BAY MILLS COMMUNITY COLLEGE

A
CONTRACT TO CHARTER A PUBLIC SCHOOL ACADEMY AND RELATED DOCUMENTS

ISSUED BY

BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS
(AUTHORIZING BODY)

TO

GEORGE WASHINGTON CARVER ACADEMY
(A PUBLIC SCHOOL ACADEMY)

July 1, 2016

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RESOLUTION

BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS
PUBLIC SCHOOL ACADEMY AUTHORIZING BODY

RESOLUTION NO. 12-01

Public School Academy, School of Excellence and Strict Discipline Academy Board of Director Method of Selection Resolution

WHEREAS, MCL 380.503 of the Revised School Code ("Code"), MCL 380.553, and MCL 380.1311*e* provide that an authorizing body "shall adopt a resolution establishing the method of selection, length of term, and number of members of the board of directors" of each public school academy, school of excellence, and strict discipline academy, respectively, subject to the authorizing body's jurisdiction; and

WHEREAS, the Bay Mills Community College Board of Regents (the "College Board") desires to establish a standard method of selection resolution related to appointments and service of the directors of the governing board of its authorized public school academies, schools of excellence, and strict discipline academies, and

WHEREAS, the College Board has determined that changes to the method of selection process are in the best interest of the College and that such changes be incorporated into all charter contracts issued by the College Board;

NOW, THEREFORE, BE IT RESOLVED, that the policy titled Public School Academy Board of Director Method of Selection dated January 20, 2012, is adopted; and

BE IT FURTHER RESOLVED, that these provisions shall be implemented with new charter contracts and shall be phased in for existing schools as new charter contracts are issued. As of this date, the College Board has not issued any charter contracts for schools of excellence and strict discipline academies, but the method of selection process established by this resolution shall apply to any future school that is authorized. The College's Director of Charter Schools is authorized to implement changes in the terms and conditions of charter contracts to fully execute these provisions.

I, the undersigned, as Secretary of the Bay Mills Community College Board of Regents, do hereby certify the foregoing resolution was adopted by the Bay Mills Community College Board of Regents at a public meeting held on the 20th day of January, 2012, with a vote of 10 for, 0 opposed, and 1 abstaining.

By: _____
John Paul Lufkins, Secretary

Dated: January 20, 2012

Public School Academy Board of Director Method of Selection

The Bay Mills Board of Regents ("College Board") declares that the method of selection, length of term, number of board members and other criteria shall be as follows:

Method of Selection and Appointment

The College Board shall prescribe the methods of appointment for members of the Academy Board. The College's Director of Charter Schools is authorized to develop and administer an Academy Board selection and appointment process that includes a *Public School Academy Board Member Appointment Questionnaire* and is in accord with these provisions:

1. Except as provided in paragraph 4 below, the College Board shall appoint the initial and subsequent Academy Board of Directors by formal resolution. The College's Director of Charter Schools shall recommend nominees to the College Board based upon a review of the nominees' *Public School Academy Board Member Appointment Questionnaire* and resume. Each nominee shall be available for interview by the College Board or its designee. The College Board may reject any and all Academy Board nominees proposed for appointment.

2. The Academy Board, by resolution and majority vote, shall nominate its subsequent members, except as provided herein. The Academy Board shall recommend to the Director of Charter Schools at least one nominee for each vacancy. Nominees shall submit the *Public School Academy Board Member Appointment Questionnaire* for review by the College's Charter Schools Office. The Director of Charter Schools may or may not recommend appointment of a nominee submitted by the Academy Board. If the Director of Charter Schools does not recommend the appointment of a nominee submitted by the Academy Board, he/she may select and recommend another nominee or may request the Academy Board submit a new nominee for consideration.

3. An individual appointed to fill a vacancy created other than by expiration of the term shall be appointed for the unexpired term of that vacant position.

4. Under exigent conditions, and with the approval of the College Board's Chair, the College's Director of Charter Schools may appoint a qualified individual to serve as a member of the Academy Board. All appointments made under this provision must be presented to the College Board for final determination at its next regularly scheduled meeting. The College Board reserves the right to review, rescind, modify, ratify, or approve any appointments made under the exigent conditions provision.

