considered in their entirety and experiences that move beyond the traditional classroom are needed. In this vein, a program of instruction will be provided in art, music, theater and dance, and physical education including health, to children in all grades.

In order to better understand their world, children need experiences offered by these supplemental classes. This not only exposes them to the arts, but allows them to use their bodies in different ways, learning about their strengths and challenges beyond the classroom walls. These classes also give children the opportunity to learn about other ways in which they may be ‘smart,’ as explained by Howard Gardner’s multiple intelligences of linguistics, logical/mathematical, interpersonal, intrapersonal, musical, bodily/kinesthetic, naturalistic, and visual/spatial. Attention to each of these intelligences builds a positive school climate which in turn reduces bullying and improves attendance, engagement, empowerment, ownership, teaching and learning. (www.whatworks.wholechildeducation.org)

Additionally, it is vital that all children learn how to negotiate their ever-changing world by learning about and appropriately utilizing the

tools available to them. The tools are changing quickly and children will gain familiarity and understanding of them through library and technology education. It is imperative that children educated in the 21st century are given the opportunity to learn how these tools serve them well, when to use them, and when, perhaps, to set them aside.

FSMA’s curriculum outlines a variety of ways in which children will access the arts, movement, technology and library throughout their day. The supplementary classes offered in these areas are opportunities to strengthen these connections and allow for direct instruction to further support their learning. Most importantly, children have the opportunity to experience their ever-changing world through all classes at FSMA. It is in living Dr. Montessori’s mission that children are given multiple opportunities to learn how to co-exist, working together respectfully and responsibly.

FSMA Library Curriculum

2nd - 3rd (Ages 7-9) Library Curriculum

Big Idea: The student who is information-literate evaluates information critically and competently.

Enduring Understandings: The child understands that information can be organized, in a variety of ways.

Essential Question: How do we distinguish between fact, point-of-view, and opinion?

Transfer 1: The child understands that information can be shared or retold, also in a variety of ways.

Transfer 2: The child will understand that there are features of fact, point of view, and opinion and will be able to distinguish them.

Indicator	Instructional Strategies	Assessments	Off-Track Indicators
Understand how resources are organized (fiction vs. non-fiction using Dewey Decimal system) and apply alphabetization and sequencing skills. Be able to find books on shelf by call number.	Develop "pathfinders" for use in research in conjunction with classroom teachers. May also use a graphic organizer, for example, so students are guided as they record information (with pictures or short notes) and some sort of self-evaluation.	Completion of project, determined by teachers. Project could take a number of forms, report, diorama, oral presentation for example.	Inability to complete project components.
Demonstrate understanding of reference materials, e.g. encyclopedias, dictionaries, atlases. Begin to understand and use on-line sources of information.	Plan unit or project that relies on use of reference materials and/or on-line sources to fulfill the unit objectives.	Completion of project, determined by teachers. Project could take a number of forms, report, diorama, oral presentation for example.	Inability to complete project components.
Demonstrate competence in reading responses, i.e. be able to create an appropriate response to a specific book. Is able to identify key differences in various genres and differentiates between real and make-believe (non-fiction, fiction, poetry, etc.)	Lead book discussions, present activities that guide students to appropriate responses.	Completion of projects such as a "story map" or "character analysis."	Inability to complete project components.
Understand that the author uses the narrator's voice to tell the story.	Develop lessons to help students identify who is telling the story and identify the emotions expressed in the story.	Completion of projects such as a "story map" or "character analysis."	Inability to complete project components.
Distinguish among fact, point of view, and opinion.	Lead discussions on "point of view."	Completion of projects showing competence in discriminating various "points of view."	Inability to complete project components.
Discover clues in pictures and choice of language that indicate style and point of view.	Choose materials that lend themselves to inferring story from illustrations. Discuss "compare" and "contrast" as a tool for such evaluations.	Completion of projects such as a "story map."	Inability to complete project components.

Essential Technology

Goal: Children will develop familiarity with the mouse, keyboard, and monitor interfaces.	Big Idea: Computer
Enduring Understanding(s): Students will understand that... Screen events are caused and controlled by the mouse and keyboard.	Essential Questions: What is a mouse? What occurs when the mouse is connected to the computer and I move it? What is a keyboard? What occurs when I press keys on the keyboard when it is connected to the computer?
Students will be able to... Move/drag the cursor to a desired location when manipulating the mouse. Use the keyboard keys to access and create a desired object.	
Goal: Children will develop a heightened awareness of technology in the home, school, local, national and global environments.	Big Idea: Infrastructure
Enduring Understanding(s): Students will understand that... Google Earth is the “virtual” extension of the Sandpaper Globe and Maps. Technology can be found throughout various environments: home, school, local, national, and global. There are behaviors associated with appropriate technology etiquette.	Essential Questions: What are the ways in which technology is represented in the environment? What are some examples of technology found in the home environment? What are some examples of technology found in the classroom environment?
Students will be able to... Identify the relationship between Google Earth and the Montessori geography materials. Locate/match/name examples of technology found in a variety of environments. Identify and exemplify appropriate technology etiquette.	
Goal: Children will develop an understanding of physical energy.	Big Idea: Energy
Enduring Understanding(s): Students will understand that... Physical energies exist. Physical energies have names. Physical energies can be manipulated. Electricity is the central form of energy.	Essential Questions: What is physical energy? What are the names of the various physical energies? What are the ways in which physical energies can be manipulated? What is the central form of energy? What is electricity?
Students will be able to... Define physical energy. Identify several forms of physical energy. Identify and demonstrate how energy can be manipulated. Identify electricity as the central form of energy. Verbalize basic “energy” vocabulary.	

Technology Curriculum- Primary Level

Indicator	Instructional Strategies	Assessments	Off-Track Indicators
<u>Electricity:</u> Perceive Electricity as a central causal force Charge a static tube Close a circuit	Use a nine volt battery, wired alligator clips to drive a bulb, buzzer, motor, electro-magnet	Student choices Student files Student discussion/input Teacher observation	Lack of perception of electricity as common or central to the other types of energy Inability to charge a tube Inability to close a circuit Lack of awareness of safety issues
<u>Magnetism:</u> Perceive Magnetism as an Invisible but tangible Field Force	Stacking magnets with opposed polarities Free play with magnets to investigate their properties Use an eddy current tube	Student choices Student files Student discussion/input Teacher observation	Inability to order magnets by polarity, inability to recognize and control action at a distance
<u>Light:</u> Perceive Light through a variety of devices	Control light from a hand held source with a mirror, lens and filter View light through a diffraction grating Operate a digital camera	Student choices Student files Student discussion/input Teacher observation	Inability to aim a beam Lack of object conservation regarding an altered beam
<u>Sound:</u> Perceive Sound as vibration in various physical configurations Differentiate volume and pitch Order by pitch	Apply a tuning fork to various materials Manipulate the Montessori Bells Use a microphone	Student choices Student files Student discussion/input Teacher observation	Inability to perceive vibration, Pitch, volume
<u>Motion:</u> Perceive Motion as both linear and angular	Use and name the Simple Machines Build marble tracks Operate a selection of tops	Student choices Student files Student discussion/input Teacher observation	Inability to select an appropriate machine Inability to modify and improve a structure Inability to generate spin
Indicator	Instructional Strategies	Assessments	Off-Track Indicators
<u>Heat:</u> Perceive heat driven changes Perceive residual heat signatures Perceive small differences	Prepare and observation of cooking Manipulate liquid crystal film Use an infrared thermometer Use Montessori Heat Jars	Student choices Student files Student discussion/input Teacher observation	Lack of awareness of significant heat changes in the environment Lack of awareness of safety issues
<u>Chemical Reactions:</u> Perceive Chemical reactions	Care and observe plants Mix and observe various liquids Metal polishing	Student choices Student files Student discussion/input Teacher observation	Lack of awareness of chemical reactions
<u>Conscious Control:</u> Perceive Consciousness through the use of symbols and symbolic behavior Experience direct conscious control of a device or machine	Code with Light, Sound, Movement and Expression Communicate with nonverbal code Operate a remote controlled device	Student choices Student files Student discussion/input Teacher observation	Inability to understand non verbal communication Inability to connect Intention to device reaction

Appendix J

Technology Action Plan

Computer Acceptable Use Policy: Student Form

Computer Acceptable Use Policy: Parent Form

Technology Action Plan

FSMA

2013 – 2014

*To live, learn, and work successfully in an increasingly complex and information-rich society,
students must be able to use technology effectively.*

-National Educational Technology Standards-

General Introduction/Background

Implementing Technology in the Montessori Classroom

The implementation of technology in schools provides students with the means to locate information and present it in a variety of ways. Using technology in the classroom enhances the curriculum and enables students to become active participants in the learning process.

Maria Montessori sought to create an adaptive learning environment where students can be free to develop to their fullest potential. Montessori learning environments emphasize following the child, to regard her/him as an investigator, one who seeks knowledge in order to satiate an intrinsic desire. FSMA recognizes the need to incorporate technology into the curriculum.

Our classroom teachers facilitate learning, preparing an environment in which students are actively engaged in the learning process. The use of technology and technology tools in our Montessori classrooms extend the scope of student learning for exceptional students, and enhance the curriculum for our special needs students; all students benefit from having computer workstations in the classrooms.

Technology Implementation

FSMA's goal is to implement technology into our instructional program by:

- Facilitating diverse methods of organizing and presenting information, and training faculty and students to use software applications that support this endeavor.
- Increasing communication between faculty, staff, parents and children through the use of weekly newsletters, weekly web site updates and email correspondence.
- Training faculty and students on various methods of data retrieval and data analysis to enhance and extend the curriculum.
- Leveraging Internet technologies where applicable.
- Maintaining an acceptable standard of technology; planning for the obsolescence current hardware and acquisition of new hardware/software.
- Planning for the growth of our student population as it relates to the acquisition of new hardware.

Types of Computers & Ratio of Students to Computer

Each FSMA classroom is to be equipped with computers. The campus will share resources of network printers and folders. The ratio of students to computers goal is roughly 10:1. A range of multimedia and software applications are available, and training is provided in-house.

Technology Goals

Our school's technology goal correlates technology in education to the student as an assertive learner:

Understanding the importance of the assertive learner in a Montessori setting, the FSMA will create dynamic learning environments that integrate technology, offering all learners the ability to extend or enhance the scope of our alternative educational program through utilizing computers and technology resources.

Student Performance drives school improvement and accountability efforts to transform schools into centers of excellence:

Students make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards; successfully compete at the highest levels nationally and internationally, and be prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.

Our school goal reflects the nature of Montessori education as well as the desired outcome for all students:

Each student at FSMA will demonstrate personal academic growth through experience in a nurturing environment, and will continue to develop the qualities of self-discipline, self-confidence, cooperation and responsibility.

Initiatives for Success

The FSMA recognizes three initiatives for success in technology implementation: Student Achievement, Staff Development and Community Outreach.

Initiative One: Student Achievement

Students will achieve personal success when incorporating technology into the learning environment and will develop the skills needed to function in our technologically developing society. Our strategies to achieve this initiative are based on the National Educational Technology Standards Project (NETS) (<http://www.iste.org/standards.aspx>) framework, and serve as the six areas of development of strategies.

Strategies

1. Basic operations and concepts

- All students understand the basic function of a computer workstation.
- All students use the computer for various educational software applications, or for data gathering, weekly.
- All students will receive formal keyboarding training so that they may become more proficient in word processing skills.

2. Social, ethical, and human issues

- All students and their parent/guardian have signed our school's Acceptable Use Policy, ensuring responsible use of technology systems, information, and software.

3. Technology productivity tools

- All students will have the opportunity to present their research projects in typewritten form, upon achieving the adequate skills necessary to be proficient in word processing software applications.
- Upper elementary students will become more proficient in using the Internet for gathering pertinent data, as it relates to their topic of research.

4. Technology communications tools

- The lower elementary students will begin email correspondence with students from an International Montessori elementary school.

5. Technology research tools

- All students will become familiar with using the Internet as a means of gathering information.

- The lower elementary students use Yahoo Kids (<http://kids.yahoo.com>) or similar site as a user-friendly search engine for finding facts as they relate to their topic of research.
6. Technology problem-solving and decision-making tools
- The upper elementary students will participate in virtual field trips, choosing areas of study, with guidance from their classroom directress.

Initiative Two: Staff Development

The faculty and staff will be capable of operating multimedia computer systems and will incorporate various technology resources for use in educational programs.

Strategies

- Provide in-house training for faculty and staff in various software applications.
- Seek-out professional development workshops for faculty to implement the use of technology in the classroom.
- Agree upon the desired level of technology integration in the classroom, as well as the pace of incorporating new technologies.
- Research and evaluate various technology resources for use in the classroom.
- Prepare in-class training lessons for students on software applications.
- Adhere to a workable Acceptable Use Policy.

Initiative Three: Community Outreach

It is important that FSMA provide the community with information regarding alternative education options. Our mission statement indicates that we are striving to share our mission with as many people as possible. Through outreach opportunities, we are able to share our philosophy.

Strategies

- Create PowerPoint presentation to inform various community groups about our alternative educational program, its history and upcoming events.
- Prepare parent education sessions, using multimedia software applications, to inform our Montessori parents and other interested parents/guardians about the benefits of Montessori education.
- Use our school web site to provide the most current information possible about our school and upcoming events.
- Use our school web site to advertise for enrollment as well as employment opportunities.

Budgeting

FSMA will maintain its network and IT infrastructure through a budgeting process and on an "as needed" basis. The network will be maintained by our Technology Contractor and they will provide us with a current inventory of our systems and what is their estimated remaining life span is. These items will be replaced as needed, but a trade up program will also be maintained so that limited network downtime and data loss can be expected.

Annual Requests*		Quant	Unit Cost	Subtotal
A	Wires, etc for general use	1	500	\$500.00
A	Multimedia Projector Bulbs	3	500	\$1,500.00
A	Power strips	10	15	\$150.00
A	Wireless Access Points (replace dead)	1	300	\$300.00
*don't always purchase these items each year. Requested each year, purchased as needed				
Tech Needs				
	Network Switches (48 or 24 pt)	2	2000	\$4,000.00
	Printer Trade Ups	5	250	\$1,250.00
	Laptop repair	?		\$3,000.00
	Additional Laptops or Laptop Trade In	5	1200	\$6,000.00
Audio Visual Needs				
	DVD / VCR Replacement	2	150	\$300.00
	Overhead	1	275	\$275.00
		2010/2011 Approx sub total		\$17,275
				Increasing about 5% per year

Implementation Plan

July 2011

- Evaluate technology needs for our school
- Subscribe administrator to Principal's email group, for District leader notification of important topics/issues.
- Purchase new hardware for the 2011-12 school year.
- Allocate new workstations for upper elementary, lower elementary and administrative assistant.

August 2011

- Create new staff email accounts.
- Train faculty & staff on folder hierarchy, proper computer use and procedures for reporting technological trouble.
- Provide faculty training on various software applications.
- Train faculty to use Outlook as a means of daily communication.
- Update student records access via the school's web site for parent/guardian review with username/password authentication.

September 2011

- Discuss proper computer use with students, and reinforce the concept of computers as tools for learning.
- Locate an international PenPal Montessori school to communicate with.
- Prepare for the implementation of keyboarding lessons for all students.
- Prepare faculty training sessions regarding nuances of Office applications for improved productivity.

October 2011

- Obtain consent for students to begin email correspondence with students from an international Montessori school.
- Begin training students on keyboarding skills.
- Initial assessment for 2011-12 of staff technology usage using our three level scale.

November 2011

- Develop more content on our school's web site, to facilitate informing families of our school's news & events.

December 2011

- Develop more content on our school's web site, to facilitate informing families of our school's news & events.

January 2012

- Begin training students to use various Office applications for production of creative and innovative works.
- Update the school web site to include information about enrollment.

February 2012

March – April 2012

- Meet with Technology Team to discuss and evaluate technology progress and future direction.

May 2012

- Develop Video scrapbook for graduates and post to school web site.
- Film recognition ceremony and post to school web site and/or stream it on the Internet via ustream.com.
- Second assessment of staff technology usage using both the local three point scale and a major survey (LoTi)

June - July 2012

- Redesign school web site or a major update.

Evaluation

Our 2011 – 2012 Action Plan will be evaluated in June by the Head of School, with a review of the implementations and their effect on student achievement, staff development and community outreach.

As a practice we will constantly assess our staff and their levels of technology usage. We will utilize both our own three part scale and formal surveys, such as LoTi.

These levels will be something for staff to reach towards during their instruction.

1. Basic Technology Usage

We see the following items as basic technology usage:

- Electronic communication via email and newsletter
- Maintaining school level and classroom web pages (at least once per month)
- Preparing computer based lesson plans
- Preparing computer based lessons
- Storing documents on the DMC shared drive (server based share)
- Utilizing other server/network based resources

2. Intermediate Technology Usage

We see the following items as intermediate technology usage:

- Everything included in item 1
- Frequent web updates for families
- Using 21st Century tools for instruction (ie – blogging, slide shows, wikis, etc)
- Using the Internet for external links to quality resources
- Utilizing onsite Technology Room for group projects, etc. (Room contains 8-12 laptops)

3. Advanced Technology Usage

We see the following items as advanced technology usage:

- Everything included in items 1 and 2
- Interconnection between various multimedia resources
- Creating or cocreating resources with colleagues
- Evaluating and/or reflecting on resources to decide on effectiveness or validity



First State Montessori School Computer Acceptable Use Policy Student Form

The use of the First State Montessori School Internet access is a student privilege. I understand that this privilege is to be respected. By signing below, I agree to follow these rules:

- 1. I will respect each piece of equipment. Food and drinks will be kept away from the equipment.**
- 2. I will respect everyone else's files. I will not enter or change the information in anyone else's folders.**
- 3. I will use school software, downloaded information, images, pictures and sounds in a respectful way and not in a way that would hurt or make fun of anyone else.**
- 4. I will not access Internet chat rooms.**
- 5. Personal information, such as my name will be kept private and not shared on any Internet page.**
- 6. I will look at web pages chosen by or as directed by my teachers.**
- 7. I will use computer resources wisely, such as printers, paper and USBs.**
- 8. I will only transfer appropriate information into the school's computer system, with my teacher's permission.**

9. When I download or upload any files it will be with my teacher's permission.
10. I will give proper credit for source materials I find on the Internet.
11. I will tell an adult immediately if I see web pages or behavior that break these rules or make me feel uncomfortable in any way.
12. I will do my best to follow all of these rules. If I do not, I understand that my use of school computers and Internet usage may be stopped.

Student's Name (Print)

Student Signature: _____

Date: _____



**First State Montessori Academy
Computer Acceptable Use Policy
Parent Consent Form**

In order for your children to have independent Internet access, they and their parents/guardians must agree to the following guidelines:

1. Students must receive permission from the teacher before each use of the FSMA Internet access.
2. The use of the FSMA Internet access is a student privilege that may be revoked by the FSMA staff at any time for abusive conduct. Such conduct would include, but not be limited to:
 - a. Using access to harass, bully, or hurt someone
 - b. Using the account for commercial purposes
 - c. Seeking unauthorized access to any resource
 - d. Placing unlawful or damaging information in the system
 - e. Using obscene abusive or otherwise objectionable public or private messages
 - f. Accessing social network pages (i.e. My Space)
3. The FSMA staff has the authority to monitor any and all of your children's activities on-line including any use of home e-mail accounts on school computers and the right to examine any items stored in files to which your child has access.
4. All activity on the school account associates the transmission with First State Montessori Academy. Therefore, the account should not be used in any way that would reflect poorly on the school, its educators or its students.
5. The First State Montessori Academy and its employees are not responsible for the content or language of any information obtained through the Internet. Additionally, you release the First State Montessori Academy and its employees from any and all claims of any nature that might result from your child's use, or inability to use, the First State Montessori Academy Internet Access.
6. Students are expected to immediately report any abuses they might notice to the FSMA staff.

Parental Consent:

I have read the First State Montessori Academy Computer Acceptable Use Policy. I understand that the Internet is a world wide group of hundreds of millions of computers. I know that the First State Montessori Academy does not control the content of these Internet networks. When using the Internet, I realize students may come across material that I might consider controversial or offensive. The First State Montessori Academy has permission to give Internet access to my child. I understand that my child may keep this privilege as long as procedures described in the Acceptable Use Policy are followed and he/she is a student at First State Montessori Academy.

Please place a check next to your preference:

☐ I grant permission for my child to have Internet access at First State Montessori Academy.