Dated: January 20, 2012

Length of Term

The director of an Academy Board shall serve at the pleasure of the College Board. Terms of the initial position of an Academy's Board of Directors shall be staggered in accordance with *The Academy Board of Director Table of Staggered Terms and Appointments* established and administered by the College's Charter Schools Office. Subsequent appointments shall be for a term of office not to exceed three (3) years, except as prescribed by *The Academy Board of Director Table of Staggered Terms and Appointments.*

Number of Directors

The number of board member positions shall never be fewer than five (5) nor more than nine (9), as determined from time to time by the College Board. If the Academy Board fails to attain or maintain its full membership by making appropriate and timely nominations, the College Board or the College's Director of Charter Schools may deem that failure an exigent condition.

A vacancy may be left on the initial Academy Board for a parent or guardian representative to allow sufficient time for the Academy Board to interview and identify potential nominees.

Qualifications of Members

To be qualified to serve on an Academy's Board of Directors, a person shall, among other things: (a) be a citizen of the United States; (b) be a resident of the State of Michigan; (c) submit all materials requested by the College's Charter Schools Office including, but not limited to, the *Public School Academy Board Member Appointment Questionnaire* which must include authorization to process a criminal background check of the nominee; and (d) submit annually a conflicts of interest disclosure as prescribed by the College's Charter Schools Office.

The member of the Academy Board of Directors shall include (1) at least one parent or guardian of a child attending the school; and (2) one professional educator, preferably a person with school administrative experience. The Academy's Board of Directors shall include representation from the local community in which the Academy serves.

The members of the Academy's Board of Directors shall not include (1) any member appointed or controlled by another profit or non-profit corporation; (2) Academy employees or independent contractors performing services for the Academy; (3) any current or former director, officer, or employee of a management company that contracts with the Academy; and (4) College officials or employees.

Oath of Public Office

Before beginning their service, all members of the Academy's Board of Directors shall take and sign the constitutional oath of office before a justice, judge, or clerk of a court, or before a notary public. The Academy shall cause a copy of such oath of office to be

filed with the College's Charter Schools Office. No appointment shall be effective prior to the taking, signing and filing of the oath of public office.

Removal and Suspension

If at anytime the College Board determines that an Academy Board member's service is no longer necessary, then the College Board may remove an Academy Board member with or without cause by notifying the affected Academy Board member. The notice shall specify the date when the Academy Board member's service ends. Any Academy Board member may also be removed by a two-thirds (2/3) vote of the Academy Board for cause.

With the approval of the College Board Chair, the College's Director of Charter Schools may suspend an Academy Board member's service, if in his/her judgment the member's continued presence would constitute a risk to persons or property, or would seriously impair the operations of the Academy. Any suspension made under this provision must be presented to the College Board for final determination at its next regularly scheduled meeting. The College Board reserves the right to review, rescind, modify, ratify, or approve any suspension made under this provision.

Tenure

Each Academy Board member shall hold office until the member's replacement, death, resignation, removal or until the expiration of the term, whichever occurs first.

Resignation

Any Academy Board member may resign at any time by providing written notice to the Academy or the College's Charter Schools Office. Notice of resignation will be effective upon receipt or at a subsequent time designated in the notice. Any Academy Board member who fails to attend three (3) consecutive Academy Board meetings without prior notification to the Academy Board President, may, at the option of the Academy Board, the College Board, or the College's Director of Charter Schools, be deemed to have resigned, effective at a time designated in a written notice sent to the resigning Academy Board member. A successor shall be appointed as provided by the method of selection adopted by the College Board.

Board Vacancies

An Academy Board vacancy shall occur because of death, resignation, replacement, removal, failure to maintain United States citizenship or residency in the State of Michigan, disqualification, enlargement of the Academy Board, or as specified in the Code.

Compensation

Academy Board members shall serve as volunteer directors and without compensation for their respective services. By resolution of the Academy Board, the Academy Board

BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS
PUBLIC SCHOOL ACADEMY AUTHORIZING BODY

RESOLUTION NO. 16-03
Approval of Charter School Application for George Washington Carver Academy, Selection of Initial Board Members, Authorization to Organize and Consideration of Issuance of a Public School Academy Contract

WHEREAS, the Bay Mills Community College (the "College") is a tribally-chartered community college, chartered by the Bay Mills Indian Community on June 25, 1984, pursuant to the Tribally Controlled Community College Act of 1978, Pub. L. 95–471, 92 Stat. 1325, 25 U.S.C. 1801 et seq. (the "Charter") for the purpose of providing educational programs; and