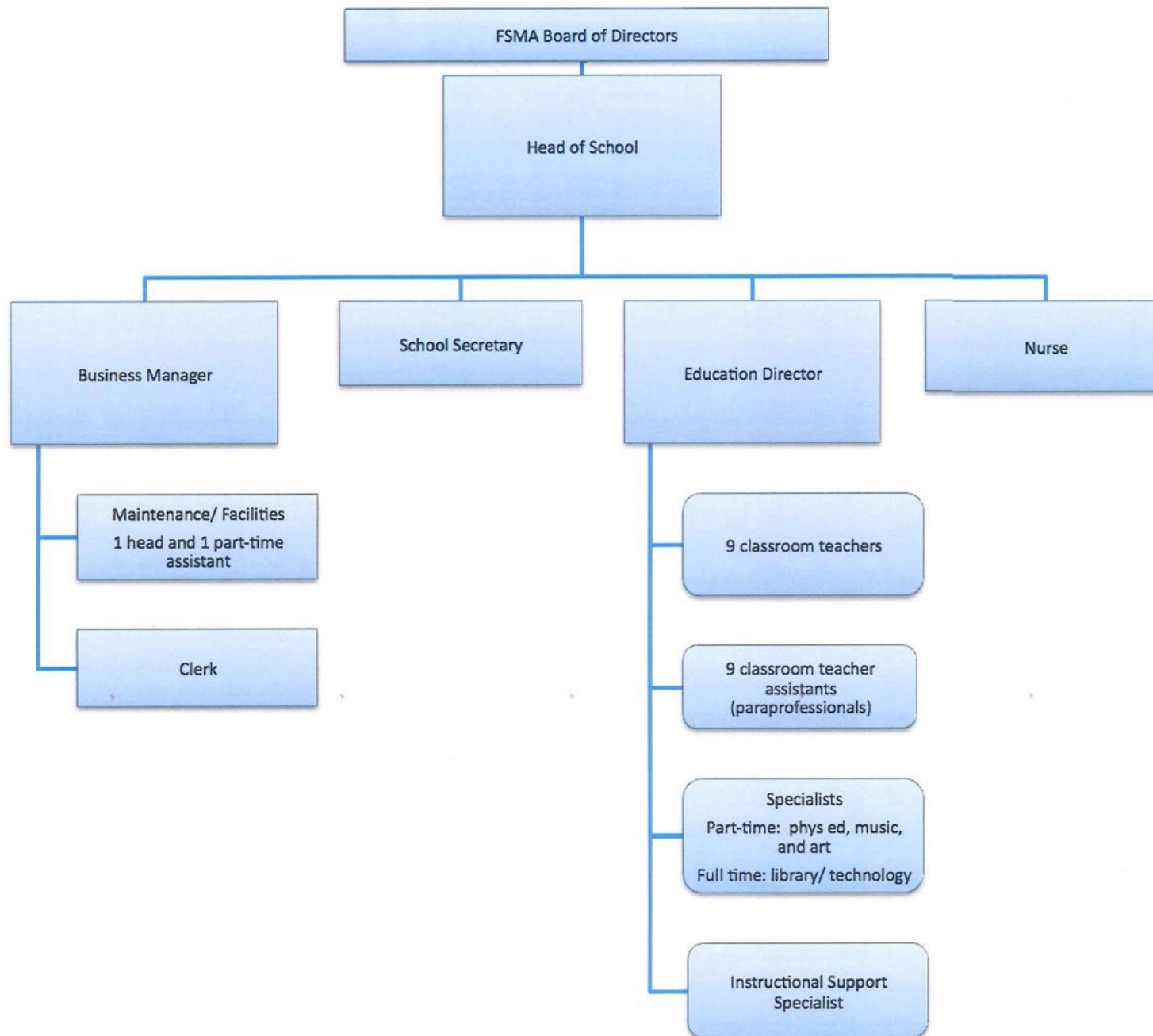
☐ I do not grant permission for my child to have Internet access at First State Montessori Academy. I understand that this excludes teachers accessing sites as a part of group instruction in the classroom.

Parent or Guardian Signature _____

Date of Signature _____

Appendix K

FSMA Organizational Chart



Appendix L – Tab 1

Budgets and Associated Financial Data Budget Narrative

Budget Narrative

This sheet describes the rationales or items included in each line of the budget.

	Personnel Salaries / Other	
	Employer Costs	Staff pay calculated at a rate of 90% of Brandywine school district pay scale.
4	Classroom Teachers	1 Teacher and 1 Para-professional Teacher will be in each classroom. It is anticipated that teachers salaries will vary with an average salary of 345,000.
5	Special Education Teachers	2-3 classroom teachers will have special education qualifications
6	Special Teachers	Special Teachers will include part time positions for Physical Education, Music, and Art. A full time special teacher will be dedicated to Library and Technology
7	Counselors	1 dedicated Instructional Support Specialist will be employed
8	Principal/Administrative	1 head of school, 1 Education Director, and 1 Business Manager (YR. 1-5 Months for Head of School and Business Manager, 2 months for Education Director)
9	Nurse	2 part time Nurses will be employed, not requiring full benefits
10	Clerical	1 School Secretary and 1 clerical assistant to the Business Manager
11	Custodial	1 full time Maintenance and Facilities employee and one Janitorial Associate
12	Substitutes	Estimated annual substitute expense
13	Other	
	Other Employer Costs (26.97	
14	% of Salaries)	This number appears appropriate as several staff positions are part time and will not require full benefits.
15	Health Insurance	State Schedule for Aena HMO
17	Transportation	Estimated that transportation will be negotiated at cost of associated transportation allocation
18	Cafeteria	Likely to have Cafeteria space and will get funding but will not have hot lunch service- advice from Chuck Baldwin and in line with Mantessari program
20	Extra Curricular	Far told trips
21	Supplies and Materials	Amount for fully equipping all classrooms with Montessori materials
22	Textbooks	None needed- Reading books in Supplies and Materials
23	Curriculum	Science kit cost. Part of Science Coalition.
24	Professional Development	DFMS and other training
27	Therapists	Outsourcing to existing professionals
28	Classroom Technology	Support described technology plan including replacement parts and equipment
29	School Climate	Occasional guest speakers on bullying at regular school assemblies. Budgeted 8 per school year.
30	Computers	Lease 39 computers @ \$1200 each
31	Contracted Services	
	Operations and Maintenance	
	of Facilities	
33	Insurance (Property/Liability)	Liability through Charter Co-op via Pratt Insurance
34	Rent	Two methods used and both support the estimates. Model 1: Estimated square footage required with an conservative estimate from a real estate professional. Model 2: Estimated rent from Existing facility at 1400 Harvey Road, Wilmington, Delaware 19818.
35	Mortgage	None required
36	Utilities	Estimated from expenses existed similar sized school and anticipated facility
37	Maintenance	Estimated from expenses existed similar sized school
38	Telephone/Communications	Estimated from expenses existed similar sized school
39	Construction	None required
40	Renovation	None Anticipated
41	Other	Office equipment
	Administrative/Operations	
	Support	
42	Equipment Lease/Maintenance	Copiers and office equipment
43	Equipment Purchase	Office equipment- Hope to utilize state surplus as available
44	Supplies and Materials	Office Supplies and materials
45	Printing and Copying	Maintenance and materials
46	Postage and Shipping	
47	Enrollment / Recruitment	Student recruitment, parent education, school promotion, student preparation
48	Staffing (recruitment and assess	Web site posting and Assessment cost as described in application
49	Technology Plan	
50	Other	
	Management Company	
51	Fees	Financial Auditor, Legal Fees-
52	Salaries/Other Employee Costs	
53	Curriculum	
54	Accounting and Payroll	
55	Other	

**Please see Tab 9 of this appendix for a breakdown of the home districts of students from area Mantessari schools. The majority of these students are drawn from Christina, Red Clay and Brandywine. CSD has recently started a Montessori program that specifies a preference for CSD children, which will reduce the number of CSD students entering FSMA. The remaining two districts - Red Clay and Brandywine - are the identified primary source of students.

Appendix L – Tab 2

Budgets and Associated Financial Data Income Statements

This sheet includes all state, local, federal and other revenue and spending.

Charter School Application Budget Worksheet

Page 1

Income Statement										
Revenue										
	YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4					
1 State Appropriations	\$0	\$1,274,050	\$1,512,630	\$1,774,009	\$1,774,009					
2 School District Local Fund Transfers	\$0	\$896,190	\$1,020,748	\$1,148,692	\$1,234,932					
3 Prior Year Carryover Funds	\$0	\$0	\$0	\$0	\$0					
Federal Start Up Grant Funds	\$125,000	\$300,000	\$300,000	\$0	\$0					
Entitlement Funding	\$0	\$72,300	\$82,800	\$93,600	\$97,500					
Other Federal Grants	\$0	\$0	\$0	\$0	\$0					
Non Profit Grants	\$0	\$0	\$0	\$0	\$0					
Foundation Funds	\$100,000	\$0	\$0	\$0	\$0					
Donations	\$25,000	\$50,000	\$50,000	\$50,000	\$50,000					
Construction / Bank Loans	\$0	\$0	\$0	\$0	\$0					
Cafeteria Funds	\$0	\$0	\$0	\$0	\$0					
REVENUE	\$250,000	\$2,692,540	\$2,966,178	\$3,066,302	\$3,156,441					
Expenses										
	YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4	Y0	Y1	Y2	Y3	Y4
Personnel Salaries / Other Employer Costs										
	FTE	FTE	FTE	FTE	FTE					
4 Classroom Teachers	\$0 0.00	\$607,500 16.50	\$757,500 20.50	\$832,500 22.50	\$907,500 24.50		S	S	S	S
5 Special Education Teachers	\$0 0.00	\$67,500 1.50	\$67,500 1.50	\$67,500 1.50	\$67,500 1.50		F	F	F	F
6 Special Teachers (phys Ed, Art, Music)	\$0 0.00	\$120,000 3.00	\$120,000 3.00	\$120,000 3.00	\$120,000 3.00		S	S	S	S
7 Counselors	\$0 0.00	\$45,000 1.00	\$45,000 1.00	\$45,000 1.00	\$45,000 1.00		S	S	S	S
8 Principal/Administrative	\$82,500 1.00	\$240,000 3.00	\$240,000 3.00	\$240,000 3.00	\$240,000 3.00		O	S	S	S
9 Nurse- 2 PT	\$0 0.00	\$45,000 1.00	\$45,000 1.00	\$45,000 1.00	\$45,000 1.00		S	S	S	S
10 Clerical	\$0 0.00	\$60,765 2.00	\$60,765 2.00	\$60,765 2.00	\$60,765 2.00		S	S	S	S
11 Custodial	\$0 0.00	\$55,000 1.50	\$55,000 1.50	\$55,000 1.50	\$55,000 1.50		S	S	S	S
12 Substitutes	\$0 0.00	\$25,000 0.00	\$25,000 0.00	\$25,000 0.00	\$25,000 0.00		S	S	S	S
13 Other	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00	\$0 0.00		S	S	S	S
Other Employer Costs (26.97 % of Salaries)	\$22,250	\$334,634	\$375,089	\$395,317	\$415,544		O	S	S	S
14 Health Insurance	\$0	\$135,129	\$159,370	\$182,814	\$195,209		S	S	S	S
16 Other Benefits	\$0	\$0	\$0	\$0	\$0					
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	\$104,750 1.00	\$1,735,528 29.50	\$1,950,224 33.50	\$2,068,896 35.50	\$2,176,519 37.50					
		67%	66%	67%	69%					
Student Support										
17 Transportation	\$0	\$150,023	\$171,810	\$194,220	\$210,405		S	S	S	S
18 Extra Curricular Transportation	\$0	\$0	\$0	\$0	\$0		O	O	O	O
19 Cafeteria	\$0	\$0	\$0	\$0	\$0		S	S	S	S
20 Extra Curricular	\$0	\$22,000	\$22,000	\$22,000	\$22,000		O	O	O	O
21 Supplies and Materials	\$40,000	\$150,000	\$150,000	\$10,000	\$10,000		F	F	F	S
22 Textbooks	\$0	\$0	\$0	\$0	\$0					
23 Curriculum	\$0	\$2,000	\$2,200	\$2,300	\$2,400		F	F	F	F
24 Professional Development	\$5,000	\$20,000	\$20,000	\$20,000	\$20,000		F	F	F	S
25 Assessments	\$0	\$0	\$2,500	\$2,500	\$2,500					
26 Other Educational Program	\$0	\$0	\$0	\$0	\$0					
27 Therapists (Occupational, Speech)	\$0	\$10,000	\$10,000	\$10,000	\$10,000		F	F	S	S
28 Classroom Technology	\$0	\$17,275	\$18,139	\$19,046	\$19,998		F	F	S	S
29 School Climate	\$0	\$5,000	\$5,000	\$5,000	\$5,000		F	F	S	S
30 Computers	\$16,000	\$20,000	\$10,000	\$10,000	\$10,000		F	F	F	S
31 Contracted Services	\$0	\$0	\$0	\$0	\$0					
32 Other	\$0	\$0	\$0	\$0	\$0					
SUBTOTAL STUDENT SUPPORT	\$61,000	\$398,798 15.4%	\$411,649 13.9%	\$295,066 9.6%	\$312,303 9.9%					
Operations and Maintenance of Facilities										
33 Insurance (Property/Liability)	\$4,800	\$13,000	\$13,000	\$13,000	\$13,000		O	S	S	S
34 Rent	\$10,000	\$140,000	\$154,000	\$161,000	\$175,000		O	S	S	S
35 Mortgage	\$0	\$0	\$0	\$0	\$0					
36 Utilities	\$0	\$51,000	\$56,000	\$58,000	\$60,000		S	S	S	S
37 Maintenance	\$0	\$41,000	\$42,000	\$43,000	\$44,000		S	S	S	S
38 Telephone/Communications	\$2,000	\$12,000	\$12,000	\$12,000	\$12,000		F	S	S	S
39 Construction	\$0	\$0	\$0	\$0	\$0					
40 Renovation	\$0	\$0	\$0	\$0	\$0					
41 Other	\$5,000	\$0	\$0	\$0	\$0		F			
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$21,800	\$257,000 10.4%	\$277,000 10.2%	\$287,000 10.5%	\$304,000 10.6%					
Administrative/Operations Support										
42 Equipment Lease/Maintenance	\$2,000	\$21,000	\$21,000	\$21,000	\$21,000		O	S	S	S
43 Equipment Purchase	\$0	\$10,000	\$10,000	\$10,000	\$10,000		F	F	S	S
44 Supplies and Materials	\$2,500	\$12,000	\$12,000	\$12,000	\$12,000		F	S	S	S
45 Printing and Copying	\$5,000	\$10,000	\$10,000	\$10,000	\$10,000		F	S	S	S
46 Postage and Shipping	\$3,500	\$5,000	\$5,000	\$5,000	\$5,000		F	S	S	S
47 Enrollment / Recruitment	\$35,000	\$10,000	\$0	\$0	\$0		F			
48 Staffing (recruitment and assessment)	\$0	\$0	\$0	\$0	\$0					
49 Technology Plan	\$0	\$5,000	\$5,000	\$5,000	\$5,000		F	F	S	S
50 Other	\$1,000	\$0	\$0	\$0	\$0					
SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT	\$49,000	\$73,000 2.9%	\$63,000 2.3%	\$63,000 2.3%	\$63,000 2.2%					
Management Company										
51 Fees	\$0	\$15,000	\$15,000	\$15,000	\$15,000		S	S	S	S
52 Salaries/Other Employee Costs	\$0	\$0	\$0	\$0	\$0					
53 Curriculum	\$0	\$0	\$0	\$0	\$0					
54 Accounting and Payroll	\$0	\$0	\$0	\$0	\$0					
55 Other	\$0	\$0	\$0	\$0	\$0					
SUBTOTAL MANAGEMENT COMPANY	\$0	\$15,000	\$15,000	\$15,000	\$15,000					
TOTAL EXPENDITURES	\$236,550	\$2,479,326	\$2,716,873	\$2,728,962	\$2,870,822					
# Students	0	241	276	312	325					
REVENUE LESS EXPENDITURES	\$13,450	\$113,213	\$249,305	\$337,340	\$285,619					
3 % CONTINGENCY CHECK	\$5,000.00	\$51,850.78	\$59,323.55	\$61,326.03	\$63,128.82					
Check	\$236,550	\$2,479,326	\$2,716,873	\$2,728,962	\$2,870,822					
	\$0	\$0	\$0	(\$0)	(\$0)					
Cost Per Student		\$10,287.66	\$9,843.74	\$8,746.67	\$8,833.30					
Revenue per Student		\$10,757.43	\$10,747.02	\$9,827.89	\$9,712.13					

Appendix L – Tab 3

Budgets and Associated Financial Data State and Local Funds

Charter School Application Budget Worksheet											Page 1
State and Local Funds											
State Local & Loan Revenue											
	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4		
1	State Appropriations	\$0	\$1,274,050		\$1,512,630		\$1,774,009		\$1,774,009		
2	School District Local Fund Transfers	\$0	\$896,190		\$1,020,748		\$1,148,692		\$1,234,932		
3	Prior Year Carryover Funds	\$0	\$0		\$0		\$0		\$0		
STATE LOCAL & LOANS REVENUE		\$0	\$2,170,240		\$2,533,378		\$2,922,702		\$3,008,941		
State Local & Loans Expenses											
	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4		
Personnel Salaries / Other Employer Costs											
		FTE		FTE		FTE		FTE		FTE	
4	Classroom Teachers	\$0 0.00	\$607,500 16.50		\$757,500 22.00		\$832,500 24.00		\$907,500 26.00		
5	Special Education Teachers	\$0 0.00	\$0 0.00		\$0 0.00		\$0 0.00		\$0 0.00		
6	Special Teachers (phys Ed, Art, Music)	\$0 0.00	\$120,000 3.00		\$120,000 3.00		\$120,000 3.00		\$120,000 3.00		
7	Counselors	\$0 0.00	\$45,000 1.00		\$45,000 1.00		\$45,000 1.00		\$45,000 1.00		
8	Principal/Administrative	\$0 0.00	\$240,000 3.00		\$240,000 3.00		\$240,000 3.00		\$240,000 3.00		
9	Nurse	\$0 0.00	\$45,000 1.00		\$45,000 1.00		\$45,000 1.00		\$45,000 1.00		
10	Clerical	\$0 0.00	\$60,765 2.00		\$60,765 2.00		\$60,765 2.00		\$60,765 2.00		
11	Custodial	\$0 0.00	\$55,000 1.50		\$55,000 1.50		\$55,000 1.50		\$55,000 1.50		
12	Substitutes	\$0 0.00	\$25,000 0.50		\$25,000 0.50		\$25,000 0.50		\$25,000 0.50		
13	Other	\$0 0.00	\$0 0.00		\$0 0.00		\$0 0.00		\$0 0.00		
14	Other Employer Costs (26.97 % of Salaries)	\$0	\$316,430		\$356,885		\$377,112		\$397,340		
15	Health Insurance	\$0	\$135,129		\$159,370		\$182,814		\$195,209		
16	Other Benefits	\$0	\$0		\$0		\$0		\$0		
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$0 0.00	\$1,649,824 28.50		\$1,864,520 34.00		\$1,983,191 36.00		\$2,090,814 38.00		
Student Support											
17	Transportation	\$0	\$150,023		\$171,810		\$194,220		\$210,405		
18	Extra Curricular Transportation	\$0	\$0		\$0		\$0		\$0		
19	Cafeteria	\$0	\$0		\$0		\$0		\$0		
20	Extra Curricular	\$0	\$0		\$0		\$0		\$0		
21	Supplies and Materials	\$0	\$0		\$0		\$10,000		\$10,000		
22	Textbooks	\$0	\$0		\$0		\$0		\$0		
23	Curriculum	\$0	\$0		\$0		\$0		\$0		
24	Professional Development	\$0	\$0		\$0		\$20,000		\$20,000		
25	Assessments	\$0	\$2,500		\$2,500		\$2,500		\$2,500		
26	Other Educational Program	\$0	\$0		\$0		\$0		\$0		
27	Therapists (Occupational, Speech)	\$0	\$0		\$0		\$10,000		\$10,000		
28	Classroom Technology	\$0	\$0		\$0		\$19,046		\$19,998		
29	School Climate	\$0	\$0		\$0		\$5,000		\$5,000		
30	Computers	\$0	\$0		\$0		\$10,000		\$10,000		
31	Contracted Services	\$0	\$0		\$0		\$0		\$0		
32	Other	\$0	\$0		\$0		\$0		\$0		
SUBTOTAL STUDENT SUPPORT		\$0	\$152,523 7.0%		\$174,310 6.9%		\$270,766 9.3%		\$287,903 9.6%		
Operations and Maintenance of Facilities											
33	Insurance (Property/Liability)	\$0	\$13,000		\$13,000		\$13,000		\$13,000		
34	Rent	\$0	\$140,000		\$154,000		\$161,000		\$175,000		
35	Mortgage	\$0	\$0		\$0		\$0		\$0		
36	Utilities	\$0	\$51,000		\$56,000		\$58,000		\$60,000		
37	Maintenance	\$0	\$41,000		\$42,000		\$43,000		\$44,000		
38	Telephone/Communications	\$0	\$12,000		\$12,000		\$12,000		\$12,000		
39	Construction	\$0	\$0		\$0		\$0		\$0		
40	Renovation	\$0	\$0		\$0		\$0		\$0		
41	Other	\$0	\$0		\$0		\$0		\$0		
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$0	\$257,000 12.1%		\$277,000 11.6%		\$287,000 11.0%		\$304,000 11.0%		
Administrative/Operations Support											
42	Equipment Lease/Maintenance	\$0	\$21,000		\$21,000		\$21,000		\$21,000		
43	Equipment Purchase	\$0	\$0		\$0		\$10,000		\$10,000		
44	Supplies and Materials	\$0	\$12,000		\$12,000		\$12,000		\$12,000		
45	Printing and Copying	\$0	\$10,000		\$10,000		\$10,000		\$10,000		
46	Postage and Shipping	\$0	\$5,000		\$5,000		\$5,000		\$5,000		
47	Enrollment / Recruitment	\$0	\$0		\$0		\$0		\$0		
48	Staffing (recruitment and assessment)	\$0	\$0		\$0		\$0		\$0		
49	Technology Plan	\$0	\$0		\$0		\$5,000		\$5,000		
50	Other	\$0	\$0		\$0		\$0		\$0		
SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT		\$0	\$48,000 2.3%		\$48,000 2.0%		\$63,000 2.4%		\$63,000 2.3%		
Management Company											
51	Fees	\$0	\$15,000		\$15,000		\$15,000		\$15,000		
52	Salaries/Other Employee Costs	\$0	\$0		\$0		\$0		\$0		
53	Curriculum	\$0	\$0		\$0		\$0		\$0		
54	Accounting and Payroll	\$0	\$0		\$0		\$0		\$0		
55	Other	\$0	\$0		\$0		\$0		\$0		
SUBTOTAL MANAGEMENT COMPANY		\$0	\$15,000		\$15,000		\$15,000		\$15,000		
STATE LOCAL & LOANS EXPENDITURES		\$0	\$2,122,347		\$2,378,830		\$2,618,957		\$2,760,717		
56	# Students	0	241		276		312		325		
REVENUE LESS EXPENDITURES		\$0	\$47,893		\$154,548		\$303,745		\$248,224		
2 % CONTINGENCY CHECK		\$0.00	\$43,404.79		\$50,667.55		\$58,454.03		\$60,178.82		

Appendix L – Tab 4

Budgets and Associated Financial Data Federal Funds

Charter School Application Budget Worksheet										Page 1
Federal Funds										
		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4
1	Federal Start Up Grant Funds	\$125,000		\$300,000		\$300,000		\$0		\$0
2	Entitlement Funding	\$0		\$72,300		\$82,800		\$93,600		\$97,500
3	Other Federal Grants	\$0		\$0		\$0		\$0		\$0
	STATE LOCAL & LOANS REVENUE	\$125,000		\$372,300		\$382,800		\$93,600		\$97,500
State Local & Loans Expenses										
		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4
	Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE	
4	Classroom Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
5	Special Education Teachers	\$0	0.00	\$67,500	1.50	\$67,500	1.50	\$67,500	1.50	\$67,500
6	Special Teachers (phys Ed, Art, Music)	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
7	Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
8	Principals/Administrative	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
9	Nurse	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
10	Clerical	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
11	Custodial	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
12	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
13	Other	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
14	Other Employer Costs (26.97 % of Salaries)	\$0		\$18,205		\$18,205		\$18,205		\$18,205
15	Health Insurance	\$0		\$0		\$0		\$0		\$0
16	Other Benefits	\$0		\$0		\$0		\$0		\$0
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	\$0	0.00	\$85,705	1.50	\$85,705	1.50	\$85,705	1.50	\$85,705
				\$1,735,528						
Student Support										
17	Transportation	\$0		\$0		\$0		\$0		\$0
18	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0
19	Cafeteria	\$0		\$0		\$0		\$0		\$0
20	Extra Curricular	\$0		\$0		\$0		\$0		\$0
21	Supplies and Materials	\$40,000		\$150,000		\$150,000		\$0		\$0
22	Textbooks	\$0		\$0		\$0		\$0		\$0
23	Curriculum	\$0		\$2,000		\$2,200		\$2,300		\$2,400
24	Professional Development	\$5,000		\$20,000		\$20,000		\$0		\$0
25	Assessments	\$0		\$0		\$0		\$0		\$0
26	Other Educational Program	\$0		\$0		\$0		\$0		\$0
27	Therapists (Occupational, Speech)	\$0		\$10,000		\$10,000		\$0		\$0
28	Classroom Technology	\$0		\$17,275		\$18,139		\$0		\$0
29	School Climate	\$0		\$5,000		\$5,000		\$0		\$0
30	Computers	\$16,000		\$20,000		\$10,000		\$0		\$0
31	Contracted Services	\$0		\$0		\$0		\$0		\$0
32	Other	\$0		\$0		\$0		\$0		\$0
	SUBTOTAL STUDENT SUPPORT	\$61,000		\$224,275		\$215,339		\$2,300		\$2,400
Operations and Maintenance of Facilities										
33	Insurance (Property/Liability)	\$0		\$0		\$0		\$0		\$0
34	Rent	\$0		\$0		\$0		\$0		\$0
35	Mortgage	\$0		\$0		\$0		\$0		\$0
36	Utilities	\$0		\$0		\$0		\$0		\$0
37	Maintenance	\$0		\$0		\$0		\$0		\$0
38	Telephone/Communications	\$2,000		\$0		\$0		\$0		\$0
39	Construction	\$0		\$0		\$0		\$0		\$0
40	Renovation	\$0		\$0		\$0		\$0		\$0
41	Other	\$5,000		\$0		\$0		\$0		\$0
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$7,000		\$0		\$0		\$0		\$0
Administrative/Operations Support										
42	Equipment Lease/Maintenance	\$0		\$0		\$0		\$0		\$0
43	Equipment Purchase	\$0		\$10,000		\$10,000		\$0		\$0
44	Supplies and Materials	\$2,500		\$0		\$0		\$0		\$0
45	Printing and Copying	\$5,000		\$0		\$0		\$0		\$0
46	Postage and Shipping	\$3,500		\$0		\$0		\$0		\$0
47	Enrollment / Recruitment	\$35,000		\$10,000		\$0		\$0		\$0
48	Staffing (recruitment and assessment)	\$0		\$0		\$0		\$0		\$0
49	Technology Plan	\$0		\$5,000		\$5,000		\$0		\$0
50	Other	\$1,000		\$0		\$0		\$0		\$0
	SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT	\$47,000		\$25,000		\$15,000		\$0		\$0
Management Company										
51	Fees	\$0		\$0		\$0		\$0		\$0
52	Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0
53	Curriculum	\$0		\$0		\$0		\$0		\$0
54	Accounting and Payroll	\$0		\$0		\$0		\$0		\$0
55	Other	\$0		\$0		\$0		\$0		\$0
	SUBTOTAL MANAGEMENT COMPANY	\$0		\$0		\$0		\$0		\$0
	STATE LOCAL & LOANS EXPENDITURES	\$115,000		\$334,980		\$316,044		\$68,005		\$68,105
56	# Students	0		0		0		0		0
	REVENUE LESS EXPENDITURES	\$10,000		\$37,320		\$66,767		\$5,595		\$9,395

Appendix L – Tab 5

Budgets and Associated Financial Data Other Funds

Charter School Application Budget Worksheet										Page 1
Other Funds										
		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4
1	Non Profit Grants	\$0		\$0		\$0		\$0		\$0
2	Foundation Funds	\$100,000		\$0		\$0		\$0		\$0
3	Donations	\$25,000		\$50,000		\$50,000		\$50,000		\$50,000
4	Construction / Bank Loans	\$0		\$0		\$0		\$0		\$0
5	Cafeteria Funds	\$0		\$0		\$0		\$0		\$0
STATE LOCAL & LOANS REVENUE		\$125,000		\$50,000		\$50,000		\$50,000		\$50,000
State Local & Loans Expenses										
		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4
Personnel Salaries / Other Employer Costs			FTE		FTE		FTE		FTE	
6	Classroom Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
7	Special Education Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
8	Special Teachers (phys Ed, Art, Music)	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
9	Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
10	Principal/Administrative	\$82,500	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
11	Nurse	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
12	Clerical	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
13	Custodial	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
14	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
15	Other	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
16	Other Employer Costs (26.97 % of Salaries)	\$22,250		\$0		\$0		\$0		\$0
17	Health Insurance	\$0		\$0		\$0		\$0		\$0
18	Other Benefits	\$0		\$0		\$0		\$0		\$0
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$104,750	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
Student Support										
19	Transportation	\$0		\$0		\$0		\$0		\$0
20	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0
21	Cafeteria	\$0		\$0		\$0		\$0		\$0
22	Extra Curricular	\$0		\$22,000		\$22,000		\$22,000		\$22,000
23	Supplies and Materials	\$0		\$0		\$0		\$0		\$0
24	Textbooks	\$0		\$0		\$0		\$0		\$0
25	Curriculum	\$0		\$0		\$0		\$0		\$0
26	Professional Development	\$0		\$0		\$0		\$0		\$0
27	Assessments	\$0		\$0		\$0		\$0		\$0
28	Other Educational Program	\$0		\$0		\$0		\$0		\$0
29	Therapists (Occupational, Speech)	\$0		\$0		\$0		\$0		\$0
30	Classroom Technology	\$0		\$0		\$0		\$0		\$0
31	School Climate	\$0		\$0		\$0		\$0		\$0
32	Computers	\$0		\$0		\$0		\$0		\$0
33	Contracted Services	\$0		\$0		\$0		\$0		\$0
34	Other	\$0		\$0		\$0		\$0		\$0
SUBTOTAL STUDENT SUPPORT		\$0		\$22,000		\$22,000		\$22,000		\$22,000
Operations and Maintenance of Facilities										
35	Insurance (Property/Liability)	\$4,800		\$0		\$0		\$0		\$0
36	Rent	\$10,000		\$0		\$0		\$0		\$0
37	Mortgage	\$0		\$0		\$0		\$0		\$0
38	Utilities	\$0		\$0		\$0		\$0		\$0
39	Maintenance	\$0		\$0		\$0		\$0		\$0
40	Telephone/Communications	\$0		\$0		\$0		\$0		\$0
41	Construction	\$0		\$0		\$0		\$0		\$0
42	Renovation	\$0		\$0		\$0		\$0		\$0
43	Other	\$0		\$0		\$0		\$0		\$0
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$14,800		\$0		\$0		\$0		\$0
Administrative/Operations Support										
44	Equipment Lease/Maintenance	\$2,000		\$0		\$0		\$0		\$0
45	Equipment Purchase	\$0		\$0		\$0		\$0		\$0
46	Supplies and Materials	\$0		\$0		\$0		\$0		\$0
47	Printing and Copying	\$0		\$0		\$0		\$0		\$0
48	Postage and Shipping	\$0		\$0		\$0		\$0		\$0
49	Enrollment / Recruitment	\$0		\$0		\$0		\$0		\$0
50	Staffing (recruitment and assessment)	\$0		\$0		\$0		\$0		\$0
51	Technology Plan	\$0		\$0		\$0		\$0		\$0
52	Other	\$0		\$0		\$0		\$0		\$0
SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT		\$2,000		\$0		\$0		\$0		\$0
Management Company										
53	Fees	\$0		\$0		\$0		\$0		\$0
54	Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0
55	Curriculum	\$0		\$0		\$0		\$0		\$0
56	Accounting and Payroll	\$0		\$0		\$0		\$0		\$0
57	Other	\$0		\$0		\$0		\$0		\$0
SUBTOTAL MANAGEMENT COMPANY		\$0		\$0		\$0		\$0		\$0
STATE LOCAL & LOANS EXPENDITURES		\$121,550		\$22,000		\$22,000		\$22,000		\$22,000
58	# Students	0		0		0		0		0
REVENUE LESS EXPENDITURES		\$3,450		\$28,000		\$28,000		\$28,000		\$28,000

Appendix L – Tab 6

Budgets and Associated Financial Data Teacher Salaries and Class Sizes

Teacher Salaries- Class Size

This sheet calculates the number of teachers and para-professionals required. It also calculates the number of classrooms and totals salaries for teaching staff.

YEAR 1

ROOM CALC

total	total	20 OR 26 / ROOM	ROOMS	TEACHERS	ASSISTANTS	total teaching staff	STUDENTS PER STAFF	STUDENTS PER CLASS	total students
Kindergarten & 1st Students =	104	4.0	4	4	4	8	13	26	104
Regular Students 2-3 =	78	3.0	3	3	3	6	13	26	78
Regular Students 4-6 =	59	3.0	2	2	2	4	14.75	29.5	59
	241	10.0	9	9	9	18			241
				\$45,000.0	\$30,000.0				
				\$405,000.00	\$270,000.00				
				\$675,000.0					

YEAR 2

ROOM CALC

total	total	20 OR 26 / ROOM	ROOMS	TEACHERS	ASSISTANTS	total teaching staff	STUDENTS PER STAFF	STUDENTS PER CLASS	total students
Kindergarten & 1st Students =	104	4.0	4	4	4	8	13.0	26.0	104
Regular Students 2-3 =	91	3.5	4	4	4	8	11.4	22.8	91
Regular Students 4-6 =	81	4.1	3	3	3	6	13.5	27.0	81
	276	11.6	11	11	11	22			276
				\$45,000.0	\$30,000.0				
				\$495,000.00	\$330,000.00				
				\$825,000.0					

YEAR 3

ROOM CALC

total	total	20 OR 26 / ROOM	ROOMS	TEACHERS	ASSISTANTS	total teaching staff	STUDENTS PER STAFF	STUDENTS PER CLASS	total students
Kindergarten & 1st Students =	104	4.0	4	4	4	8	13.0	26.0	104
Regular Students 2-3 =	104	4.0	4	4	4	8	13.0	26.0	104
Regular Students 4-6 =	104	5.2	4	4	4	8	13.0	26.0	104
	312	13.2	12	12	12	24			312
				\$45,000.0	\$30,000.0				
				\$540,000.00	\$360,000.00				
				\$900,000.0					

YEAR 4

ROOM CALC

total	total	20 OR 26 / ROOM	ROOMS	TEACHERS	ASSISTANTS	total teaching staff	STUDENTS PER STAFF	STUDENTS PER CLASS	total students
Kindergarten & 1st Students =	104	4.0	4	4	4	8	13.0	26.0	104
Regular Students 2-3 =	104	4.0	4	4	4	8	13.0	26.0	104
Regular Students 4-6 =	117	5.9	5	5	5	10	11.7	23.4	117
	325	13.9	13	13	13	26			325
				\$45,000.0	\$30,000.0				
				\$585,000.00	\$390,000.00				
				\$975,000.0					

Appendix L – Tab 7

Budgets and Associated Financial Data Staff Salaries & Health

Appendix L – Tab 8

Budgets and Associated Financial Data Years 1-4 State and Local Funding

YR. 1

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
 --State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate
 Specify the county the school will be located

K-6 (Example K-8, 9-12)
 New Castle Choices New Castle, Kent or Sussex

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.
 Enter the number of 10th graders in the box in cell location J11

State Funding	Local Funding	Total Funding
\$1,274,050	\$896,190	\$2,170,240

29 Annapolis	#	Local Pupil Rate	Amount
Regular/Special K-3	3.00	\$1,737.89	\$5,213
Regular Students 4-12	2.00	\$1,407.53	\$2,815
Special Students 4-12 Basic	0.00	\$3,351.27	\$0
Special Students 4-12 Intense	0.00	\$4,891.78	\$0
Special Students 4-12 Complex	0.00	\$10,827.17	\$0
Totals	5.00		\$8,028

17 Cape Henlopen	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,809.30	\$0
Regular Students 4-12	0.00	\$2,275.54	\$0
Special Students 4-12 Basic	0.00	\$5,417.94	\$0
Special Students 4-12 Intense	0.00	\$7,595.12	\$0
Special Students 4-12 Complex	0.00	\$17,504.13	\$0
Totals	0.00		\$0

34 Colonial	#	Local Pupil Rate	Amount
Regular/Special K-3	3.00	\$2,526.83	\$7,580
Regular Students 4-12	2.00	\$2,048.73	\$4,093
Special Students 4-12 Basic	0.00	\$4,873.17	\$0
Special Students 4-12 Intense	0.00	\$8,822.44	\$0
Special Students 4-12 Complex	0.00	\$16,744.08	\$0
Totals	5.00		\$11,674

15 Lake Forest	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$895.04	\$0
Regular Students 4-12	0.00	\$692.58	\$0
Special Students 4-12 Basic	0.00	\$1,848.01	\$0
Special Students 4-12 Intense	0.00	\$2,309.81	\$0
Special Students 4-12 Complex	0.00	\$5,327.56	\$0
Totals	0.00		\$0

32 Red Clay	#	Local Pupil Rate	Amount
Regular/Special K-3	72.00	\$3,900.41	\$284,198
Regular Students 4-12	24.00	\$2,972.22	\$71,333
Special Students 4-12 Basic	0.00	\$7,076.72	\$0
Special Students 4-12 Intense	0.00	\$9,907.41	\$0
Special Students 4-12 Complex	0.00	\$22,863.28	\$0
Totals	96.00		\$335,531

35 Woodbridge	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$976.82	\$0
Regular Students 4-12	0.00	\$781.06	\$0
Special Students 4-12 Basic	0.00	\$1,850.48	\$0
Special Students 4-12 Intense	0.00	\$2,836.88	\$0
Special Students 4-12 Complex	0.00	\$6,085.10	\$0
Totals	0.00		\$0

	Students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

UNITS 14.18

Enter Estimated # of 10th Graders Here

0

31 Branchville	#	Local Pupil Rate	Amount
Regular/Special K-3	101.00	\$4,232.28	\$427,460
Regular Students 4-12	29.00	\$3,428.15	\$99,416
Special Students 4-12 Basic	0.00	\$8,162.28	\$0
Special Students 4-12 Intense	0.00	\$11,427.18	\$0
Special Students 4-12 Complex	0.00	\$26,370.37	\$0
Totals	130.00		\$526,877

13 Capital	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,223.04	\$0
Regular Students 4-12	0.00	\$890.66	\$0
Special Students 4-12 Basic	0.00	\$2,358.72	\$0
Special Students 4-12 Intense	0.00	\$3,302.21	\$0
Special Students 4-12 Complex	0.00	\$7,620.49	\$0
Totals	0.00		\$0

37 Delmar	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$948.06	\$0
Regular Students 4-12	0.00	\$787.50	\$0
Special Students 4-12 Basic	0.00	\$1,828.41	\$0
Special Students 4-12 Intense	0.00	\$2,599.77	\$0
Special Students 4-12 Complex	0.00	\$6,907.17	\$0
Totals	0.00		\$0

16 Laurel	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,131.09	\$0
Regular Students 4-12	0.00	\$918.84	\$0
Special Students 4-12 Basic	0.00	\$2,182.96	\$0
Special Students 4-12 Intense	0.00	\$3,058.14	\$0
Special Students 4-12 Complex	0.00	\$7,592.83	\$0
Totals	0.00		\$0

23 Seaford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$899.41	\$0
Regular Students 4-12	0.00	\$809.82	\$0
Special Students 4-12 Basic	0.00	\$1,927.43	\$0
Special Students 4-12 Intense	0.00	\$2,688.41	\$0
Special Students 4-12 Complex	0.00	\$6,227.09	\$0
Totals	0.00		\$0

10 Casper Rodney	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$837.38	\$0
Regular Students 4-12	0.00	\$678.26	\$0
Special Students 4-12 Basic	0.00	\$1,614.81	\$0
Special Students 4-12 Intense	0.00	\$2,380.87	\$0
Special Students 4-12 Complex	0.00	\$6,217.40	\$0
Totals	0.00		\$0

33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	3.00	\$3,047.88	\$9,143
Regular Students 4-12	2.00	\$2,488.82	\$4,937
Special Students 4-12 Basic	0.00	\$5,877.87	\$0
Special Students 4-12 Intense	0.00	\$8,228.73	\$0
Special Students 4-12 Complex	0.00	\$18,988.39	\$0
Totals	5.00		\$14,080

36 Indian River	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,749.13	\$0
Regular Students 4-12	0.00	\$2,228.90	\$0
Special Students 4-12 Basic	0.00	\$5,301.88	\$0
Special Students 4-12 Intense	0.00	\$7,422.85	\$0
Special Students 4-12 Complex	0.00	\$17,129.19	\$0
Totals	0.00		\$0

18 Milford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$896.84	\$0
Regular Students 4-12	0.00	\$701.88	\$0
Special Students 4-12 Basic	0.00	\$1,671.37	\$0
Special Students 4-12 Intense	0.00	\$2,336.82	\$0
Special Students 4-12 Complex	0.00	\$5,389.81	\$0
Totals	0.00		\$0

24 Smyrna	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$789.44	\$0
Regular Students 4-12	0.00	\$615.15	\$0
Special Students 4-12 Basic	0.00	\$1,484.63	\$0
Special Students 4-12 Intense	0.00	\$2,090.49	\$0
Special Students 4-12 Complex	0.00	\$4,731.89	\$0
Totals	0.00		\$0

YR. 1

Charter School Revenue Calculation - Estimate State Funding

Student Total:	241				
Regular:	241				
Special:	0				
Location					
Districts:					
Appoquinimink	5	Christina	5	Laurel	0
Brandywine	130	Colonial	5	Milford	0
Caesar Rodney	0	Delmar	0	Red Clay	96
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	0	Lake Forest	0	Smyrna	0
				Woodbridge	0
Transportation Eligible Students:	181				
Regular/Special K-3	182.00	Unit size Regular/Special K-3 students =	16.2		
Regular Students 4-12	59.00	Unit size Regular Students 4-12 =	20		
Special Students 4-12 Basic	0.00	Unit size Special Students 4-12 Basic =	8.4		
Special Students 4-12 Intense	0.00	Unit size Special Students 4-12 Intense =	6		
Special Students 4-12 Complex	0.00	Unit Size Special Students 4-12 Complex =	2.6		
# of Div I Units Generated =	14.18			\$30,894	\$438,216
Administrative Assistant =	1.00			\$50,290	\$50,290
Percentage 11 Month Supervisor =	0.09			\$59,411	\$5,347
Percentage Transportation Supervisor =	0.03			\$59,411	\$1,782
Principal =	0.00			\$60,849	\$0
Assistant Principal =	0.00			\$55,189	\$0
Percentage Visiting Teacher =	0.06			\$42,544	\$2,553
Percentage Driver Education Teacher =	0.00			\$37,468	\$0
Nurse =	0.11			\$40,315	\$4,289
Academic Excellence Units =	0.96			\$37,483	\$35,984
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.25			\$42,890	\$10,673
Related Services Specialist Intensive	0.00			\$42,890	\$0
Related Services Specialist Complex	0.00			\$42,890	\$0
Clerical Units =	1.00			\$28,368	\$28,368
Custodial Units =	1.00			\$23,401	\$23,401
Cafeteria Manager =	0.00			\$26,491	\$0
Cafeteria Worker =	0.00			\$16,835	\$0
Total Staffing =	18.68				
Total Staffing For Health Insurance =	18.68				
Total Salary Costs					\$600,903
DEC Rate			28.53%		\$171,438
Health Insurance Per FTE			\$8,611		\$160,852
Subtotal Personnel Revenue					\$933,192
Other State Sources (based on Latest Available Values)					
Professional & Curriculum Development =				\$	-
Division II Units (No Vocational Courses) =	14.18				
Division II - All Other Costs - Current Unit Value =	\$ 2,955			\$	41,915
Division II - Energy - Current Unit Value =	\$ 2,435			\$	34,539
Division III - Equalization - Unit Value =	\$ 6,655			\$	94,392
Academic Excellence Division III =				\$	6,388
MCI/Annual Maintenance =				\$	13,600
LEP =				\$	-
Student Transportation Amount =				\$	150,023
Subtotal Other Sources					\$340,857
Grand Total State Sources					\$1,274,050

YR.2

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
 -State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate

K-6
New Castle

(Example K-8, 9-12)

Choices New Castle, Kent or Sussex

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.
 Enter the number of tenth graders in the box in cell location J11

State Funding	Local Funding	Total Funding
\$1,512,630	\$1,020,748	\$2,533,378

29 Annapolis	#	Local Pupil Rate	Amount
Regular/Special K-3	2.00	\$1,737.59	\$3,475
Regular Students 4-12	3.00	\$1,407.53	\$4,223
Special Students 4-12 Basic	0.00	\$3,351.27	\$0
Special Students 4-12 Intense	0.00	\$4,691.79	\$0
Special Students 4-12 Complex	0.00	\$10,827.17	\$0
Totals	5.00		\$7,698