WHEREAS, the Michigan Legislature has provided for the establishment of public school academies as part of the Michigan public school system by enacting Act No. 362 of the public Acts of 1993; and

WHEREAS, according to this legislation, the Bay Mills Community College Board of Regents ("College Board"), as the governing body of a tribally controlled community college, is an authorizing body empowered to issue contracts to organize and operate public school academies; and

WHEREAS, the Michigan Legislature has mandated that public school academy contracts be issued on a competitive basis taking into consideration the resources available for the proposed public school academy, the population to be served by the proposed public school academy, the educational goals to be achieved by the proposed public school academy; and

WHEREAS, the College Board has adopted a Resolution 12-01, providing for a method of selection, length of term, number of members, and other relevant provisions governing the operation of public school academies as is required by law; and

WHEREAS, the College Board, having received an application from George Washington Carver Academy for organizing a public school academy as well as the qualifications of potential board members the College Board and/or its designee having reviewed the application and potential board member qualifications according to the provisions set forth by the Michigan Legislature;

NOW, THEREFORE, BE IT RESOLVED:

1. That the Academy's application, submitted under the Revised School Code, meets the College Board's requirements and the requirements of applicable law is therefore approved;

2. The College Board declares that the method of selection, length of term, and number of board members shall be as follows:

   A. Method of Selection and Appointment. The College Board shall prescribe the methods of appointment for members of an academy's board of directors. The College Charter Schools Director (the "CSO Director") is authorized to develop and administer an academy board selection and

appointment process that includes an *Application for Academy Board Appointment* and is in accord with these policies:

(i) The College Board shall appoint the initial and subsequent academy board of directors by resolution. The CSO Director shall thereafter recommend nominees to the College Board based upon a review of the *Application for Academy Board Appointment.*

(ii) The academy board of directors, by resolution and majority vote, shall nominate its subsequent members, except as provided otherwise. The academy board of directors shall recommend to the College Board at least one nominee for each vacancy. Nominees shall submit the *Application for Academy Board Appointment* for review by the CSO Director. The College Board shall appoint the subsequent members of the academy board of directors by resolution, except as prescribed by subparagraph A (iv) of this resolution.

(iii) An individual appointed to fill a vacancy created other than by the expiration of a term shall be appointed for the unexpired term of that vacant position.

(iv) Under exigent conditions, and with the approval of the College Board's president, the CSO Director may appoint a qualified individual to an academy's board of directors. All appointments made under this provision must be presented to the College Board for final determination at its next regularly scheduled meeting. The College Board reserves the right to review, rescind, modify, ratify, or approve any appointments made under this provision.

B. Length of Term. The term of each position of the academy board of directors shall be for a period of three (3) years, except the terms of the initial positions of the academy board of directors which shall be staggered in accordance with the policies established and administered by the CSO Director. All appointments shall be for a period of three (3) years, except appointments made to fill the positions of the initial academy board of directors and an appointment made to complete the unexpired term of a vacant position.

C. Number of Directors. The number of member positions on the academy board of directors shall not be less than five (5) nor more than nine (9). If the academy board of directors fails to maintain its full membership by making appropriate and timely nominations, the College Board or its designee may deem that failure an exigent condition.

D. Prerequisite Qualifications of Members. Before individuals become members of an academy's board of directors, the nominee must: (a) be recommended by a resolution and majority vote of the academy board, except as prescribed in subparagraph A(iv) of this; (b) submit the *Application for Academy Board Appointment* which must include

authorization to process a criminal background check; (c) be recommended for appointment by the CSO Director; (d) be appointed by the College Board or its designee; (e) take the oath of office; (f) sign and file the *Oath of Public Office* with the CSO Director. Prerequisites qualifications (a), (b), and (c) shall not apply to the initial board of directors.

The members of an academy board of directors shall not include: (a) employees of the academy; (b) any director, officer, or employee of a service provider or management company that contracts with the academy; (c) any Bay Mills Community College official or employee, as a representative of the Bay Mills Community College Board of Regents.

E. Oath and Acceptance of Public Office – All members of the Academy Board must take the constitutional oath of public office and file an acceptance of office in a form prescribed by the office of the CSO Director. A person appointed to membership on the Academy Board shall be administered the oath at an Academy Board meeting by an existing Academy Board member or other public official.