12 Cape Henlopen	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,809.30	\$0
Regular Students 4-12	0.00	\$2,275.54	\$0
Special Students 4-12 Basic	0.00	\$5,417.54	\$0
Special Students 4-12 Intense	0.00	\$7,585.12	\$0
Special Students 4-12 Complex	0.00	\$17,504.13	\$0
Totals	0.00		\$0

34 Colonial	#	Local Pupil Rate	Amount
Regular/Special K-3	3.00	\$2,526.83	\$7,580
Regular Students 4-12	2.00	\$2,048.73	\$4,098
Special Students 4-12 Basic	0.00	\$4,873.17	\$0
Special Students 4-12 Intense	0.00	\$6,822.44	\$0
Special Students 4-12 Complex	0.00	\$15,744.08	\$0
Totals	5.00		\$11,674

15 Lake Forest	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$865.04	\$0
Regular Students 4-12	0.00	\$692.58	\$0
Special Students 4-12 Basic	0.00	\$1,649.01	\$0
Special Students 4-12 Intense	0.00	\$2,309.81	\$0
Special Students 4-12 Complex	0.00	\$5,327.56	\$0
Totals	0.00		\$0

32 Red Clay	#	Local Pupil Rate	Amount
Regular/Special K-3	76.00	\$3,669.41	\$278,875
Regular Students 4-12	33.00	\$2,872.22	\$88,083
Special Students 4-12 Basic	0.00	\$7,076.72	\$0
Special Students 4-12 Intense	0.00	\$9,907.41	\$0
Special Students 4-12 Complex	0.00	\$22,863.26	\$0
Totals	109.00		\$376,958

35 Woodbridge	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$976.62	\$0
Regular Students 4-12	0.00	\$781.06	\$0
Special Students 4-12 Basic	0.00	\$1,883.48	\$0
Special Students 4-12 Intense	0.00	\$2,836.88	\$0
Special Students 4-12 Complex	0.00	\$6,085.10	\$0
Totals	0.00		\$0

	Students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

UNITS	16.09
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Enter Estimated # of 10th Graders Here

0

31 Broadview	#	Local Pupil Rate	Amount
Regular/Special K-3	111.00	\$4,232.28	\$469,783
Regular Students 4-12	41.00	\$3,428.15	\$140,554
Special Students 4-12 Basic	0.00	\$9,162.26	\$0
Special Students 4-12 Intense	0.00	\$11,427.18	\$0
Special Students 4-12 Complex	0.00	\$26,379.37	\$0
Totals	152.00		\$610,337

13 Capital	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,223.04	\$0
Regular Students 4-12	0.00	\$890.66	\$0
Special Students 4-12 Basic	0.00	\$2,358.72	\$0
Special Students 4-12 Intense	0.00	\$3,302.21	\$0
Special Students 4-12 Complex	0.00	\$7,620.49	\$0
Totals	0.00		\$0

37 Delmar	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$848.06	\$0
Regular Students 4-12	0.00	\$787.93	\$0
Special Students 4-12 Basic	0.00	\$1,828.41	\$0
Special Students 4-12 Intense	0.00	\$2,559.77	\$0
Special Students 4-12 Complex	0.00	\$5,907.17	\$0
Totals	0.00		\$0

16 Laurel	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,131.09	\$0
Regular Students 4-12	0.00	\$916.94	\$0
Special Students 4-12 Basic	0.00	\$2,182.96	\$0
Special Students 4-12 Intense	0.00	\$3,056.14	\$0
Special Students 4-12 Complex	0.00	\$7,092.63	\$0
Totals	0.00		\$0

23 Seaford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$899.41	\$0
Regular Students 4-12	0.00	\$809.52	\$0
Special Students 4-12 Basic	0.00	\$1,827.43	\$0
Special Students 4-12 Intense	0.00	\$2,698.41	\$0
Special Students 4-12 Complex	0.00	\$6,227.09	\$0
Totals	0.00		\$0

10 Caesar Rodney	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$837.36	\$0
Regular Students 4-12	0.00	\$679.26	\$0
Special Students 4-12 Basic	0.00	\$1,614.81	\$0
Special Students 4-12 Intense	0.00	\$2,260.37	\$0
Special Students 4-12 Complex	0.00	\$5,217.40	\$0
Totals	0.00		\$0

33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	3.00	\$3,047.88	\$9,143
Regular Students 4-12	2.00	\$2,488.62	\$4,937
Special Students 4-12 Basic	0.00	\$5,877.67	\$0
Special Students 4-12 Intense	0.00	\$8,228.73	\$0
Special Students 4-12 Complex	0.00	\$18,989.39	\$0
Totals	5.00		\$14,080

36 Indian River	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,749.13	\$0
Regular Students 4-12	0.00	\$2,229.80	\$0
Special Students 4-12 Basic	0.00	\$5,301.59	\$0
Special Students 4-12 Intense	0.00	\$7,422.65	\$0
Special Students 4-12 Complex	0.00	\$17,129.19	\$0
Totals	0.00		\$0

18 Milford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$866.64	\$0
Regular Students 4-12	0.00	\$701.98	\$0
Special Students 4-12 Basic	0.00	\$1,671.37	\$0
Special Students 4-12 Intense	0.00	\$2,339.92	\$0
Special Students 4-12 Complex	0.00	\$5,399.51	\$0
Totals	0.00		\$0

24 Smyrna	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$759.44	\$0
Regular Students 4-12	0.00	\$615.19	\$0
Special Students 4-12 Basic	0.00	\$1,464.63	\$0
Special Students 4-12 Intense	0.00	\$2,050.48	\$0
Special Students 4-12 Complex	0.00	\$4,731.89	\$0
Totals	0.00		\$0

YR. 2

Charter School Revenue Calculation - Estimate
State Funding

Student Total:	276		
Regular:	276		
Special:	0		
Location			
Districts:			
Appoquinimink	5 Christina	5 Laurel	0
Brandywine	152 Colonial	5 Milford	0
Caesar Rodney	0 Delmar	0 Red Clay	109
Cape Henlopen	0 Indian River	0 Seaford	0
Capital	0 Lake Forest	0 Smyrna	0
		Woodbridge	0
Transportation Eligible Students:	207		
Regular/Special K-3	195.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12	81.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	0.08	Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense	0.08	Unit size Special Students 4-12 intense =	6
Special Students 4-12 Complex	0.00	Unit Size Special Students 4-12 Complex =	2.6
# of Div I Units Generated =	16.89		
Administrative Assistant =	1.00	\$30,894	\$496,991
Percentage 11 Month Supervisor =	0.11	\$50,290	\$50,290
Percentage Transportation Supervisor =	8.03	\$59,411	\$6,535
Principal =	1.00	\$59,411	\$1,782
Assistant Principal =	0.00	\$60,849	\$60,849
Percentage Visiting Teacher =	0.06	\$55,189	\$0
Percentage Driver Education Teacher =	0.00	\$42,544	\$2,553
Nurse =	0.12	\$37,468	\$0
Academic Excellence Units =	1.10	\$40,315	\$4,864
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	1.10	\$37,483	\$41,231
Related Services Specialist Intensive	0.28	\$42,898	\$12,105
Related Services Specialist Complex	0.00	\$42,890	\$0
Clerical Units =	0.00	\$42,890	\$0
Custodial Units =	1.00	\$28,368	\$28,368
Cafeteria Manager =	1.00	\$23,401	\$23,401
Careteria Worker =	0.00	\$26,491	\$0
	0.00	\$16,835	\$0
Total Staffing =	21.79		
Total Staffing For Health Insurance =	21.79		
Total Salary Costs			\$728,969
OEC Rate		28.53%	\$207,975
Health Insurance Per FTE		\$8,611	\$187,633

Subtotal Personnel Revenue	\$1,124,577
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Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		\$	-
Division II Units (No Vocational Courses) =	16.09		
Division II - All Other Costs - Current Unit Value =	\$ 2,955	\$	47,537
Division II - Energy - Current Unit Value =	\$ 2,435	\$	39,172
Division III - Equalization - Unit Value =	\$ 6,631	\$	106,666
Academic Excellence Division III =		\$	7,294
MCI/Annual Maintenance =		\$	15,575
LEP =		\$	-
Student Transportation Amount =		\$	171,810

Subtotal Other Sources	\$388,053
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Grand Total State Sources	\$1,512,630
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YR. 3

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
 -State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate

Specify the county the school will be located

K-6
New Castle

(Example K-8, 9-12)

Choices New Castle, Kent or Sussex

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.
 Enter the number of tenth graders in the box in cell location J11

State Funding	Local Funding	Total Funding
\$1,668,012	\$1,148,692	\$2,816,704

29 Annapolis	#	Local Pupil Rate	Amount
Regular/Special K-3	1.00	\$1,737.09	\$1,738
Regular Students 4-12	3.00	\$1,407.53	\$4,223
Special Students 4-12 Basic	0.00	\$3,351.27	\$0
Special Students 4-12 Intense	0.00	\$4,891.78	\$0
Special Students 4-12 Complex	0.00	\$10,827.17	\$0
Totals	4.00		\$5,960

17 Cape Henlopen	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,909.30	\$0
Regular Students 4-12	0.00	\$2,275.54	\$0
Special Students 4-12 Basic	0.00	\$5,417.84	\$0
Special Students 4-12 Intense	0.00	\$7,585.12	\$0
Special Students 4-12 Complex	0.00	\$17,504.13	\$0
Totals	0.00		\$0

34 Colonial	#	Local Pupil Rate	Amount
Regular/Special K-3	3.00	\$2,528.83	\$7,586
Regular Students 4-12	3.00	\$2,046.73	\$6,140
Special Students 4-12 Basic	0.00	\$4,873.17	\$0
Special Students 4-12 Intense	0.00	\$8,822.44	\$0
Special Students 4-12 Complex	0.00	\$15,744.08	\$0
Totals	6.00		\$13,721

15 Lake Forest	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$855.04	\$0
Regular Students 4-12	0.00	\$692.58	\$0
Special Students 4-12 Basic	0.00	\$1,649.01	\$0
Special Students 4-12 Intense	0.00	\$2,308.61	\$0
Special Students 4-12 Complex	0.00	\$5,327.56	\$0
Totals	0.00		\$0

32 Red Clay	#	Local Pupil Rate	Amount
Regular/Special K-3	60.00	\$3,969.41	\$238,553
Regular Students 4-12	43.00	\$2,972.22	\$127,805
Special Students 4-12 Basic	0.00	\$7,076.72	\$0
Special Students 4-12 Intense	0.00	\$9,907.41	\$0
Special Students 4-12 Complex	0.00	\$22,863.26	\$0
Totals	123.00		\$421,358

35 Woodbridge	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$978.62	\$0
Regular Students 4-12	0.00	\$791.06	\$0
Special Students 4-12 Basic	0.00	\$1,883.40	\$0
Special Students 4-12 Intense	0.00	\$2,636.88	\$0
Special Students 4-12 Complex	0.00	\$6,085.10	\$0
Totals	0.00		\$0

	#students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

UNITS	18.04
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Enter Estimated # of 10th Graders Here

0

31 Brandywine	#	Local Pupil Rate	Amount
Regular/Special K-3	120.00	\$4,232.28	\$507,874
Regular Students 4-12	54.00	\$3,428.15	\$185,120
Special Students 4-12 Basic	0.00	\$8,162.26	\$0
Special Students 4-12 Intense	0.00	\$11,427.16	\$0
Special Students 4-12 Complex	0.00	\$28,370.37	\$0
Totals	174.00		\$692,994

13 Capital	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,223.04	\$0
Regular Students 4-12	0.00	\$690.66	\$0
Special Students 4-12 Basic	0.00	\$2,358.72	\$0
Special Students 4-12 Intense	0.00	\$3,302.21	\$0
Special Students 4-12 Complex	0.00	\$7,620.48	\$0
Totals	0.00		\$0

37 Delmar	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$948.06	\$0
Regular Students 4-12	0.00	\$767.93	\$0
Special Students 4-12 Basic	0.00	\$1,828.41	\$0
Special Students 4-12 Intense	0.00	\$2,599.77	\$0
Special Students 4-12 Complex	0.00	\$5,907.17	\$0
Totals	0.00		\$0

16 Laurel	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,131.09	\$0
Regular Students 4-12	0.00	\$916.84	\$0
Special Students 4-12 Basic	0.00	\$2,182.95	\$0
Special Students 4-12 Intense	0.00	\$3,056.14	\$0
Special Students 4-12 Complex	0.00	\$7,052.65	\$0
Totals	0.00		\$0

23 Seaford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$999.41	\$0
Regular Students 4-12	0.00	\$909.52	\$0
Special Students 4-12 Basic	0.00	\$1,927.43	\$0
Special Students 4-12 Intense	0.00	\$2,698.41	\$0
Special Students 4-12 Complex	0.00	\$6,227.09	\$0
Totals	0.00		\$0

10 Caesar Rodney	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$837.36	\$0
Regular Students 4-12	0.00	\$678.26	\$0
Special Students 4-12 Basic	0.00	\$1,814.91	\$0
Special Students 4-12 Intense	0.00	\$2,350.87	\$0
Special Students 4-12 Complex	0.00	\$5,217.40	\$0
Totals	0.00		\$0

33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	4.00	\$3,047.88	\$12,191
Regular Students 4-12	1.00	\$2,488.82	\$2,489
Special Students 4-12 Basic	0.00	\$5,877.67	\$0
Special Students 4-12 Intense	0.00	\$8,228.73	\$0
Special Students 4-12 Complex	0.00	\$18,989.39	\$0
Totals	5.00		\$14,659

36 Indian River	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,749.13	\$0
Regular Students 4-12	0.00	\$2,235.80	\$0
Special Students 4-12 Basic	0.00	\$5,301.89	\$0
Special Students 4-12 Intense	0.00	\$7,422.85	\$0
Special Students 4-12 Complex	0.00	\$17,129.19	\$0
Totals	0.00		\$0

18 Milford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$986.64	\$0
Regular Students 4-12	0.00	\$701.98	\$0
Special Students 4-12 Basic	0.00	\$1,671.37	\$0
Special Students 4-12 Intense	0.00	\$2,339.82	\$0
Special Students 4-12 Complex	0.00	\$5,399.81	\$0
Totals	0.00		\$0

24 Smyrna	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$759.44	\$0
Regular Students 4-12	0.00	\$615.15	\$0
Special Students 4-12 Basic	0.00	\$1,484.63	\$0
Special Students 4-12 Intense	0.00	\$2,050.48	\$0
Special Students 4-12 Complex	0.00	\$4,731.89	\$0
Totals	0.00		\$0

YR 3

Charter School Revenue Calculation - Estimate State Funding

Student Total:	312		
Regular:	312		
Special:	0		
Location			
Districts:			
Appoquinimink	4 Christina	5 Laurel	0
Brandywine	174 Colonial	6 Milford	0
Caesar Rodney	0 Delmar	0 Red Clay	123
Cape Henlopen	0 Indian River	0 Seaford	0
Capital	0 Lake Forest	0 Smyrna	0
		Woodbridge	0
Transportation Eligible Students:	234		
Regular/Special K-3	208.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12	104.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	0.00	Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense	0.00	Unit size Special Students 4-12 Intense =	6
Special Students 4-12 Complex	0.00	Unit Size Special Students 4-12 Complex =	2.6
# of Div I Units Generated =	18.04		\$30,894 \$557,310
Administrative Assistant =	1.00		\$50,290 \$50,290
Percentage 11 Month Supervisor =	0.12		\$59,411 \$7,129
Percentage Transportation Supervisor =	0.03		\$59,411 \$1,782
Principal =	1.00		\$60,849 \$60,849
Assistant Principal =	0.00		\$55,189 \$0
Percentage Visiting Teacher =	0.07		\$42,544 \$2,978
Percentage Driver Education Teacher =	0.00		\$37,468 \$0
Nurse =	0.14		\$40,315 \$5,454
Academic Excellence Units =	1.25		\$37,483 \$46,854
Related Services Specialist K-3, 4-12 Reg. Basic 4-12	0.32		\$42,890 \$13,574
Related Services Specialist Intensive	0.00		\$42,890 \$0
Related Services Specialist Complex	0.00		\$42,890 \$0
Clerical Units =	1.00		\$28,368 \$28,368
Custodial Units =	1.00		\$23,401 \$23,401
Cafeteria Manager =	0.00		\$26,491 \$0
Cafeteria Worker =	0.00		\$16,835 \$0
Total Staffing =	23.96		
Total Staffing For Health Insurance =	23.96		
Total Salary Costs			\$797,990
OEC Rate		28.53%	\$227,666
Health Insurance Per FTE		\$8,611	\$206,331
Subtotal Personnel Revenue			\$1,231,986
Other State Sources (based on Latest Available Values)			
Professional & Curriculum Development =		\$	-
Division II Units (No Vocational Courses) =	18.04		
Division II - All Other Costs - Current Unit Value =	\$ 2,955	\$	53,307
Division II - Energy - Current Unit Value =	\$ 2,435	\$	43,926
Division III - Equalization - Unit Value =	\$ 6,582	\$	118,739
Academic Excellence Division III =		\$	8,228
MCI/Annual Maintenance =		\$	17,606
LEP =		\$	-
Student Transportation Amount =		\$	194,220
Subtotal Other Sources			\$436,025
Grand Total State Sources			\$1,668,012

YR. 4

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
 --State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate

K-6

(Example K-8, 9-12)

Specify the county the school will be located

New Castle

Choices New Castle, Kent or Sussex

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.
 Enter the number of tenth graders in the box in cell location J11

State Funding	Local Funding	Total Funding
\$1,774,009	\$1,234,932	\$3,008,941

UNITS	19.34
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Enter Estimated # of 10th Graders Here

0

	#students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

29 Appomattox	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,737.89	\$0
Regular Students 4-12	3.00	\$1,407.53	\$4,223
Special Students 4-12 Basic	0.00	\$3,351.27	\$0
Special Students 4-12 Intense	0.00	\$4,691.78	\$0
Special Students 4-12 Complex	0.00	\$10,827.17	\$0
Totals	3.00		\$4,223

17 Cape Henlopen	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,909.30	\$0
Regular Students 4-12	0.00	\$2,275.54	\$0
Special Students 4-12 Basic	0.00	\$5,417.94	\$0
Special Students 4-12 Intense	0.00	\$7,595.12	\$0
Special Students 4-12 Complex	0.00	\$17,504.13	\$0
Totals	0.00		\$0

34 Colonial	#	Local Pupil Rate	Amount
Regular/Special K-3	4.00	\$2,526.83	\$10,107
Regular Students 4-12	2.00	\$2,048.73	\$4,093
Special Students 4-12 Basic	0.00	\$4,873.17	\$0
Special Students 4-12 Intense	0.00	\$6,822.44	\$0
Special Students 4-12 Complex	0.00	\$15,744.08	\$0
Totals	6.00		\$14,201

15 Lake Forest	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$895.04	\$0
Regular Students 4-12	0.00	\$892.98	\$0
Special Students 4-12 Basic	0.00	\$1,649.01	\$0
Special Students 4-12 Intense	0.00	\$2,538.61	\$0
Special Students 4-12 Complex	0.00	\$5,327.58	\$0
Totals	0.00		\$0

32 Red Clay	#	Local Pupil Rate	Amount
Regular/Special K-3	80.00	\$3,669.41	\$293,553
Regular Students 4-12	32.00	\$2,972.22	\$154,555
Special Students 4-12 Basic	0.00	\$7,076.72	\$0
Special Students 4-12 Intense	0.00	\$9,907.41	\$0
Special Students 4-12 Complex	0.00	\$22,863.26	\$0
Totals	132.00		\$448,108

35 Woodbridge	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$976.82	\$0
Regular Students 4-12	0.00	\$781.06	\$0
Special Students 4-12 Basic	0.00	\$1,883.48	\$0
Special Students 4-12 Intense	0.00	\$2,636.88	\$0
Special Students 4-12 Complex	0.00	\$6,085.10	\$0
Totals	0.00		\$0

31 Sandusky	#	Local Pupil Rate	Amount
Regular/Special K-3	120.00	\$4,232.28	\$507,874
Regular Students 4-12	71.00	\$3,428.15	\$243,399
Special Students 4-12 Basic	0.00	\$8,162.28	\$0
Special Students 4-12 Intense	0.00	\$11,427.18	\$0
Special Students 4-12 Complex	0.00	\$28,370.37	\$0
Totals	191.00		\$751,272

13 Capital	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,223.04	\$0
Regular Students 4-12	0.00	\$890.66	\$0
Special Students 4-12 Basic	0.00	\$2,358.72	\$0
Special Students 4-12 Intense	0.00	\$3,302.21	\$0
Special Students 4-12 Complex	0.00	\$7,620.49	\$0
Totals	0.00		\$0

37 Delmar	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$848.06	\$0
Regular Students 4-12	0.00	\$767.65	\$0
Special Students 4-12 Basic	0.00	\$1,828.41	\$0
Special Students 4-12 Intense	0.00	\$2,598.77	\$0
Special Students 4-12 Complex	0.00	\$5,907.17	\$0
Totals	0.00		\$0

16 Laurel	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,131.09	\$0
Regular Students 4-12	0.00	\$918.94	\$0
Special Students 4-12 Basic	0.00	\$2,182.96	\$0
Special Students 4-12 Intense	0.00	\$3,056.14	\$0
Special Students 4-12 Complex	0.00	\$7,092.63	\$0
Totals	0.00		\$0

23 Seaford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$999.41	\$0
Regular Students 4-12	0.00	\$809.52	\$0
Special Students 4-12 Basic	0.00	\$1,827.43	\$0
Special Students 4-12 Intense	0.00	\$2,698.41	\$0
Special Students 4-12 Complex	0.00	\$6,227.09	\$0
Totals	0.00		\$0

10 Caesar Rodney	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$837.36	\$0
Regular Students 4-12	0.00	\$678.26	\$0
Special Students 4-12 Basic	0.00	\$1,814.91	\$0
Special Students 4-12 Intense	0.00	\$2,380.87	\$0
Special Students 4-12 Complex	0.00	\$5,217.40	\$0
Totals	0.00		\$0