F. Removal of Members – Any academy board member may be removed by two-thirds (2/3) vote of the academy board or as directed by the College Board.

G. Initial Members of the Academy Board – The College Board appoints the following persons to serve as the initial members of the Academy Board for the designated term of office set forth below:

New Candidate	3 Year Term
New Candidate	3 Year Term
Robert Bryant 3461 Cambridge Avenue Detroit, MI 48221	2 Year Term
Donald Wright 15035 Ashton Detroit, MI 48223	2 Year Term
Deiadra Downes 19310 Archer Detroit, MI 48219	1 Year Term

3. The College Board approves and authorizes the execution of a contract to charter a public school academy to the Academy not to exceed a term of eight (8) years and authorizes the CSO Director to issue a contract to charter a public school academy and related documents to the Academy, provided that, before execution of the Contract, the CSO Director affirms that:

A. all terms of the contract have been agreed upon and the Academy is able to comply with all terms and conditions of the contract and Applicable Law;

B. the Academy has submitted all due diligence required by the CSO Director and the College Board's legal counsel and the CSO Director is satisfied that the Academy will be able to operate successfully;

C. the Academy has identified and secured a facility deemed appropriate by the CSO Director; and

D. the Contract is substantially similar to previous charter contracts approved by the College Board, with the only changes being those: (i) that are consistent with the Application; or (ii) made by the CSO Director, in consultation with the College Board's legal counsel that are in the best interest of the College Board.

4. This resolution shall be incorporated in and made part of the Contract.

I, the undersigned, as Secretary of the Bay Mills Community College Board of Regents, do hereby certify the foregoing resolution was adopted by the Bay Mills Community College Board of Regents at a public meeting held on the 29th day of January, 2016 with a vote of 5 for, 0 opposed, and 1 abstaining.

By: _____

Printed Name: Randy Tomhitor, Secretary

CONTRACT TERMS
AND CONDITIONS

TERMS AND CONDITIONS

OF CONTRACT

DATED: JULY 1, 2016

ISSUED BY

THE BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS

TO

GEORGE WASHINGTON CARVER ACADEMY

CONFIRMING THE STATUS OF

GEORGE WASHINGTON CARVER ACADEMY

AS A

PUBLIC SCHOOL ACADEMY

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WHEREAS, the People of Michigan through their Constitution have provided that schools and the means of education shall forever be encouraged and have authorized the Legislature to maintain and support a system of free public elementary and secondary schools; and

WHEREAS, all public schools are subject to the leadership and general supervision of the State Board of Education; and

WHEREAS, the Legislature has authorized an alternative form of public school designated a "public school academy" to be created to serve the educational needs of pupils and has provided that pupils attending these schools shall be eligible for support from the State School Aid Fund; and

WHEREAS, the Legislature has delegated to the governing boards of state public universities, community college boards, including tribally controlled community college boards, intermediate school district boards and local school district boards, the responsibility for authorizing the establishment of public school academies; and

WHEREAS, the Bay Mills Community College Board of Regents has considered the authorization of the Academy and has approved the issuance of a contract to the Academy;

NOW, THEREFORE, pursuant to the Revised School Code, the College Board grants a contract conferring certain rights, franchises, privileges, and obligations of a public school academy and confirms the status of a public school academy in this state to the Academy. In addition, the parties agree that the granting of this Contract is subject to the following terms and conditions:

ARTICLE I

DEFINITIONS

Section 1.1. Certain Definitions. For purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever initially capitalized, shall have the meaning set forth in this section:

(a) "Academy" means the Michigan nonprofit corporation named George Washington Carver Academy which is established as a public school academy pursuant to this Contract.

(b) "Academy Board" means the Board of Directors of the Academy.

(c) "Applicable Law" means all state and federal law applicable to public school academies.

(d) "Application" means the public school academy application and supporting documentation submitted to the College Board for the establishment of the Academy and supplemented by material submitted pursuant to the College Board's requirements for reauthorization.

(e) "Authorizing Resolution" means the resolution adopted by the College Board on January 29, 2016, authorizing the issuance of the Contract and establishing the standard method of selection, length of term and number of members format for public school academies issued a Contract by the College Board, as amended from time to time.

(f) "Charter Schools Office Director" or "CSO Director" means the person designated by the College Board to administer the operations of the Charter Schools Office.

(g) "Charter Schools Office" or "CSO" means the office designated by the College Board as the initial point of contact for public school academy applicants and public school academies authorized by the College Board. The Charter Schools Office is also responsible for administering the College Board's responsibilities with respect to the Contract.

(h) "Code" means the Revised School Code, Act No. 451 of the Public Acts of 1976, as amended, being Sections 380.1 to 380.1852 of the Michigan Compiled Laws.

(i) "College" means Bay Mills Community College, a federally tribally controlled community college that is recognized under the tribally controlled colleges and universities assistance act of 1978, 25 USC 1801 et seq., and which has been determined by the Michigan Department of Education to meet the requirements for accreditation by a recognized regional accreditation body.

(j) "College Board" means the Bay Mills Community College Board of Regents, an authorizing body as designated under Section 501 of the Code, MCL 380.501 et seq.

(k) "College Board Chairperson" means the Chairperson of the Bay Mills Community College Board of Regents or his or her designee. In Section 1.1(l) below, "College Board Chairperson" means the Board Chairperson of the Bay Mills Community College Board of Regents.

(l) "College Charter Schools Hearing Panel" or "Hearing Panel" means such person(s) as designated by the College Board Chairperson.

(m) "Contract" means, in addition to the definition set forth in the Code, these Terms and Conditions, the Authorizing Resolution, the Master Calendar, the ESP Policies, the Schedules, and the Application.

(n) "Director" means a person who is a member of the Academy Board of Directors.

(o) "Educational Service Provider" or "ESP" means an educational management organization as defined under section 503c of the Code,

MCL 380.503c, that has entered into a contract or agreement with the Academy Board for operation or management of the Academy, which contract has been submitted to the CSO Director for review as provided in Section 11.11 and has not been disapproved by the CSO Director, and is consistent with the CSO Educational Service Provider Policies, as they may be amended from time to time, and Applicable Law.

(p) "Educational Service Provider Policies" or "ESP Policies" means those policies adopted by the Charter Schools Office Director that apply to a Management Agreement. The Charter Schools Office Director may, at any time and at his or her sole discretion, amend the ESP Policies. Upon amendment, changes to the ESP Policies shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.

(q) "Fund Balance Deficit" means the Academy has more liabilities than assets at the end of any given school fiscal year, and includes any fiscal year where the Academy would have had a budget deficit but for a financial borrowing from, or monetary contribution by an Educational Service Provider or other person or entity to the Academy. If the Academy receives a gift or grant of money or financial support from an Educational Service Provider or other person or entity that does not require repayment by the Academy, and is not conditioned upon the actions or inactions of the Academy Board, then such gift or grant shall not constitute a financial borrowing or contribution for purposes of determining a Fund Balance Deficit.

(r) "Lease Policies" means those policies adopted by the Charter Schools Office Director that apply to real property lease agreements entered into by the Academy. The Charter Schools Office Director may, at any time and at his or her sole discretion, amend the Lease Policies. Upon amendment, changes to the Lease Policies shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.

(s) "Management Agreement" or "ESP Agreement" means an agreement as defined under section 503c of the Code, MCL 380.503c, that has been entered into between an ESP and the Academy Board for the operation and/or management of the Academy, which has been submitted to the CSO Director for review as provided in Section 11.11, and has not been disapproved by the CSO Director.

(t) "Master Calendar" or "MCRR" means the Master Calendar of Reporting Requirements developed and administered by the Charter Schools Office setting forth a reporting time line for certain financial, administrative, facility, Academy Board and educational information relating to the Academy. The Charter Schools Office Director may, at anytime and at his

or her sole discretion, amend the Master Calendar. Upon amendment, changes to the Master Calendar shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.

(u) "President" means the President of Bay Mills Community College or his or her designee.

(v) "Schedules" means the following Contract documents of the Academy: Schedule 1: Articles of Incorporation, Schedule 2: Bylaws, Schedule 3: Fiscal Agent Agreement, Schedule 4: Oversight Agreement, Schedule 5: Description of Staff Responsibilities, Schedule 6: Physical Plant Description, and Schedule 7: Required Information for Public School Academies.

(w) "State Board" means the State Board of Education, established pursuant to Article 8, Section 3 of the 1963 Michigan Constitution and MCL 388.1001 et seq.