33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	4.00	\$3,947.69	\$12,191
Regular Students 4-12	2.00	\$2,489.62	\$4,937
Special Students 4-12 Basic	0.00	\$5,877.67	\$0
Special Students 4-12 Intense	0.00	\$8,228.73	\$0
Special Students 4-12 Complex	0.00	\$18,989.39	\$0
Totals	6.00		\$17,128

36 Indian River	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,749.13	\$0
Regular Students 4-12	0.00	\$2,228.80	\$0
Special Students 4-12 Basic	0.00	\$5,301.69	\$0
Special Students 4-12 Intense	0.00	\$7,422.65	\$0
Special Students 4-12 Complex	0.00	\$17,129.19	\$0
Totals	0.00		\$0

18 Milford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$966.64	\$0
Regular Students 4-12	0.00	\$701.96	\$0
Special Students 4-12 Basic	0.00	\$1,671.37	\$0
Special Students 4-12 Intense	0.00	\$2,339.82	\$0
Special Students 4-12 Complex	0.00	\$5,399.81	\$0
Totals	0.00		\$0

24 Smyrna	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$759.44	\$0
Regular Students 4-12	0.00	\$615.15	\$0
Special Students 4-12 Basic	0.00	\$1,464.63	\$0
Special Students 4-12 Intense	0.00	\$2,050.49	\$0
Special Students 4-12 Complex	0.00	\$4,731.89	\$0
Totals	0.00		\$0

YR. 4

Charter School Revenue Calculation - Estimate **State Funding**

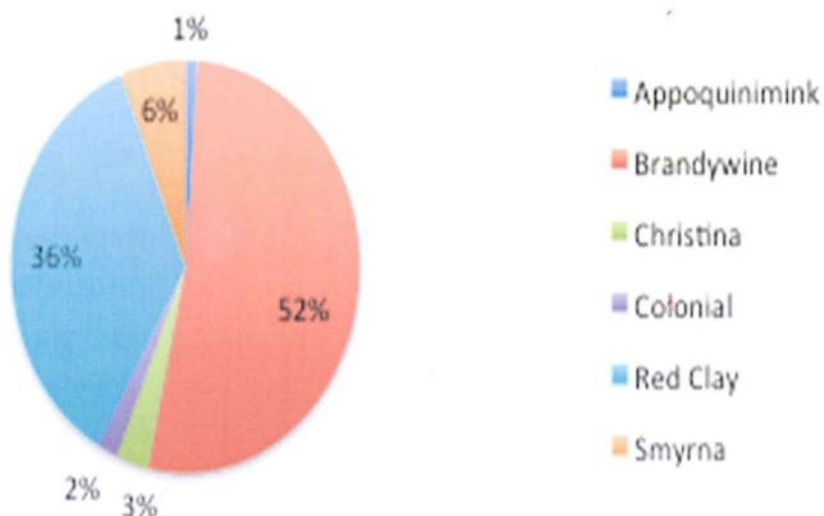
Student Total:	338				
Regular:	338				
Special:	0				
Location					
Districts:					
Appoquinimink	3	Christina	6	Laurel	0
Brandywine	191	Colonial	6	Milford	0
Caesar Rodney	0	Delmar	0	Red Clay	132
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	0	Lake Forest	0	Smyrna	0
				Woodbridge	0
Transportation Eligible Students:	254				
Regular/Special K-3	208.00	Unit size Regular/Special K-3 students =	16.2		
Regular Students 4-12	130.00	Unit size Regular Students 4-12 =	20		
Special Students 4-12 Basic	0.00	Unit size Special Students 4-12 Basic =	8.4		
Special Students 4-12 Intense	0.00	Unit size Special Students 4-12 Intense =	6		
Special Students 4-12 Complex	0.00	Unit Size Special Students 4-12 Complex =	2.6		
# of Div I Units Generated =	19.34		\$30,894	\$597,472	
Administrative Assistant =	1.00		\$50,290	\$50,290	
Percentage 11 Month Supervisor =	0.13		\$59,411	\$7,723	
Percentage Transportation Supervisor =	0.04		\$59,411	\$2,376	
Principal =	1.00		\$60,849	\$60,849	
Assistant Principal =	0.00		\$53,189	\$0	
Percentage Visiting Teacher =	0.08		\$42,544	\$3,404	
Percentage Driver Education Teacher =	0.00		\$37,468	\$0	
Nurse =	0.15		\$40,315	\$5,848	
Academic Excellence Units =	1.35		\$37,483	\$50,602	
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.34		\$42,890	\$14,552	
Related Services Specialist Intensive	0.00		\$42,890	\$0	
Related Services Specialist Complex	0.00		\$42,890	\$0	
Clerical Units =	1.00		\$28,368	\$28,368	
Custodial Units =	1.00		\$23,401	\$23,401	
Cafeteria Manager =	0.00		\$26,491	\$0	
Cafeteria Worker =	0.00		\$16,835	\$0	
Total Staffing =	25.42				
Total Staffing For Health Insurance =	25.42				
Total Salary Costs				\$844,885	
OEC Rate			28.53%	\$241,046	
Health Insurance Per FTE			\$8,611	\$218,925	
Subtotal Personnel Revenue					\$1,304,856
Other State Sources (based on Latest Available Values)					
Professional & Curriculum Development =				\$	-
Division II Units (No Vocational Courses) =	19.34				
Division II - All Other Costs - Current Unit Value =	\$	2,955		\$	57,148
Division II - Energy - Current Unit Value =	\$	2,435		\$	47,092
Division III - Equalization - Unit Value =	\$	6,546		\$	126,598
Academic Excellence Division III =				\$	8,837
MCI/Annual Maintenance =				\$	19,073
LEP =				\$	-
Student Transportation Amount =				\$	210,405
Subtotal Other Sources					\$469,154
Grand Total State Sources					\$1,774,009

Appendix L – Tab 9

Budgets and Associated Financial Data District Distribution of Montessori Students

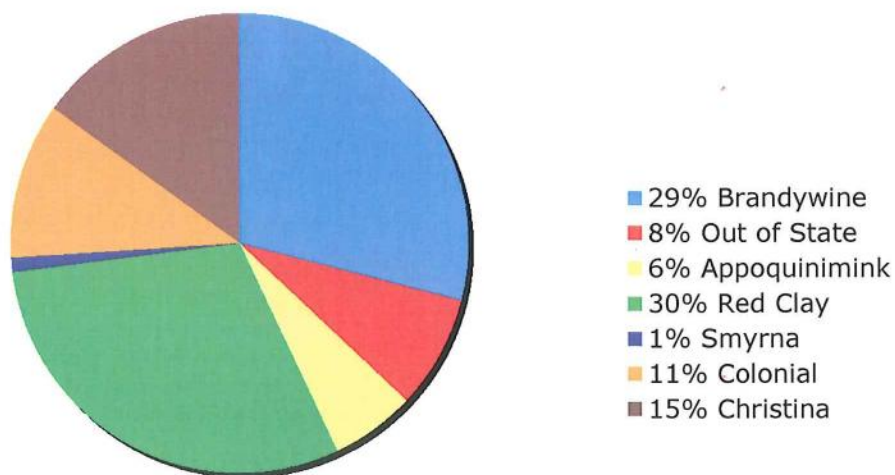
These charts demonstrate the current demographic of students by district. The majority of Montessori interest currently exists in Brandywine and Red Clay districts. It is anticipated that this interest will recapitulate the FSMA district demographic.

District Demographic of Current Delaware Montessori Students

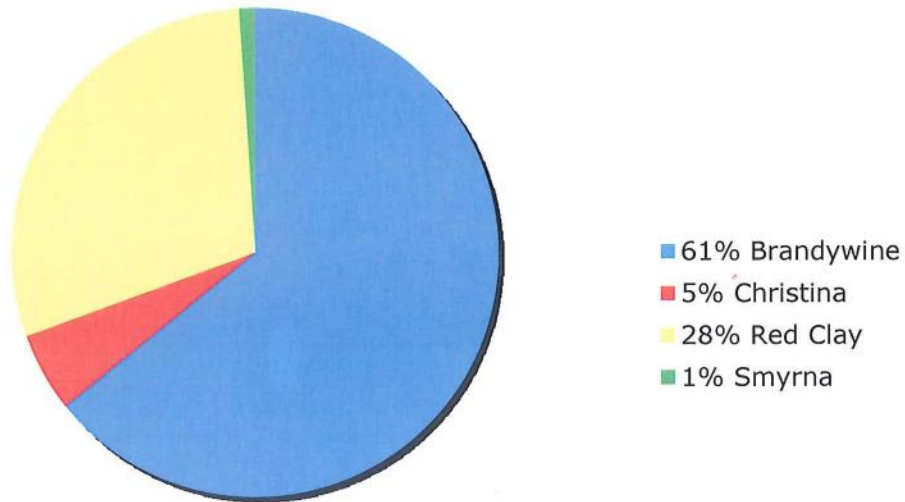


The charts below have the district distribution in current Montessori schools

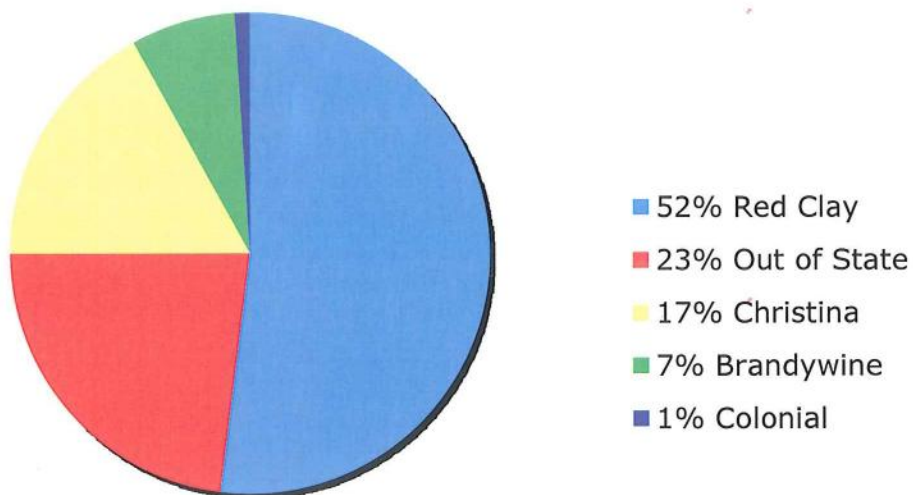
Home Districts of Elementary Workshop Montessori School Students



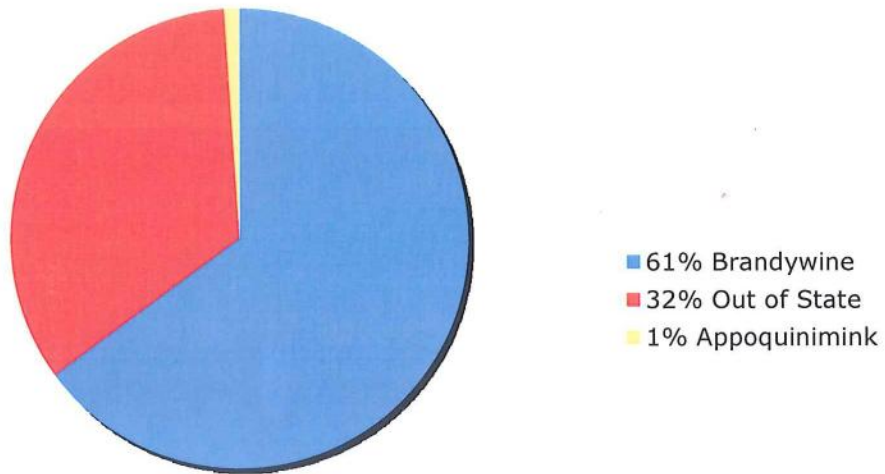
Home Districts of Wilmington Montessori School Students



Home Districts of Hockessin Montessori School Students



Home Districts of Children's House Montessori Students



Appendix M

FSMA Accounting Policies and Procedures Manual

The First State Montessori Academy

Accounting Policies And Procedures Manual

DFMS's primary functions are to record cash receipts, purchase orders, and expenditures, and to exercise spending controls to ensure that no amount of funds is obligated or sent in excess of the funds available. The system is administered by the Division of Accounting and functions through the state's central computer facilities operated by the Department of Technology and Information (DTI). School funds are deposited into and available through one statewide bank account which is overseen by the Office of the State Treasurer. Funds in the statewide account allocated to an individual school are identified and tracked in the state's accounting system through the use of sub-accounts, referred to as appropriation accounts, that are coded to identify the school and type of funds. All revenue, purchase orders and disbursement transactions are individually recorded into DFMS through an array of accounting documents and transactions. Interest is earned by the school for local funds deposited into its individual sub-account. Payments to vendors are processed through a single central vendor-payment account and all employees are paid through a single central payroll account. DFMS cash receipts are deposited into the main Delaware bank account. The deposit slip and supporting documentation are used by the Administrative Asst. to prepare a CR form that is approved by the Dean and they entered into DFMS.

III. Cash Receipts - State and Local Funding

Please refer to the "Delaware Charter School Technical Assistance Manual", Section "Delaware Department of Education Programs and Services State Local Funds".

1. State and Local funding calculations are funding mechanisms that are primarily determined by student enrollment, local cost per pupil rates, staff certification, experience and education level, transportation contracts and eligible pupils and other state sources.
 - a.) Delaware State funding is received in two installments annually:
 - a.) Preliminary: 75% of a charter's state funds are forwarded in July and reflect May 1 pupil data
 - b.) Final: the remaining balance of state funds are typically forwarded by December or January; amounts are recalculated and adjusted to reflect that September 30th unit count
 - c.) The school will receive a document from DOE in July and January with an analysis and breakout of amount to be received. (This document must be reviewed and verified for accuracy by the CAO and the Board)
 - d.) Funds will be received by the state via DFMS revenues (The CAO and Board must verify that the funds received agree to the document received by the school from DOE in July and January.)
 - e.) Staff rosters evidencing certification are due December 15th of each fiscal year and must be kept current at all times to maximize state funding calculations.
 - g.) Adjustments may be made to state funding, including audit findings resulting in the disallowance of students, teacher certification updates, National Board Teacher and cluster, state retirement payouts, etc. These adjustments must be identified and verified by the Director upon receipt.
 - b.) Local fund billing to the districts are calculated and issued by charter schools at least twice a year:
 - a.) Preliminary: In July, DOE provides the schools with preliminary local cost per pupil rates and a blank local billing template which calculates the 35% preliminary amount owed by relevant district based on the May 1st pupil data roster (Form 4). The preliminary Form 4, local billing template and other required unit count forms are to be compiled by the Business Manager, and approved by the Director. (The school is NOT permitted to issue its local billings to districts until after those preliminary rates and blank local billing template is provided to the school.)

9. As part of its month end financial analysis, DFMS Specialist will provide a report that will allow the Board to ascertain the status of Federal Grant Revenue earned and the status of any Federal Grant Revenue that is not being spent effectively or in line with the approved budget.

V. Cash Receipts – Other

1. Hand Delivered Cash and Checks
 - a) Parents bring funds to the school on behalf of their children for various activities, fundraisers, etc. These funds could be cash or check. Each time funds are received on behalf of children a receipt is given to the parent or guardian. No receipt is given for meal money collected from children unless requested by the parent or guardian.
 - (i.) Receipts are located in a pre-numbered multi-copy receipt from a "receipt book" found at office supply stores.
 - (ii.) Each major source of funds has a separate book and designee within the building to accept those funds and to issue receipts.
 - (iii.) Endorsements and "For Deposit Only" notations will be applied immediately to checks upon receipt by the designated staff.
 - (iv.) Cash and checks will be batched daily by the Office Mgt. (for "Other" receipts)
2. Mailed Cash and Checks
 - a) The Administrative Asst. shall open all mail when received and date stamp such correspondence prior to its distribution.
 - (i.) Endorsements and "For Deposit Only" notations will be applied immediately to checks upon receipt by the designated staff
 - (ii.) Cash and checks will be batched daily by the Office Mgt. (for "Other" receipts).
3. Locked safe in the Program Managers office are used to safeguard cash until a bank deposit is made.
4. Daily receipts are totaled by function and entered onto the deposit slip; each function having its own deposit slip. Bank Deposits must be made promptly: (All monies, which belong to the State, are to be deposited on the day of receipt to the credit of the State Treasurer in the designated depository of the State's funds, with the exception of those funds received after the close of normal banking hours or when the school receives less than \$100 in daily receipts. It is required that a deposit be made when the accumulated un-deposited receipts exceed \$100 or on a weekly basis, whichever occurs first. When monies are received after the close of normal banking hours, they shall be deposited on the next business day. However, if the receipts are of a significant magnitude, arrangements should be made for after-hour deposit.)
5. The original of all cash receipt transactions are maintained by the State of Delaware Treasurer's Office. The School maintains carbon copies of the CR's.

VI. PURCHASE OF GOODS OR SERVICES

Note: Goods or services that require competitive bidding from contractors or vendors **must adhere** to Title 29, Chapter 69; Delaware Procurement Regulations.

Purchase Orders and Purchase Memos are prepared on site at the First State Montessori Academy

For orders of items or services under \$2,500

1. Prior to placing an order for items or services, School Personnel must fill out an "Approval for Orders Under \$2,500" Purchase Memo. Required data includes:

5. Upon receipt of the properly approved Purchase Order, the DFMS Specialist completes the following:

- a.) Confirms that appropriate authorization has been obtained with authorized signatures;
- b.) Confirms the availability of funds;
- c.) Enters the necessary data from the properly approved Purchase Order into DFMS;

6. The DFMS Specialist is responsible for:

- a.) Funds will be received by the state via DFMS revenues (The CAO and Board must verify that the funds received agree to the document received by the school from the DOE in July and January.
- b.) Staff rosters evidencing certification are due December 15th of each fiscal year and must be kept up to date at all times to maximize state funding calculations.
- c.) Student transportation funding reimbursement must be coordinated through the DOE, contact School Transportation at 302-735-4280. Please refer to the "Delaware Charter School Technical Assistance Manual": Section "Delaware Department of Education Programs and Service - State Transportation".
- d.) Adjustments may be made to state funding, including audit findings resulting in the disallowance of students, teacher certification updates, National Board Teacher and cluster, state retirement payouts, etc. These adjustments must be identified and verified by the Director upon receipt.

7. Local fund billing to the districts are calculated and issued by charter schools at least twice a year:

- a.) Preliminary: In July, DOE provides the school with preliminary local cost per pupil rates and a blank local billing template which calculates the 35% preliminary amount owed by relevant district based on the May 1st pupil data roster (Form 4). The preliminary Form 4, local billing template and other required unit count forms are to be compiled by the Business Manager, and approved by the Director. (The school is NOT permitted to issue its local billings to districts until after those preliminary rates and blank local billing template is provided to the school.)
- b.) Final: In September, DOE provides the school with the final local cost per pupil rates and a blank local billing template to calculate the remaining balance owed by relevant districts based on the September 30th pupil roster (Form 4). The final Form 4, local billing template and other required unit count forms are to be compiled by the Office Mgt. and approved by the Director.
 - (i) The school is NOT permitted to issue its local billing to districts until after those final rates and local billing templates are provided to the school.
 - (ii) Districts are instructed by the DOE to advance the remaining the balance of the recalculated total LESS any disputed pupil amounts (During the remaining months of the fiscal year, the school must work with the local districts to resolve all pupil disputes and issue adjusted billings to relevant districts.
- c.) Funds will be received by the local districts via DFMS revenue
- d.) Forwarding the approved and processed Purchase Order to the Vendor
- e.) Forwarding a copy of the Purchase Order to the Division of Accounting if the amount is > \$2,500. f.) Filing a copy of the Purchase Order in a pending file

VII. RECEIPT OF GOODS OR SERVICES BY THE SCHOOL

1. The Executive Asst. along with the Requesting Employee is responsible for verifying conformity of delivered items or services to the applicable Purchase Memo or Purchase Order in the Vendor Files and to accuracy of the terms of the invoice. (Verification of receipt of services from all independent

(iii.) A check will be issued by the State Treasurer's office per the guidelines listed in the State of Delaware Office of the Budget "Budget and Accounting Policy Manual-Disbursements" .

6. The DFMS Specialist will utilize weekly budgetary reports from Document Direct and the Data Service Center to reconcile all PD's, PV's and CRE's that were submitted to verify that they have posted to the DFMS accounts appropriately. Any discrepancies will be noted and corrected. The DFSM Specialist will approve the monthly reconciliation once completed and have them reviewed by the Dean.
7. Per the State of Delaware Office of the Budget "Budget and Accounting Policy Manual", any check that has been written in error or that the school has decided not to forward to the vendor should be sent to the State Treasurer's Office, Receipts and Disbursement Section, with the word "CANCEL" written across the front of the check along with a copy of the original payment voucher. The Treasurer's Office will verify the check with the outstanding check list, then forward to the Division of Accounting. The Division of Accounting will prepare a CX reducing the school's expenditures. It is the school's responsibility to issue a new PV if necessary.
8. Correction to an Amount - If an incorrect amount was released to a vendor it is corrected as follows:
 - a) If the payment was less than the correct amount, another PV should be issued. However, the total encumbrance may not be exceeded; or
 - b) If the payment was greater than the correct amount, the vendor should be contacted to refund the difference by check and the school should issue a Cash Receipt form (CR). If the receipt is during the current fiscal year, the CR shall indicate the receipt is a reduction in expenditures. If the receipt falls in the next fiscal year, the CR shall show it as revenue. The CR must include the same vendor code and object code as the PV which initiated the payment.
9. If other information is recorded by DFMS (i.e. appropriation or object code) needs to be corrected, the Expenditures Correction form (EX) is used.

The use of a CR or EX to correct expenditure information recorded under DFMS requires various levels of approval and is outlined in the State of Delaware Office of the Budget "Budget and Accounting Policy Manual"

IX. INTERGOVERNMENTAL VOUCHERS (IV'S)

Per the State of Delaware Office of the Budget "Budget and Accounting Policy Manual", an Intergovernmental Voucher (IV) is used when the buyer and seller are state agencies and is usually initiated by the selling agency. The IV permits transactions between agencies without the issuance of a check via a PV and the subsequent execution of a CR and bank deposit.