(x) "Terms and Conditions" means this document entitled "Terms and Conditions of Contract, Dated July 1, 2016, Issued by the Bay Mills Community College Board of Regents to George Washington Carver Academy Confirming the Status of George Washington Carver Academy as a Public School Academy."

Section 1.2. Captions. The captions and headings used in this Contract are for convenience only and shall not be used in construing the provisions of this Contract.

Section 1.3. Gender and Number. The use of any gender in this Contract shall be deemed to be or include the other genders, including neuter, and the use of the singular shall be deemed to include the plural (and vice versa) wherever applicable.

Section 1.4. Statutory Definitions. Statutory terms defined in Part 6A of the Code shall have the same meaning in this Contract.

Section 1.5. Schedules. All Schedules to this Contract are incorporated into, and made part of, this Contract.

Section 1.6. Application. The Application submitted to the College Board for the establishment of the Academy is incorporated into, and made part of, this Contract. Portions of the Applicant's Application have been incorporated into this Contract. In the event that there is an inconsistency or dispute between materials in the Application and the Contract, the language or provisions in the Contract shall control.

Section 1.7. Conflicting Contract Provisions. In the event that there is a conflict between language contained in the provisions of this Contract, the Contract shall be interpreted as follows: (i) the Authorizing Resolution shall control over any other conflicting language in the Contract; (ii) the Terms and Conditions shall control over any other conflicting language in the

Contract with the exception of language in the Authorizing Resolution; and (iii) the Articles of Incorporation shall control over any other conflicting language in the Contract with the exception of language in the Authorizing Resolution and these Terms and Conditions.

ARTICLE II

RELATIONSHIP BETWEEN THE ACADEMY AND THE COLLEGE BOARD

Section 2.1. Independent Status of Bay Mills Community College. The College Board is an authorizing body as defined by the Code. In approving this Contract, the College Board voluntarily exercises additional powers given to the College Board under the Code. Nothing in this Contract shall be deemed to be any waiver of the College Board's autonomy or powers and the Academy shall not be deemed to be a part of the College Board or the College.

Section 2.2. Independent Status of the Academy. The Academy is a body corporate and governmental entity authorized by the Code. The Academy is organized and shall operate as a public school academy and a nonprofit corporation. The Academy is not a division or part of the College Board or the College. The relationship between the Academy and the College Board is based solely on the applicable provisions of the Code and the terms of this Contract or other agreements between the College Board and the Academy, if applicable.

Section 2.3. Financial Obligations of the Academy Are Separate From the State of Michigan, College Board and the College. Any contract, agreement, note, mortgage, loan or other instrument of indebtedness entered into by the Academy and a third party shall not in any way constitute an obligation, either general, special, or moral, of the State of Michigan, the College Board, or the College. Neither the full faith and credit nor the taxing power of the State of Michigan or any agency of the State, nor the full faith and credit of the College Board or the College shall ever be assigned or pledged for the payment of any Academy contract, agreement, note, mortgage, loan or other instrument of indebtedness.

Section 2.4. Academy Has No Power To Obligate or Bind State of Michigan, the College Board or the College. The Academy has no authority whatsoever to enter into any contract or other agreement that would financially obligate the State of Michigan, College Board or the College, nor does the Academy have any authority whatsoever to make any representations to lenders or third parties, that the State of Michigan, College Board or the College in any way guarantee, are financially obligated, or are in any way responsible for any contract, agreement, note, mortgage, loan or other instrument of indebtedness entered into by the Academy.

ARTICLE III

ROLE OF THE COLLEGE BOARD AS AUTHORIZING BODY

Section 3.1. College Board Resolutions. The College Board has adopted the Authorizing Resolution providing for the method of selection, length of term, number of

Directors and the qualification of Directors and approving the issuance of this Contract. The Authorizing Resolution is hereby incorporated into this Contract as Exhibit A. At anytime and at its sole discretion, the College Board may amend the Authorizing Resolution. Upon College Board approval, changes to the Authorizing Resolution shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.