- a.) Authorized signatures for the IV must be on file with the Division of Accounting and follow the guidelines outlined in the State of Delaware Office of the Budget "Budget and Accounting Policy Manual". The DFSM Specialist will prepare the IV and the Dean will approve IV's. All approved IV's will be paid within 30 days of receipt.
- b.) Correction to an IV Transaction - when errors are discovered after an IV has been processed; they are to be corrected in the following manner.
- c.) If both the Buyer and Seller entries are incorrect because the amount was in error, a new IV should be executed with a new document number, for the net difference.
- d.) If there is a coding mistake (other than amount) in the Buyer portion of the IV, the error should be corrected with an EX transaction.
- e.) If there is a coding mistake (other than amount) in the Seller portion of the IV, the error should be corrected with a CR transaction.

The use of a CR or EX to correct expenditure information recorded under DFMS requires various levels of approval and is outlined in the State of Delaware Office of the Budget "Budget and Accounting Policy Manual"

- b) School plans to hire employee, gives employee new hire packet BEFORE their first day of work. Preferably at least 2 weeks before.
- c) School completes the HR memo (see attachment B).
- d) School completes the Payroll sheet.
- e) School ensures the following forms are complete HR Memo, signed salary sheet, W-9, Direct Deposit form WITH voided check, copy of license and social security card and criminal background check.
- f) School files the completed new hire paperwork.
- g) New hire information is entered into PHRST database.
- h) Benefit enrollment form if applicable is forwarded to employee the following day.
- i) Monthly reports are generated on the status of its employee reflecting any changes done during the month.
- j) Exceptions on daily, weekly and monthly reports will be reviewed and corrected as applicable as soon as possible.

2. PHRST Payroll Policy

- a) School assumes the responsibility of completing these tasks in a timely manner in order to process payroll on time.
- b) Executive Asst. records staff absences, additional time worked and any additional pay information. c) Executive Asst. ensures that time and attendance records reflect actual time worked and are properly authorized.
- d) School maintains records in secure location.
- e) Program Mgr. Enters payroll information into PHRST database.
- f) Payroll reports are reviewed and reconciled by Dean the following day.
- g) Office Mgr. Contacts the Dean the following day if any changes are necessary.
- h) Executive Asst. completes the PHRST Payroll Authorization form, obtains approval and signature from the Office Mgt. & Director and faxes the form to the State on schedule.
- i) Office Mgr. Files Payroll Authorization form and payroll report.
- j) Office Mgr. will review payroll reports including "kickers". And any discrepancies will be corrected accordingly.

3. PHRST Benefits Policy

- a) Office Mgr. assumes the responsibility of completion these tasks in a timely manner and maintaining the employee records.
- b) Office Mgr. give's new employee the State of Delaware Benefit Enrollment booklet
- c) Office Mgr. reviews for accuracy information on the benefit report and forwards to employee. d) Employee selects desired options, signs the form and returns them to designated school personnel.
- e) Office Mgr. enrolls employee in their selected benefits and forwards benefits enrollment confirmation to employee.
- f) Employee reviews, sign and returns the form to the designated personnel for storage in employee records.

2. The following shall be capitalized:

- a) Items of equipment which have a per unit acquisition cost of \$1,000 or more;
- b) Items of equipment which are furniture used by students, teachers, or staff;
- c) Items of computer hardware accessories having a per unit price of \$25 or more which are connected to student, teacher, or staff computers; and
- d) Textbooks or library books.

3. Minor Equipment: All other items of equipment, which do not meet the definition of Capital Equipment above, shall be expensed as supplies and materials.

4. Maintenance and Repair: Expenditures needed to maintain equipment in a proper operation condition or to restore equipment of a proper operation condition are expensed.

5. Computer software: If software is associated with the specified computer, the software will be depreciated over the same period as that equipment. Except as provided in the preceding sentence, all computer software is expensed.

6. Depreciation: Depreciation will be calculated on a straight-line basis with the following service life;

- (i.) Office equipment: 5 years
- (ii) Office furniture: 7 years
- (iii.) School furniture: 7 years
- (iv.) Computers: 5 years
- (v.) Computer software: 3 years

7. Physical Inventory of Capitalized Assets

This serves as the planning document to facilitate an accurate accounting of the high value assets your school has invested in, and the community has contributed. There are two primary benefits: The act of taking and reconciling an inventory is in itself a very key requirement to having sound fiscal policies and procedures, and the results help ensure that the financial statements are accurately stated. These actions will allow for the financials to be audited.

- a) Each school is expected to take a complete physical inventory of all assets of value as of each year-end to be compared to a master inventory list, even though Delaware only requires one biannually. The results will be segregated into two categories; those officially tracked on the School's Balance Sheet as Fixed Assets and those that the school feels they should track for management purposes. The Dean is charged with managing the onsite process, which includes the key steps of reconciling counts, document retention and managing fixed assets such as control over the laptop control listings. These results will be reconciled to what has been purchased and donated.
- b) The count is to take place as close to June 30 as possible, with special procedures being in place to adjust to June 30 if the count is taken a few days before or after (e.g. the last day for teachers).
- c) Regardless of the date(s) of the count, all receipts of assets must be clearly documented as to whether they are included in the count or not, and what date the school took possession of the items (ie. the delivery date). Document everything. For example, receipts without invoices or invoices without goods arriving

XVII. REAL ESTATE LEASE AGREEMENTS

- 1. The school will rent its facility under a long-term lease.

XVIII. STATE FINANCIAL REPORTING REQUIREMENTS

Appendix N

FSMA Personnel & Finance Policies and Procedures Manual

The First State Montessori Academy

PERSONNEL & FINANCE POLICIES & PROCEDURES

The First State Montessori Academy does not discriminate on the basis of race, color, religion, orientation, national origin, gender, disability, genetic information, marital or family status, military status, status as a veteran, or age in its programs or activities. Persons having civil rights inquiries may contact the School Director.

PERSONNEL POLICIES AND PROCEDURES

Accidents

If someone is injured, the nurse should be contacted first. All accidents are to be reported to the main office to either the Director or Dean of Academics as well. If the nurse is not available then contact the following staff in the following order:

1. Director,
2. Dean, and
3. Guidance Counselor.

Another person should accompany an injured or sick student if he/she is sent to the nurse. The nurse will contact parents and complete an accident report. If the nurse is not available then either the Director or Dean shall do so.

Assemblies

All teachers are to be in attendance when the entire student population gathers for an assembly. Teachers are to accompany their classes as they report to the assembly. Teachers should help their students to get seated quickly and remain with them.

Audio-Visual Equipment

Requests to borrow audio-visual equipment are to be given to the Library/Media Specialist unless the equipment has been assigned to the specific classroom. In the absence of a Library/Media Specialist request shall be made to the Dean.

Board Representation

The school's operating Board of Directors will consist of one parent and one teacher.

Board Responsibilities

The roles of the board and that of the school management are distinct. The roles and responsibilities of the board are to:

- Establish the overriding policies that distinguish the school
- Ensure that the school's charter is adhered to by the management
- Employing the Head of School, administration, faculty and staff
- Approving operating and capital budgets
- Preparing and review of financial reports and providing direction to the school administration
- Review and evaluation of student performance indicators and

(Also see "Management Responsibilities")

Chaperones

- 1) Unless other arrangements have been made with the sponsoring moderator, all chaperones are to be in attendance from the beginning to the end of an activity.
- 2) Chaperones are to ensure proper supervision by circulating among the students.
- 3) Chaperones also should assist in supervision areas such as lavatories, lobby, outside grounds, etc.
- 4) All disciplinary infractions are to be reported promptly to the moderator.

Contracts

All employees will receive contracts prior to the first day of the contract year. All employee contracts at the First State Montessori Academy are for one-year terms. Both the employee and the Director will sign the contract and each party will receive a copy. Issuance of a new employment contract annually reflects the fact that employees must be rehired by Management each year. Automatic renewal should not be assumed.

If a teacher's credentials should change during the contract period (e.g., obtaining a higher college degree, becoming Nationally Board Certified, etc.), and if this should result in a change in compensation, a new contract will be signed at the time. However, the Director and/or Dean must be informed of any such change in credentials, with accompanying documentation provided and approved by the Delaware Department of Education, prior to December 1st for the change to be in effect during the current contract year; otherwise, changes will take place when contracts are signed for the next fiscal year, based on the compensation rated authorized for the new fiscal year.

Copyright Issues/Video

Section 110(1) of the Copyright Act specifically limits a copyright owner's exclusive performance and display rights. It Allows:

... Performance or display of a work by instructors or pupils in the course of face-to-face teaching activities of a nonprofit educational institution, in a classroom or similar place performance, or the display of individual images, is given by means of a copy that was not lawfully made ... and that the person responsible for the performance knew or had reason to believe was not lawfully made ...

Therefore, in order to comply with copyright legislation, any videotape used in our schools must be:

- A lawful copy
- An integral part of the instructional process

- 3) In consultation with the School Director the sponsoring teacher will determine the appropriate student dress code for field trips.
- 4) The school's Director and/or Dean will arrange school bus transportation. All other arrangements, including appropriate supervision, are the responsibility of the sponsoring teacher.
- 5) Permission slips can be obtained from the school office. Parents must sign field trip permission slips before students will be allowed to attend field trips. Permission slips are to be collected and retained by the sponsoring teacher. These permission slips should contain any necessary medical information including information regarding medications.
- 6) It is the responsibility of the sponsoring teacher to obtain an appropriate number of chaperones.
- 7) No later than one week prior to the date of the trip, the sponsoring teacher should distribute the list of students' names that will be on the trip.
- 8) Students not going on the trip will follow their regular schedules, or in accordance with other arrangements approved by the Director, or his/ her designee.
- 9) Money collected for the trip is to be given to the designated Administrative Assistant, Director or Dean as arranged. A cash receipt will be issued for the amount submitted. All checks are to be made payable to Maurice J. Moyer Academy. A small amount (5% or 10%) should be added to the total expenses to provide for unexpected financial shortfalls of the field trip.

Funeral Leave

In the case of a death in the immediate family (father, sibling, mother, sister, son, daughter, grandchild, husband, wife, parent-in-law, daughter-in-law, or son-in-law) the teacher or staff will receive no deduction in pay for an absence not to exceed 3 working days. This absence is in addition to other leaves.

In the event of the death of a near relative (first cousin, grandfather, grandmother, aunt, uncle, niece, nephew, in-law) there will be no deduction in the teacher's or staff's salary for absence on the day of the funeral. This absence is in addition to the other leaves.

Grants and Funding

All grant writing and fund raising initiatives for routine support services are to be coordinated by the Director, and must bear the Director's signature as the authorizing official.

Grievance Procedures

- 1) A grievance is defined as a claim by an employee that there has been a violation, misinterpretation, misapplication, or improper application of any provisions of the personnel policies or practices or yearly contract, if applicable. Any grievance should first be presented to the School Director for possible resolution. If the issue is not satisfactorily resolved, the employee should place the grievance in

The First State Montessori Academy participates in the health plan offered by the state. Employees who qualify for benefits can select between plans offered by the state. A small portion of the insurance premium is paid by the employee. Booklets describing the plans and information about premiums can be obtained from the designated staff in the school office.

Homeroom Teachers - Not Applicable

Hours

Teachers are to be in school a set time prior to the start of the school day. Teachers are to remain in school for a set period of time after all students have been dismissed. Notice will be provided as to the specifics.

Teachers are to be present for certain required activities even though such activities are outside the normal school day. These activities include, parent teacher conferences, Open House, Back-to School Nights, faculty meeting, department meetings, committee meetings, etc.

If it is necessary for a teacher to leave the building during school hours, the teacher must check out and check in again in the school office. The School Director must be notified when a teacher leaves the building. Personal business is to be scheduled outside normal school hours.

Interim Reports

These reports are issued four times a year about four weeks before the end of each marking period. Parents should be notified of a student's possible failure or significant decline in performance prior to the end of the marking period. If a student is in danger of failing after the reports have been distributed. The teacher should notify the parents by phone or letter.

Lesson Plans

All teachers should have lesson plans for substitute teachers to follow in the event that the teacher is unable to be at school. These plans, along with class rosters and seating charts, should be kept up to date and left where substitutes have easy access to them.

Management Responsibilities

The roles and responsibilities of management are:

- x Communicating the school's goals to the staff
- x Ensuring that the staff adheres to the school's charter, personnel policies, government
- x regulation, and administrative directives
- x Hiring, firing, and establishing performance milestones for the staff
- x Reviewing the academic programs instituted by management
- x Reviewing the hiring, firing, and performance policies of management

- x Education related degrees,
 - x Years teaching only grades 1st through 12th
 - x Additional credit hours as recognized by DOE, and
 - x Years providing guidance, principal or vice principal services.
- Initial salaries are set solely at management's discretion.

Support Staff, Paraprofessionals, Nurse, Custodians

These employee categories shall receive an initial salary taking into consideration their relevant credentials, including but not limited to:

- x Education,
- x Certificates, and
- x Years of service.

Initial salaries are set solely at management's discretion.

Merit Pay Increases - Non-Faculty

Annual merit pay increases commencing at end of the school year may be based on performance evaluations conducted by management. Management's discretion shall include but not limited to:

- x Personal observations,
- x Parent surveys, and
- x Formal job evaluations performed in November, February and May.

Beginning with the current school years, the end-of-year Job Analysis will include a quantifiable rating for each teacher based on multiple indicators. The Job Analysis is done after reviewing:

- 1) Two to three formal written lesson Analysis for current year (based on at least one announced and one unannounced observation). This process follows what is outlined in the Delaware Performance Appraisal System (DPAS).
- 2) Parent Survey Responses.

publications are to be submitted to the School Director for review before the being released to the public.

Sick Leave - Full Time Employees

Teachers shall be allowed 10 days of sick leave per year with full pay. Annual employees will earn one day of sick leave for each month worked. Unused sick days may be accumulated up to a maximum of 90 days. Employees who have accumulated sick leave from previous employment with the State will have that sick leave counted toward the 90 days maximum. Teachers will have 1/190th of their annual salaries deducted for each day for absence exceeding their accumulated sick leave. Other employees will have their per diem rate deducted of absence exceeding their accumulated sick leave. Up to two of these 10 allowed sick leave days may be used for personal reasons (i.e., "personal days"). Personal Day request forms must be submitted to the School Director for approval at least two working days prior to the day the teacher requests to be out. Personal days may not be taken on the last day before a major holiday such as Thanksgiving Break, Winter Break, Spring Break, or the final day of instruction.

In the event of critical illness in the immediate family (father, mother, brother, sister, son, daughter, grandchild, husband, wife, parent-in-law, daughter-in-law, son-in-law), the teacher may be absent without loss of pay for a period of days. These days are counted in the teacher's sick leave.

The Director should be notified as soon as possible whenever an employee will not be reporting to the school at the regular time. If possible, the Director should be called at home the night before so substitute coverage can be arranged.

Stipends

The First State Montessori Academy will provide stipends for employees who qualify according to the school's Stipend Policy.

- x The nature of the activity should relate to the primary goals of the school as described in the school's Charter. These include academics (e.g., Math League), community service. The nature of the activity should also relate to the business of the school, such as fund raising on behalf of the school or production of publications used extensively by the school (e.g., yearbook).
- x The bulk of the time spend on the activity must take place outside the regular school day.
- x Stipends shall be paid to employees of the school. Volunteers may run activities as well- and acts of volunteerism are strongly encouraged for employees, parents and others - but no stipends are paid for volunteer work. Only the primary staff member in charge of the activity will receive a stipend.
- x The activity should have been in existence at least one school year prior to stipends being paid. This will establish the activity as a viable program.
- x At least 10 students should participate in the activity on a regular basis.

Performance Indicators Supporting the Standards of Performance

1. Demonstration of knowledge of content and curriculum:
 - x implement lessons that reflect and support the objectives of subject and grade level curriculum
 - x involve and assist students in discovering and exploring the relationship between the lesson and interests outside the immediate classroom setting
 - x point out relationships between the lesson content and what the students already know
 - x apply knowledge of current research and theory to the instructional program
 - x demonstrate ability to evaluate curriculum materials for accuracy, currency, and appropriateness
2. Provision for appropriate learning experiences
 - x apply principles of learning such as active participation, motivation, reinforcement, meaning,
 - x transfer, sequencing, spontaneous assessment, etc. to the teaching and learning process
 - x use a variety of teaching methods and activities
 - x accommodate various learning modalities such as auditory, visual and tactile/ kinesthetic
 - x use a variety of questioning techniques
3. Demonstration of appropriate planning and preparation
 - x create, select, and/or adapt instructional plans and materials to meet student needs
 - x identify and select goals; pace and sequence instructional objective to meet these goals
 - x demonstrate sufficient time management and organizational skills
 - x access and organize materials, resources and equipment
4. Appropriate management of instructional and student behavior
 - x Use and/or adapt space for different instructional purposes at different times, matched to curriculum goals and students needs
 - x Establish clear objectives for what students should know and/or be able to do as a result of a lesson; develop strategies to realize these objectives; provide appropriate feedback; monitor progress and make adjustments

6. Use of appropriate and available resources

- x Consult colleagues, specialists, and administrators for appropriate services and support
- x Maintain an ongoing dialogue with colleagues and the appropriated administrators on such issues as classroom management, pedagogy, course curricula, and assessment
- x Use a variety of materials for instruction, evaluation and diagnosis, including available and appropriate materials and/or support
- x Capitalize on professional development opportunities, including in-house and independent staff development

7. Fulfillment of professional responsibilities

- x Adhere to school policies and procedures, respecting the boundaries of professional responsibilities when working with students, colleagues, and families
- x Interact with student, colleagues, parents, and others in a professional manner
- x Take an active role in supporting and maintaining school-sanctioned activities
- x Attend and participate levels of attendance and promptness
- x Accept responsibility for reasonable tasks or duties at the request of colleagues and/or administrators

Observation/Evaluation Process

1. During the school year, the appropriate schedule for classroom observations will be implemente
2. At the end of the school year, the School Director will compile appropriate data in order to prepare the end-of-year summary
3. At the end of the school year, the teacher will meet with the school Director to review the end-of-year summary which will follow a similar format as for lesson observations

Personal Professional Goals

Personal professional goals will be developed to provide the teacher with specific intentions for either improvement or enrichment in his/her teaching practice and background. Theses goals will be generated by the teacher, with assistance and input of the Director. These goals may include, but not be limited to:

Termination of Employment

Faculty/Staff - Yearly Employment Contract

The terms and conditions of employment are set forth in the employee's yearly contract. Termination without a statement for cause invokes the employment at will principle and therefore is not a subject to the grievance provision. Terminations for just cause are subject to the grievance provision and must be grieved in accordance with the employment contract and these rules.

Professional Improvement Plan

After 40 business days (school days) working under a professional development plan (see section on "Professional Development Plan"), if problems still exist, the School Director may exercise his or her responsibility for extending the terms of the Professional Development Plan and, if warranted, the School Director has the authority to not renew a teacher's contract without first issuing a Professional Development Plan.

Gross Misconduct or Incompetence

In cases where gross misconduct or incompetence is evident (e. g. nonperformance of duty, insubordination, conviction of crimes involving moral turpitude, failure to comply with reasonable orders, violation of contract provisions or state or federal rules or regulations, persistent failure or refusal to maintain orderly discipline of students, and revocation of the teaching certificate etc) the School Director may exercise his/her responsibility for immediate termination of employment. In the event of termination, teachers have the right to follow the grievance procedures outlined in this policy manual.

Non Yearly Employment Contract Employees

This category of employees is hired on an employment at will basis and can be terminated, accordingly. However, management may allow employees to work under well defined improvement plans before termination. Improvement plans are not warranted for isolated events so egregious that continued employment is detrimental to health, safety, or morals health of the Academy. All terminations are subject to review and affirmation by the Board. During the grievance process employees at the Board's discretion may be placed on administrative leave with or without pay.

Tuition Reimbursement

Teachers may be reimbursed a percentage of the tuition cost of continuing education up to 3 credits per fiscal year using the cost of a resident graduate credit at Delaware State University, Wilmington College or the University of Delaware. The course must be related to the teacher's current teaching assignment. A copy of the final report card must accompany the request for reimbursement. These funds will be disbursed until the annual amount budgeted for tuition reimbursement has been exhausted.

FINANCE

POLICIES and PROCEDURES

Cash Receipts

- 1) All cash receipts are to be turned in to the designated staff in the main office.
- 2) Any school employee who collects money for school activities is to turn over such money to the designated Administrative Assistant to deposit such funds in the school's DFMS account. All checks are to be made payable to the school.
- 3) Everyone who turns in money is to receive a pre-numbered cash receipt form, a copy of which is to be the Administrative Assistant.
- 4) All such transactions are to be recorded in a cash receipts journal by the designated Administrative Assistant.
- 5) Bank deposits will be prepared by the designated Administrative Assistant and brought to the bank by a different employee of the school identified by the School Director.

Checking Account

- 1) All deposits will be prepared and deposited by the designated staff.
- 2) Checks will be signed by the Director.
- 3) The monthly bank statement will be reconciled each month under the supervision of the Director.
- 4) The checking account will operate as a petty cash account periodically for account will be replenished by entering the payouts in the DFMS system and depositing the reimbursement checking account.

Fixed Assets Inventory

As a state agency, the First State Montessori Academy is required to submit the Fixed Asset Inventory to the state. In order to prepare for this Division of Accounting requirement, each teacher or staff member will be assigned responsibility for a classroom or office, and will submit to the School Director annually a list of all furniture, equipment or computers with a unit cost of value of at least \$1000.00. These lists will be compiled and maintained by the School Director.

Payments

- 1) Invoices are delivered to the designated staff who will prepare a State of Delaware payment voucher. ,
- 2) The designated Administrative Assistant will attach a copy of the purchase order, the invoice, and a payment authorization to the payment voucher. The designated staff will sign the payment voucher and give it to the Director for his/ her signature.
- 3) Once the Director has signed the payment voucher, the designated staff will then enter the information in the DFMS system

Appendix O

FSMA Implementation Plan

First State Montessori Academy Implementation Plan

Task/Planning Area/Timeline		Responsible for Task	April-12	May-12	June-12	July-12	August-12	September-12	October-12	November-12	December-12	January-13	February-13	March-13	April-13	May-13	June-13	July-13	August-13	September-13	Task Complete
Administration																					
Obtain Insurance: Directors and Officers Insurance, Errors and Omissions Insurance, General liability	BoD			X																	
Obtain Insurance: Property Insurance	HoS																X				
Obtain 501-C-3 Status	BoD																				X
Obtain bulk mail status with USPS	BoD		X																		
FSMA Branding																					
Logo design	HoS	X																			
Business cards/letterhead/envelopes	BM	X																			
Web site maintained/moved to updated server	BM	X	X																		
School-Wide Systems																					
Purchase computers for Head of School & Business Manager	HoS			X																	
Purchase file cabinets and begin implementing systems	BM														X	X	X				
Purchase database software and establish system for tracking information	BM			X	X	X															
Develop student attendance reporting systems	HoS								X	X	X	X	X	X	X						
Phone systems	Tech															X	X				
Identify vendors for supplies	BM				X	X									X	X					
IT infrastructure	Tech														X	X	X				
School Procedures																					
Develop filing system to store student academic, disciplinary & health records	BM								X	X	X	X	X								
Define how information will flow within school	HoS					X	X	X	X												
Define and promote procedure for visitors entering building including necessary forms to track and monitor visitors	HoS													X	X						
Work with DOE to get T6 line installed	Tech																X				
Set up Intranet access	Tech																X				
Establish communication protocols and collaborative document systems	HoS													X	X	X					

First State Montessori Academy Implementation Plan

Task/Planning Area/Timeline	Responsible for Task	April-12	May-12	June-12	July-12	August-12	September-12	October-12	November-12	December-12	January-13	February-13	March-13	April-13	May-13	June-13	July-13	August-13	September-13	Task Complete
Governance																				
Board																				
Recruit and nominate new Board members	BoD		X	X	X	X	X	X	X	X	X									
Move from Founding Board to Governing Board of Directors	BoD		X																	
Define Board member roles	BoD		X																	X
Define relationship of Board and Executive Director	BoD		X																	
Refine the decision making process	BoD		X																	
Board Meetings																				
Develop the board calendar - set day and time to consistently hold meetings	BoD	X																		
Create board member handbooks	BoD	X																		
Develop agenda format including tracking board attendance	BoD	X																		
Approve policies	BoD	X																		
Arrange board liability	BoD	X																		
Begin creating and implementing more formal and public meetings	BoD	X	X	X																
Invite observers to attend meetings and provide feedback about process, facilitation, etc...	BoD	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Use formal meeting minutes and make same available to public	BoD	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Keep binders of official policies, meetings, procedures, decisions, etc...	BoD	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Board Development																				
Create a Board development plan to include orientation of new members, retreats, workshops, etc...	BoD		X																	
Host a Board retreat	BoD			X																
Staff Hiring																				
Refine position description for the Head of School and Business Manager. Determine performance indicators	BoD	X																		

First State Montessori Academy Implementation Plan

Task/Planning Area/Timeline	Responsible for Task	April-12	May-12	June-12	July-12	August-12	September-12	October-12	November-12	December-12	January-13	February-13	March-13	April-13	May-13	June-13	July-13	August-13	September-13	Task Complete
Develop process for HoS evaluation	BoD	X	X																	
Establish a search committee for the FSMA Head of School position	BoD																			X
Hire Head of School (part time until school occupies proposed site)	BoD				X															
Hire Business Manager (part time until school occupies proposed site)	BoD					X														
Board creates a contracts committee to determine and execute professional contracts that need to be in place prior to school opening; Head of School and Business Manager will work with this committee to establish criteria/schedule in the hiring of FSMA staff.	BoD	X																		

Personnel

Hiring

Advertise/distribute job descriptions	HoS			X	X	X	X													
School Branding: Develop literature for school folders with information on 1. Teaching calendar 2. Professional development opportunities 3) School mission	HoS					X	X													
Design interview process	HoS										X	X								
Design compensation and benefits package	HoS							X	X											
Design a filing / documentation process	HoS							X	X											
Identify potential recruitment opportunities	HoS							X	X	X	X									
Block out days on calendar for interviewing	HoS										X	X	X	X						
Create various "form letters" including 1. postcard saying "we received your application" 2. Decline letter 3. memo of understanding (contract) about work agreement 4. Salary / benefit information sheet	HoS						X	X	X											
Refine professional development plans, staff handbook, and staff evaluation procedures	HoS						X	X	X											

First State Montessori Academy Implementation Plan

Task/Planning Area/Timeline	Responsible for Task	April-12	May-12	June-12	July-12	August-12	September-12	October-12	November-12	December-12	January-13	February-13	March-13	April-13	May-13	June-13	July-13	August-13	September-13	Task Complete
Perform nation wide background checks on staff (prior to extending an offer)	BoD/ HoS			X	X									X	X	X	X	X		
Have new staff fill out employee information forms (DEEDS Updates)	HoS															X	X			
Plan and hold staff orientation and FSMA-specific training	HoS																	X		
Timeline for Incoming Staff																				
Education Director (Full Time)																X				
Secretary (Full Time)																	X			
9 Teachers (Full Time)																X				
9 para-professionals (Full Time)																	X			
Clerk (business office)																X				
Nurse (Two Part Time)																	X			
Instructional Support Specialist																X				
Librarian / Technology (part-time for summer 2013, then FT)														X						
Maintenance (One Full Time, One Part-Time)																X				
Special Area Teachers (3 part time: Art, Music, PE)																	X			
Contract as Needed: Legal Services (part-time)				X																
Contract As Needed: Substitute Teacher (Part Time)																X				
Contract As Needed: Occupational Therapist (Part Time)																X				
Contract As Needed: Speech Therapist (Part Time)																X				
Contract As Needed: Physical Therapist (Part Time)																X				
Contract As Needed: Psychologist (Part Time)																X				
Contract As Needed: Bus Driver (Part Time)																X				
Fund Development Plan																				
Develop need statement	BoD																			X
Develop Board prospect guidelines and strategies for approaching donors	BoD	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

First State Montessori Academy Implementation Plan

Task/Planning Area/Timeline	Responsible for Task	April-12	May-12	June-12	July-12	August-12	September-12	October-12	November-12	December-12	January-13	February-13	March-13	April-13	May-13	June-13	July-13	August-13	September-13	Task Complete
Follow up with Longwood Foundation re: March 2011 Application	BoD		X																	
Identify highly probable granting organizations	BoD	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Develop and submit proposals	BoD	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Identify prospects for individual giving	BoD	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Plan and host series of events for securing donations	BoD				X				X				X							
Cultivate and solicit potential donors	BoD	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Recruitment																				
Create primary marketing message / materials:																				
Informational Flier / brochure	BoD/HoS				X	X														
Post cards	BoD/HoS				X	X														
Begin Marketing Campaign																				
Online marketing: Brandywine Buzz, Delaware Moms	BoD/HoS	X	X	X	X	X	X	X	X	X	X									
Print Ads: Contract with Metro Kids, CrossRoads, Community Publications; News Journal (Education Guide only)	BoD/HoS	X	X	X	X	X	X	X	X	X	X									
Radio Ads: contracts with WJBR, WDEL, WHYY	BoD/HoS	X	X	X	X	X	X	X	X	X	X									
Billboards: Contract with Clear Channel	BoD/HoS	X	X	X	X	X	X	X	X	X	X									
Flier distribution - post fliers in communities, on website, libraries, etc...	BoD/HoS	X	X	X	X	X	X	X	X	X	X									
Purchase mailing list from USA Data	BoD/HoS		X																	
Print postcard/flier and mail to targeted audience	BoD/HoS			X	X			X	X											
Community connections: identify community organizations/downtown workplaces to help generate awareness and interest	BoD/HoS	X	X	X	X	X	X	X	X	X	X									
Information sessions																				
Secure locations for information sessions	BoD	X	X																	
create sign up sheet for information sessions	BoD		X																	

First State Montessori Academy Implementation Plan

Task/Planning Area/Timeline	Responsible for Task	April-12	May-12	June-12	July-12	August-12	September-12	October-12	November-12	December-12	January-13	February-13	March-13	April-13	May-13	June-13	July-13	August-13	September-13	Task Complete
host information sessions	HoS/BM						X	X	X											
Publicity																				
Write and fax press release - announce charter/HOS/Application Process	BoD/HoS	X		X		X														
Contact press connections	BoD/HoS	X		X		X														
Enrollment Form																				
Design student enrollment form	BoD/HoS			X	X															
Enrollment forms available at information sessions	BoD/HoS						X	X	X											
Post enrollment process on web site	BoD/HoS				X															
Admissions and Lottery																				
Collect enrollment forms	HoS								X											
Final day for enrollment form submission	HoS							X												
Secure lottery announcer	BoD/HoS					X														
Secure lottery location	HoS					X														
Establish lottery protocol	BoD																			X
Highlight lottery date on web site	HoS			X																
post lottery date in local papers	HoS								X	X										
Practice lottery protocol	HoS									X										
Conduct admissions lottery	HoS										X									
Notify families of status	HoS										X									
Establish wait list	HoS										X									
Confirm acceptances	HoS										X	X	X	X						
Request student records for incoming students	HoS											X	X	X	X					
Accept student records/forms and file data	HoS												X	X	X					
Summer Program																				
Establish agenda / program components of the summer training program for students with no Montessori background who are entering 3rd, 4th or 5th grade	HoS											X	X							
Run summer program	HoS															X	X			
Family Outreach																				

First State Montessori Academy Implementation Plan

Task/Planning Area/Timeline	Responsible for Task	April-12	May-12	June-12	July-12	August-12	September-12	October-12	November-12	December-12	January-13	February-13	March-13	April-13	May-13	June-13	July-13	August-13	September-13	Task Complete
Write/send a letter to new families re: Parent Education / Orientation	HoS														X					
Call all families re: Parent Education / Orientation	HoS														X					
Prepare pre-opening Parent Orientation materials	HoS														X					
Hold pre-opening Parent Orientation	HoS															X				
Refine parent/student handbooks and distribute	HoS															X				

Facility Planning

Secure lease for school site - Proposed occupancy is June 1, 2013	HoS/BM				X	X	X	X	X	X										
Bus Contracts	BM														X					
Utilities	BM														X					
Prep playground - clear objects within six feet of play structures, add mulch, trim trees, etc...	BM															X				

Building Readiness

Develop checklist for occupancy permit	BM														X					
Contract police and fire departments	BM														X					
Undergo fire inspection if needed	BM														X					
Alarms System	BM														X					
Undergo building inspection	BM															X				
Contact Board of Health	BM														X					
Pass final inspection and receive occupancy certification	BM															X				

Financial Management

Establish and adopt fiscal controls/financial policies to track daily operational finances	HoS/BM				X	X	X	X												
Establish check signers	HoS/BM				X	X	X	X												
Identify check writers	HoS/BM				X	X	X	X												
Define signature policies	HoS/BM				X	X	X	X												
Develop financial reporting templates	HoS/BM				X	X	X	X												

First State Montessori Academy Implementation Plan

Task/Planning Area/Timeline	Responsible for Task	April-12	May-12	June-12	July-12	August-12	September-12	October-12	November-12	December-12	January-13	February-13	March-13	April-13	May-13	June-13	July-13	August-13	September-13	Task Complete
Design process forms	HoS/BM					X	X	X	X											
Elect board treasurer	HoS/BM																			X
Develop segregation of funds policy	BoD/HoS					X	X	X	X											
Establish payroll	HoS/BM					X	X	X	X											
Develop schedule of Board financial reviews	BoD/HoS					X	X	X	X											
Develop chart of accounts to track income, expenses, assets, liabilities, cash flow	HoS/BM /BoD					X	X	X	X											
Establish local bank accounts	BoD																			X
Define investment/savings strategy	BoD/HoS					X	X	X	X											
Professional Contract, Auditor	BoD/BM													X	X					

Food Service

Complete feasibility study regarding providing school lunches based on the location FSMA ends up with (identify free/reduced lunch student procedures; file federal grant applications, ect)	BM				X								X							
Determine food service arrangement	BM												X							
Develop food service policies (menu, delivery times, logistics, etc)	BM												X							
Select vendor and draft contract	BM																X			

Health and Safety

Identify nurse resources	HoS									X	X	X	X	X						
Identify first air resources	HoS									X	X	X	X	X						
Develop a system for record keeping	HoS												X							
Develop a policy for non-compliance for parents	HoS												X							
Acquire medical forms from parents	BM											X	X	X						
Check for completeness	Tech/HoS												X	X	X					
Refine and distribute the health and safety handbook	HoS																X	X		

First State Montessori Academy Implementation Plan

Task/Planning Area/Timeline	Responsible for Task	April-12	May-12	June-12	July-12	August-12	September-12	October-12	November-12	December-12	January-13	February-13	March-13	April-13	May-13	June-13	July-13	August-13	September-13	Task Complete
Purchasing																				
Create comprehensive list of items needed through December 2011	BM																X			
Purchase classroom equipment and furniture	BM																X			
Purchase office equipment	BM																X			
Purchase postage meter	BM																X			
Purchase restroom supplies	BM																X			
Purchase cleaning products	BM																X			
Purchase library materials	BM																X			
Purchase PE equipment	BM																X			
Purchase medical supplies and furniture	BM																X			
Purchase PA system	BM																X			
Purchase office supplies	BM																X			
Technology																				
Review/ augment technology plan	Tech											X								
Computers for teachers	Tech																X			
Cell phones / Blackberry's for administration (when HoS and Business Manager begin working full-time)	Tech																X			

Appendix P

Student Code of Conduct / Rights and Responsibilities Manual

First State Montessori Academy
Student Code of Conduct
Student Rights and Responsibilities
School Year XXXX-XXXX

The Student Code of Conduct applies to any time that children are:

- On school property prior to, during, and following regular school hours when school is in session or when school activities are in operation
- While students are on the school bus or in a school vehicle for any reason
- When a student's conduct to and from school and/or at the bus stop has a harmful effect on the other students or the community
- At all school sponsored events and other activities on school property
- Of campus: The School may suspend or expel students for activities occurring off of school premises when a student's out-of-school conduct indicates that the student presents a threat to the health, safety, or welfare of other students and staff. The receipt of an Attorney General's notice that a student has been arrested for a crime that may jeopardize the health, safety, or welfare of other students and staff is sufficient evidence to warrant the initiation of disciplinary action.

Acknowledgement: Student Code of Conduct

First State Montessori Academy does not discriminate on the basis of race, color, gender, religion, age, disability, marital status, national origin, or other legally protected categories in its educational programs, activities, employment, or student admissions policies or practices.

We ask that you review the Student Code of Conduct with your child(ren) and have a discussion regarding school expectations. In addition, Appendix XX is a copy of the First State Montessori Academy's Educational Technology – Computer Acceptable Use Policy. In order for your child to use educational technology, this policy must be reviewed and the parents must sign below.

Please sign below and have your child sign to acknowledge that you have received a copy of the Student Code of Conduct. Return the signed sheet to your child's homeroom teacher by the date indicated below.

This is to confirm that I have received a copy of the First State Montessori Academy Code of Conduct and the School's Acceptable Use Policy for Technology

Student Name (Please Print) _____

Student Signature / Date _____

Parent Signature / Date _____

Sign and return to your child's teacher by _____

The First State Montessori Academy
Code of Conduct
C.A.R.E.S.

Supporting Student Behavior:

The successful operation of a school requires the cooperation of many people. By enrolling at First State Montessori Academy we expect that our students, their families, and staff will abide by our philosophy and policies. The Code applies to all students in the school and is applied in a developmentally appropriate manner according to the children's age. First State Montessori Academy will abide by all state and federal regulations related to code of conduct issues. Regulations also pertain to special education students. Due process will always be followed in the event that the discipline situation is related to the disability. It is expected that the code is followed at all times on school property, while on field trips and other sponsored school events, and when riding school busses to and from school.

Based on the Responsive Classroom Approach from the Northeast Foundation for Children, discipline at First State Montessori Academy is viewed as an aid to learning responsible, social behaviors and is not considered a punishment. Children are always treated with respect. Corporal punishment and humiliation are not allowed under any circumstance. Our goal in discipline is to:

- Establish a calm, orderly, and safe environment for learning;
- Foster and appreciation for the role of rules in school;
- Help children develop self-control and self-discipline;
- Teach children to be responsible, contributing members of our school community, and
- Promote respectful, kind, and healthy teacher-student and student-student interactions.

First State Montessori Academy uses a democratic approach to classroom behavior and activities, with the aim of helping children develop self-control, understand what socially responsible behavior is, and value such behavior. Our approach does not rely on punishment or rewards to "get students to behave". We offer clear expectations for behavior, actively model and role-play behaviors that teach children how to live up to those expectations, and provide opportunities for the children to practice the rules. When students break rules, teachers incorporate natural and logical consequences to help students learn from their mistakes. Teachers also incorporate other strategies for resolving problems such as classroom meetings, problem solving meetings between students involved in a conflict, and positive time out spaces within the classroom for a child to regain composure. The following page outlines the code of conduct based on C.A.R.E.S.

The First State Montessori Academy

Code of Conduct -- C.A.R.E.S.

As a community, we focus on the principles of C.A.R.E.S. (Cooperation, Assertion, Responsibility, Empathy and Self-Control) as the code of conduct that guides students, parents, faculty, administrators and staff in our everyday interactions throughout the school. The positive and healthy learning environment is based on:

- Respect and appreciation for what each member contributes to the community.
- Mutual respect and trust in communications, no matter what our roles may be.
- Teamwork and support of each other in our personnel growth.

We focus on the principles of C.A.R.E.S. (Cooperation, Assertion, Responsibility, Empathy, and Self-Control) in our everyday interactions in the community.

Cooperation

1. Listening respectfully and actively to all perspectives
2. Collaborating to share resources, information, and ideas
3. Participating positively and actively in the process to support a positive outcome
4. Compromising to achieve a common goal

Assertion

1. Setting healthy boundaries and expressing needs honestly, directly and respectfully
2. Considering appropriate time, place and participants when addressing concerns
3. Behaving in a manner that is mutually safe and respectful
4. Stating ideas clearly using a calm voice and respectful tone
5. Staying on topic and focusing on solutions

Responsibility

1. Keeping our commitments to each other and the community
2. Acting as positive role models for others in the school community
3. Approaching challenges from a solution-oriented perspective
4. Inviting and including all parties who need to be part of, and could be affected by, our conversations and decisions.

Empathy

1. Being responsive to the needs of others, supporting, encouraging, or assisting as necessary
2. Seeking to understand other points of view

Self-Control

1. Taking time to reflect on a situation before responding to it
2. Maintaining confidentiality in communications
3. Accepting differences gracefully and speaking positively about others in our school community.
4. Being mindful of our commitment to the C.A.R.E.S. principles.

Specific Rights and Responsibilities

There are some circumstances in which student rights and responsibilities as well as the response required by the school according to state code are very specific. The following outlines these instances.

Attendance – students have a right and a responsibility to attend school each day it is in session.

The school shall comply with all attendance laws and regulations of the state. There are instances when a student is unable to come to school. The following list identifies reasons for an excused absence:

- Illness of the student
- Medical diagnosis and/or treatment
- Death in the immediate family; funerals of other relatives or close friends
- Contagious disease in the home of the child subject to regulations of the Division of Public Health, Department of Health and Social Services
- Legal business requiring the student's presence
- Suspension or expulsion from school
- Observance of religious holidays
- Authorized school-sponsored activities

No student under the age of 18 may withdraw from school unless his/her parent/guardian signs a formal withdraw form.

Unexcused Absence: An unexcused absence from school or class is an absence that cannot be explained by any of the reasons listed above, and a parent or guardian has not communicated with their child's teacher and the school on the day of the absence. The school nurse will closely monitor these absences. Parents or guardians will be contacted to review unexcused absences.

Tardiness to School: All students are expected to be punctual to school. The school day begins at 8:30 am. If a student arrives after the start of school, they are late. Late arrivals are closely monitored by the student's teacher and the Education Director. Parents or Guardians will be contacted to discuss the student's tardiness. Students should recognize that a written explanation from home does not automatically cause the tardiness to be excused. Such reasons as car trouble, personal business, heavy traffic, home obligations, etc., while understandable, are not acceptable excuses and will be listed as unexcused.

Reasons such as personal illness, medical appointments, and appearances in court will be considered as excused tardiness when verified by a note from home.

Prearranged Absence: A prearranged absence will be defined as a student's absence from school for educational activities approved by the Education Director. The absence should be prearranged by writing the principal, giving the full particulars of the absence. Approval for such absences should be sought, where practicable, at least two (2) weeks prior to the date on which

the absence is to occur. Upon the development of a plan by student and teacher for making up the assignments to be missed, the Education Director may then define the absence as excused. Prearranged absences will not be approved during the DSTP assessment periods.

Bicycles

Bicycle racks will be provided on campus. Students should be sure to securely lock their bicycles every time they are left in the bicycle rack. Students who ride bicycles to school are required by Delaware law to wear a safety helmet if they are 16 years age or younger.

Bus Transportation

The First State Montessori Academy Code of Conduct (C.A.R.E.S.) extends to the bus stop and bus ride. Due to the safety issues involved in bus transportation students who do not follow the bus safety rules may be suspended from the bus or have bus privileges revoked entirely. Bus transportation provides unique safety situations specifically:

- Students must listen to the driver and follow the driver's directions.
- If crossing the street to board the bus, students MUST look both left and right for cars, make sure the RED lights are flashing, and wait for the driver's signal to cross. Students should always cross the street in front of the bus.
- Before boarding and after exiting the bus, students must keep a safe distance (at least 10 feet) from the bus.
- Students are to enter the bus promptly, immediately take their seats, and remain seated whenever the bus is moving.
- Students are to conduct themselves on the bus in such a way that will not distract the driver. Distracting the driver puts everyone on the bus at risk.
- Students must remain properly seated at all times. (Back to Back; Bottom to Bottom)
- Classroom conduct is to be observed when on the bus.
- Students are not to touch the emergency equipment on the bus (emergency doors, windows, roof hatches, body fluid/first aid kits, 2 way radios, etc.) except as directed by the driver or during an actual emergency.
- Students should keep the bus clean, sanitary, and orderly as they do the classrooms.

Students must ride their assigned bus to and from their assigned stop. Switching buses for any reason is strictly prohibited unless a note is written from both parents and approved by the administration of First State Montessori Academy.

Communication Devices

Communication devices such as, but not limited to, cellular phones and/or electronic signaling devices, may not be used on the school campus during the official school day and must be turned off and secured in students' backpacks. First State Montessori Academy is not responsible for lost, stolen and damaged personal property.

Computer Usage

Students must agree and adhere to the First State Montessori Academy's Computer Acceptable Use Policy before they may make use of technology, including Internet access.

Cubbies and Lockers

Each student has a cubby or locker for personal items. Students should keep these spaces neat and orderly. Student cubbies and lockers are the property of the First State Montessori Academy and may be subjected to search at any time with or without reasonable suspicion.

Lost and Found

We urge students to label all articles of clothing, especially First State Montessori Academy books and shirts as well as items that students may own such as calculators and musical instruments. Students are discouraged from bringing large sums of money or items of great value to school. School officials cannot be responsible for the loss of any item. Any found article will be sent to the Main Office or the School Store. If an item is not in the lost and found, a student or parent should report the missing item to a staff member in the office. Periodically unclaimed items in the lost and found will be donated to the Goodwill or other charitable organizations.

School and Personal Property

Students are responsible for the proper care of books, calculators, computers, supplies, and all other school property. Students are responsible for the replacement cost of any school property that may be damaged, lost, or stolen. Students should not bring expensive clothing, valuables, or large amounts of money to school. Keep in mind that First State Montessori Academy is not responsible for damaged, lost, or stolen personal property.

Technology Acceptable Use Policy

The use of technology at First State Montessori Academy is a privilege – not a right. Inappropriate use or vandalism by students will result in disciplinary action and limitation/cancellation of user privileges appropriate to the offense. If damage occurs due to willful misconduct, the user may be permanently restricted from the use of technology and charged for the cost of repair or replacement for such damage. Before students are permitted to use FSMA's technology all students and their parent(s) / guardian(s) must sign the "Acceptable Use Policy" and return it to the student's teacher.

Specific Behaviors and Responses

Alcohol

Use or possession of alcohol at First State Montessori Academy is absolutely forbidden. Students may not use, possess or be under the influence of alcohol in school or on school grounds, when they come to school, or when they attend any school-sponsored activities. If a student is found violating this regulation he or she will be suspended immediately and the student will be required to follow the disciplinary procedures set forth by the Head of School.

Assault

An assault is when a student intentionally, knowingly, or recklessly causes physical injury to another. Students who conduct an assault will be immediately suspended and will not be able to return to school until a meeting is held with parents or guardians, teachers, administration, and the child. State law requires that the Police are contacted if the assault is done by a child over the age of 9. Referral to Police Agency is required for students upon a showing of intentionality or malice for assault against a staff member.

Bullying

A student is being bullied when he or she is exposed repeatedly and over time, to negative actions on the part of one or more students. A negative action occurs when a person knowingly inflicts, or attempts to inflict, physical or emotional injury or discomfort upon another person. Most acts of bullying will be handled in the classroom and through parent contact. According to state law and Department of Education regulations, when a situation rises to actual bullying it must be treated as a criminal offense and must be reported to the appropriate authorities.

Cyberbullying

Neither the school's network nor the broader Internet (whether accessed on campus or off campus, either during or after school hours) may be used for the purpose of harassment. All forms of harassment in cyberspace, often called cyberbullying, are unacceptable. Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages (including text messages), or Web site postings (including blogs). Often the author (sender or poster) of the inappropriate material is disguised (logged on) as someone else. Students who feel that they have been the victims of such misuses of technology should not erase the offending material from the system. They should print a copy of the material and immediately report the incident to the teacher who will take the appropriate next steps with administrative support. All reports of harassment in cyberspace will be investigated fully. Cyberbullying may result in the loss of computer privileges, demerits, suspension, or other disciplinary procedures set forth by the Head of School.

Drugs

Use, possession, or distribution of drugs, look-alike substances and/or drug paraphernalia at First State Montessori Academy is absolutely forbidden. Any involvement with drugs is an offense that could result in expulsion. If a student uses drugs, is in possession of drugs, or is found under the influence of drugs during school time, on the school property, on a school bus,

or at activities sponsored by the school, the student will be suspended immediately, the police contacted. Use of drugs will result in expulsion.

Fighting

Fighting in school will result in immediate removal from the building of both parties. During this time, the administration will attempt to ascertain who was at fault. If the fault can be determined, further action (suspensions and/or other disciplinary procedures set forth by the Head of School) could result. In addition, depending on the severity of the fight, a longer suspension period and police contact may result.

In many situations, a student has the opportunity to walk away and report an incident involving physical contact. However, if a student retaliates to the initial physical contact, he or she could be held culpable for fighting. Students who witness a fight are responsible for either attempting to stop the fight or leaving the area to get help. Spectators who encourage fighting will be subject to disciplinary action. Referral to Police Agency is required for students who intentionally and offensively touch a staff member who is attempting to break up a fight or who is attempting to keep a student from injuring him/herself or others. Recommendation for expulsion may be considered.

Inappropriate Sexual Behavior, Sexual Harrassment, Touching and/or Exposure

Any act of inappropriate sexual behavior, sexual harassment, touching and/or exposure will be treated as criminal offenses and will be reported to the appropriate authorities, and the student will be required to follow the disciplinary procedures set forth by the Head of School . The following definitions should be considered:

Unwanted sexual advances, unwanted requests for sexual favors, or inappropriate touching of a sexual nature; Inappropriate oral or written statements of a sexual nature, pressure for sexual activity, repeated remarks to a person with sexual or demeaning implications, suggesting or demanding sexual involvement accompanied by implied or explicit threats; The display of pictures or other items of a sexually explicit nature; Repeated remarks or jokes with sexual or sexually demeaning implications; any act which would be considered sexual harassment under Delaware Code Title 11.

Inflammatory Actions

Inflammatory actions are language, gestures or actions which might create or are intended to create a disturbance. Inflammatory actions on the part of a student will lead to a parent conference, demerits being issued, and possible suspension from school.

Offensive Touching

Offensive touching is intentionally touching another person either with part of the body or with any instrument, thereby causing offense or alarm to the person. Students involved in offensive touching will participate in the school's conflict resolution sessions. Some instances of offensive touching must be reported to the police and may result in suspension.

Out of School Conduct

The Code of Conduct applies to out of school conduct of a student if the school believes that student presents a threat to the health, safety or welfare of other students and staff. In such cases, the school may take appropriate action including expulsion. Such out of school conduct shall include, but is not limited to:

- Acts of violence which are punishable by law;
- Sexual offenses which are punishable by law;
- The sale and transfer of drugs/alcohol that would constitute an offense punishable by law.

The purpose of this section is to exclude from First State Montessori Academy students who have been charged with or convicted of serious crimes and whose presence represents a potential threat to the health and safety of students and staff.

Possession or Use of Tobacco and Tobacco Related Products

First State Montessori Academy is a tobacco free environment. Possession or use of tobacco and tobacco related products by students is not permitted on school grounds or during school sponsored events. A student violating this policy will be suspended from school. Repeated instances may result in expulsion.

Possession of a Firearm* or Weapon/Dangerous Instrument or Look Alike Weapon/Dangerous Instrument

Possession of a firearm, weapon/dangerous instrument or object designed or intended to look like a firearm or weapon/dangerous instrument, and/or conspiring to conceal or hide a firearm or weapon/dangerous instrument. A weapon/dangerous instrument is defined as any instrument from which a shot may be discharged; a knife of any sort; switchblade knife; box cutter, razor; or any other article commonly used or designated to inflict bodily harm or to intimidate others, or using in an aggressive and threatening manner articles commonly used for other purposes. A student violating this policy will immediately be suspended from school and the police will be contacted. A meeting with teachers, parents, and administration will be required before return to the school.

*Possession of a firearm, as defined by Federal and/or State law, or deadly weapon, as defined by State law, on school property, in a school bus, or at any school-sponsored event or activity, shall result in expulsion for a period of not less than one year. The possession of a BB gun or knife will require a recommendation for expulsion. The school administration may modify such expulsion requirement to the extent a modification is required by Federal and State law. This provision is in compliance with Federal Gun Free School Act of 1994. Section 921 of Title 18, United States Code, and Possession of a weapon in a Safe School and Recreation Zone, Section 1457 of Title 11, Delaware Code.

Sexual Harassment For A School Setting

Sexual Harassment – A form of discrimination based on sex that may encompass sexual abuse and misconduct. Included are objectionable comments, or conduct of a sexual nature, that may affect a student's personal integrity, personal embarrassment, or security, or the school environment. Objectionable behaviors may include comments or conduct that are not overtly

sexual but nonetheless cause personal embarrassment to a student, based upon that student's gender.

Sexual Abuse – Verbal or physical conduct that would amount to:

- Touching, for a sexual purpose, directly or indirectly, with a part of the body or with an object, any part of the body of a student
- An invitation to or engagement in sexualized contact
- Sexual exploitation
- An indecent act
- An exposure of private body parts
- A sexual assault or other crime that may affect the personal integrity, security of any student, or the school environment

Sexual Harassment and Sexual Abuse offenses may result in suspension and /or dismissal (expulsion). In addition to any action taken by school officials, the school will comply with applicable notification requirements to the Department of Education and/or police.

Stealing, Possessing Stolen Goods

Taking, possessing or transferring the property of another without consent of the owner is considered stealing. Students who steal, possess or transfer stolen goods jeopardize their privilege of attending the school. Teachers will handle such situations in a developmentally appropriate manner seeking the assistance of administration and parents as appropriate. Proper restitution must always be made.

Suspensions

(also see “Disciplinary System”)

Suspensions are administered for serious infractions of the rules such as insubordination, fighting, smoking in the building, being in unauthorized areas, major disruptions, repeated misconduct, and vandalism. While serving a suspension, a student may not be on school property for any reason during the school day. The student may not attend nor participate in any school-sponsored activities (plays, concerts, athletic events, rehearsals, practices, etc.) While suspended any work missed should be made up according to guidelines under make-up work.

Any behavioral infraction resulting in suspension will be assigned 2 to 5 demerits. When a student is suspended, a parent is contacted immediately by phone. A student is not permitted to leave the building until a parent arrives. A letter outlining the reason for the suspension follows telephone notification. If a parent cannot be contacted, the student may remain in the school office for the remainder of the day.

Terroristic Threatening

- A threat or attempt to do bodily harm to another without physical contact
- Any act leading to a full or partial evacuation or lock down of a building
- Possession or use of fire crackers, pepper spray, mace, or stink/smoke bomb starting a fire in the lavatories or any other part of the building

Terroristic threatening will result in suspension and a report will be made to police and/or fire authorities. Referral to Police Agency is required for students upon showing of intentionality or malice for terroristic threatening against a staff member. Recommendation for expulsion may be considered.

Vandalism / Destruction Of School Property

Students who behave in such a way resulting in damage to school property will work with teachers, administration and maintenance staff to repair the property. If necessary, the student will be required to pay for the damages. If the vandalism is significant, the student will be suspended and will return to school only upon a meeting of his/her parents and school staff. If necessary, the matter will be referred to the police.

Discipline Of Students With Disabilities

For disciplinary reasons, the school director may change the placement of a student with a disability to an alternative school/program for up to ten days or suspend such a student, if the total days suspended in the current school year do not exceed ten school days, in accordance with guidelines for disciplining students without disabilities.

The school director may also change a student's placement to an alternative setting selected by the student's school-level Individualized Educational Plan (IEP) team, for up to 45 days if:

- the carrying or possession of weapons (on way to or at school, or on school premises, or at school function)
- the possession of illegal substances for use, sale or the solicitation of sale (at school, or at school function)
- the infliction of serious bodily injury to another person (at school, or on school premises, or at school function)

The administration may seek the determination of an impartial hearing officer that a student with a disability should be removed from First State Montessori Academy. A hearing officer may order that the student be placed at an alternative school/program for up to 45 days if the officer determines that maintaining the student at his/her current school is substantially likely to result in injury to the student or to others.

If the school contemplates expulsion, alternative placement (with or without expulsion), or suspension (inside or out of school) of a student with a disability in excess of ten (10) school days cumulatively in one school year, a special education team meeting at the school will be convened to discuss the student's discipline. The meeting may be held up to ten (10) days after the removal of a student from school under paragraphs A or B above.

The special education team will determine whether the alleged conduct was a manifestation of the student's disability. The team will determine if (1) the alleged conduct was related to the student's disability; or (2) the student was inappropriately placed at the time of the offense and the likelihood that a change in the student's program and / or placement would alleviate the misconduct leading to the discipline proposed. If the special education team (IEP) team

determines that none of the above standards are met, the student may be disciplined according to the Student Code of Conduct, except that a student eligible for special education or related services under the I.D.E.A. may not be denied a free appropriate public education. If any of the standards are met, the student may not be suspended, expelled or moved to an alternative placement for longer than ten (10) days in one school year, but may be disciplined in accordance with the student's IEP, and the team should review the student's IEP or 504 Plan and placement.

A parent / guardian who disagrees with the special education (IEP) team's determination or the school director's disciplinary decision may request a meeting to review the decision. If the student has been placed in an alternative school / program, the student will remain in the alternative placement until the due process hearing officer renders a decision or for 45 days, whichever occurs first, unless the school and parent(s) / guardian(s) agree otherwise.

A student identified as disabled under Section 504 of the Rehabilitation Act of 1973 and who is currently engaging in illegal use of drugs or use of alcohol, may be disciplined to the same extent that students without disabilities are disciplined.

Nothing stated herein shall preclude an IEP team from placing a student with a disability, determined to have brought a firearm or weapon to school, in an interim alternative educational setting in accordance with State and Federal law.

Definitions Used in this Section:

"Student with a disability" refers to a student eligible for special education or related services under either: (1) the Individuals with Disabilities Education Act (I.D.E.A.), as implemented by state regulations compiled in the Administrative Manual: Programs for Exceptional Children (AMPEC); or (2) Section 504 of the Rehabilitation Act of 1973.

Appendix Q

FSMA Health & Safety Manual

First State Montessori Academy

Policies and Procedures Manual

Health & Safety

Safety Precautions

All staff should:

1. Keep the building doors closed and locked at all times.
2. Carry keys to inside and outside doors while in or outside of the building.
3. Keep the basement door locked and bolted unless someone is in the basement.
4. Keep stairs free of objects that prevent traffic flow.
5. Assure that fire escape doors are unlocked while people are in the building.
6. Be sure that children are supervised at all times whether inside or outside of the building.
7. Keep the play ground secured during non-school hours.
8. Be sure that fire escapes are used for that purpose only, and that no materials are stored on them. Children should have ground rules that exclude the fire escape as a play place.

Emergency Plan: Inside School

If an emergency or other dangerous situation should arise while children are in the school building and the situation is deemed unsafe by even one FSMA adult, the procedure is as follows:

1. The teacher noticing the emergency will alert the office. The office will alert all other teachers and staff.

If Classrooms are Safe, but Parents Should be Called:

2. If appropriate, teachers will let students know that the school will be closing early and that their parents are coming to get them, per the governor's (or other's) mandate.
3. One teacher will use the emergency contact list for her class and call the parents to pick up their children.
4. The classroom teachers will alert the office that every family has been called and give a list of families where no personal contact was made (whether a message was left or not).
5. As parents take their children, teachers will keep a list of with whom each child left.
6. When upper classes have three to five or fewer children, they will move to lower classrooms.

If Classrooms are Unsafe, and Parents Should be Called:

2. If appropriate, teachers will let their children know that the school will be closing early and that their parents are coming to get them per the governor's (or other's) mandate.
3. Classroom teachers will line their children up quickly at the classroom door and take them down to the front hall.
4. All the classes of children will need to fit into the hallway, so order, cooperation, and calm are necessary.
5. Classroom teachers and office staff will work together to call all the parents to pick up their children.
6. As the children are picked up, one teacher near each door will keep a list of with whom each child left.

7. As the children are picked up, and the class numbers dwindle, the teacher in each class living farthest away (or with children to take care of) will leave for home.
8. When there are eight or fewer children left in the building, the last teachers may leave; the Director and one volunteer staff member will remain until all the children have left. All pick-up lists will be left with the Director.

Emergency Plan: Injury

IF THE INJURY IS LIFE THREATENING OR OBVIOUSLY SERIOUS:

1. Call 911 or
2. Take the person to the Emergency Room
 - Closest: Add nearest hospital to facility
 - Children's: DuPont Institute for Children, 1600 Rockland Road
651-4186
3. Apply first aid

IF THE INJURY IS LESS SERIOUS, CALL A RESPONSIBLE PERSON, PARENT, GUARDIAN, PHYSICIAN.

1. Apply first aid
2. Check the child's emergency form found in the left-hand drawer of the secretary's desk--labeled **Emergency Information**.
3. Call:
 - home first
 - work place of mother, father or guardian
 - physician listed on emergency form
 - other responsible adult listed on emergency form
4. Use **Emergency Contact List** (located in left-hand drawer of secretary's desk) to contact other responsible adults if parents/guardians were not reached.

IF NO ONE LISTED ON THE EMERGENCY FORM IS AVAILABLE:

School staff has the obligation and the right to make the best decision for the welfare of the child:

- Apply first aid or
- Call 911 or
- Take the child to the hospital and
- Continue to call parents or guardian or physician

Fire Drill Procedures

Teachers

1. Take class roster. (These should be made at the start of the year, laminated and hung on hooks by the exits. Teachers should update list as necessary.)
2. One teacher should lead the children out to their assigned place on the playground.
3. Classroom doors and windows should be closed.
4. Lights should be turned off. (Computers may be turned off if time allows.)
5. Check common area assignment.
6. When alone, teacher should ask a capable child to take the lead.
7. Let the Secretary or teacher in charge of the drill know your class is accounted for.
8. Practice fire drills from the art room and multi-media center lab.
- 9. Practice, Practice, Practice**

Common Area Assignments

Details associated with finalized facility.

Special Teachers

1. Lead children to the outside and have them rejoin their class.

Groundrules for the children

1. Walk, do not run.
2. Follow the leader.
3. Silence.
4. Meet at the assigned place for the class.
5. Promptly and clearly respond to the teacher when names are called.
6. Children in the bathroom should walk outside and rejoin the class.

Fire Drill Routes

Details associated with finalized facility.

FSMA First Aid Kit Supplies

1. Ace Bandage
2. Adhesive tape (1/2" and 1")
3. Advil (adult use only)
4. After Bite Towelettes
5. Antiseptic Wipes
6. Asprin (adult use only)
7. Bloodstopper wound dressing
8. CPR Microshield
9. Disposable Latex Gloves
10. Disposable Penlight
11. Elastic Bandages (fingertip, knuckle, Patch, and 4-wing)
12. Emergency blanket
13. Eye Pads
14. Eye Wash
15. First Aid Cream
16. First Aid Guide
17. Gauze Bandage (2" X 4 yd.)
18. Gauze Tape (1")
19. Instant Cold Pack
20. Iodine Swatches
21. Plastic Bags
22. Plastic Strips (3/4", 1", 3/8")
23. SAM Finger splint
24. Scissors
25. Shears, Paramedic
26. Non-Adherent Pads (2" X 3")
27. Thermometer (sterile disposable colors)
28. Trauma Dressing
29. Triangular Dressing
30. Triple Antibiotic Ointment
31. Tweezers (regular and splinter)
32. Tylenol Extra-Strength (for adult use only)

Morning Drop-off Procedure

- 8:15 Teachers are positioned in their regular stations.
- 8:15 – 8:45 Teachers remain in position, facilitating the drop-off process and assisting children along the way.
- 8:45 All teachers return to classrooms. Children arriving late are escorted to the office by a parent and signed in; secretary may hold children and notify teachers to come and collect if so requested.

Regular Staff Stations

- Teachers (2) greet cars outside, let children out, escort them to front door.
- Teachers (2) stand in front and back hallway to supervise traffic, shoe changing, belongings and to ensure that bathrooms are used.
- Remaining Teachers are disbursed throughout major school areas or remain in classrooms to receive children.

Substitutions

- Co-teachers will cover for each other's morning station if needed.
- If any teacher is absent or late, arrangements should be made to cover assigned station.
- If more than one teacher is absent, some stations will necessarily be left unattended.

First State Montessori Academy

Medication Release Form

I request that my child _____
(child's name)

have medication administered at school. Please give _____
(dosage)

of _____ to him/her at _____
(medication) (time)

on/from _____ to _____
(date) (date)

I understand that an *First State Montessori Academy* nurse will administer the above medication to my child from its **original bottle** indicating content, as state from manufacturer or pharmacy, for the period of time specified above. I hold the school harmless in the dispensing of this medication.

Please note: medication and medication release forms must be handed directly to an FSMA employee and may not be sent via lunch box or backpack. Pharmacies will often split a prescription, making it easier for parents to send medication into school.

(parent signature) (date)

_____ Yes, I would like this medication sent home each day.

_____ No, I do not need this medication returned.

Playground Rules

General rules for teachers:

At least one teacher per class should be on the playground at all times.

Teachers should stand at the assigned playground stations.

Be vigilant.

Teachers should be on guard and actively preventing accidents and conflicts.

Think safety first.

Children should feel safe and comfortable on the playground.

Teachers should mediate and not take sides particularly in altercations that s/he did not witness.

De-personalize problems. (e.g. The problem is that we only have a few swings, not that s/he is not letting you use the swing.)

We are teachers of all the children.

Use a minimum of words and groundrule, groundrule, groundrule.

General rules for children:

4. Go down slides only.
5. Only throw balls—nothing else, and only to someone expecting it.
6. Go only from the end toward the Big Toy on the monkey bars, one person at a time.
7. Balls that go over the fence are out-of-play for the remainder of the playtime.
8. When the whole school is outside, no one will go on top of the monkey bars.
9. When the whole school is outside, no one will run.
10. No one may go on a fire escape without express permission from a teacher.
11. No picking flowers, leaves, grass, etc.