Section 3.2. College Board as Fiscal Agent for the Academy. The College Board is the fiscal agent for the Academy. As fiscal agent, the College Board assumes no responsibility for the financial condition of the Academy. The College Board is not liable for any debt or liability incurred by or on behalf of the Academy, or for any expenditure approved by or on behalf of the Academy Board. Except as provided in the Oversight Agreement and Article X of these Terms and Conditions, the College Board shall promptly, within five (5) business days of receipt, forward to the Academy all state school aid funds or other public or private funds received by the College Board for the benefit of the Academy. The responsibilities of the College Board, the State of Michigan, and the Academy are set forth in the Fiscal Agent Agreement incorporated herein as Schedule 3.

Section 3.3. Oversight Responsibilities of the College Board. The College Board has the responsibility to oversee the Academy's compliance with the Contract and all Applicable Law. The responsibilities of the Academy and the College Board are set forth in the Oversight Agreement executed by the parties and incorporated herein as Schedule 4.

Section 3.4. Reimbursement of College Board Expenses. The Academy shall pay the College Board an administrative fee to reimburse the College Board for the expenses associated with the execution of its authorizing body and oversight responsibilities. The terms and conditions of the administrative fee are set forth in Schedule 4.

Section 3.5. College Board Approval of Condemnation. In the event that the Academy desires to acquire property pursuant to the Uniform Condemnation Procedures Act or other applicable statutes, it shall obtain express written permission for such acquisition from the College Board. The Academy shall submit a written request to the College Board describing the proposed acquisition and the purpose for which the Academy desires to acquire the property. Provided the Academy Board submits the written request at least sixty (60) days before the College Board's next regular meeting, the College Board shall vote on whether to give express written permission for the acquisition at its next regular meeting.

Section 3.6. Authorization of Employment. The College Board authorizes the Academy to employ or contract directly with personnel according to the position information outlined in Schedule 5. However, the Academy Board shall prohibit any individual from being employed by the Academy, an Educational Service Provider or an employee leasing company involved in the operation of the Academy, in more than one (1) full-time position and simultaneously being compensated at a full-time rate for each of these positions. Additionally, the Academy Board shall require each individual who works at the Academy to disclose to the Academy Board any other public school or educational service provider at which that individual works or to which that individual provides services. An employee hired by the Academy shall be an employee of the Academy for all purposes and not an employee of the College for any

purpose. With respect to Academy employees, the Academy shall have the power and responsibility to (i) select and engage employees; (ii) pay their wages; (iii) dismiss employees; and (iv) control the employees' conduct, including the method by which the employee carries out his or her work. The Academy Board shall be responsible for carrying workers' compensation insurance and unemployment insurance for its employees. The Academy shall ensure that the term or length of any employment contract or consultant agreement does not extend beyond the Contract Term and shall terminate in the event this Contract is revoked or terminated. In no event may an employee's employment contract term, inclusive of automatic renewals, extend beyond the current Contract Terms.

Section 3.7. Code Requirements for College Board to Act as Authorizing Body. The College Board has complied with the requirements of Section 1475 of the Code, and will continue to comply with the Code during the term of this Contract.

Section 3.8. College Board Subject to Open Meetings Act. As required by Section 1475 of the Code, College Board meetings conducted for the purpose of carrying out or administering any authorizing body function shall be administered in accordance with the Open Meetings Act, MCL 15.261 et seq.

Section 3.9. College Board Authorizing Body Activities Subject to Freedom of Information Act. As required by Section 1475 of the Code, all authorizing body functions performed by the College Board shall be subject to public disclosure in accordance with the Freedom of Information Act, MCL 15.231 et seq.

Section 3.10. College Board Review of Certain Financing Transactions. In the event that the Academy desires to finance the acquisition, by lease, purchase, or other means, of facilities or equipment, in excess of $150,000, pursuant to arrangements calling for payments over a period greater than one (1) year, and which include a pledge, assignment or direction to one or more third parties of a portion of the funds to be received by the Academy from the State of Michigan pursuant to the State School Aid Act of 1979, as amended, being MCL 388.1601 et seq., then Academy shall obtain prior review for such financing from the College Board. The Academy shall submit a written request to the College Board describing the proposed financing transaction, and the facilities or equipment to be acquired with the proceeds thereof. Provided the Academy submits the written request at least sixty (60) days before the College Board's next regular meeting, the College Board shall vote on whether to disapprove the proposed financing transaction at the next meeting. If the proposed transaction is not disapproved, the College Board may still condition the decision not to disapprove on compliance by the Academy and any lender, lessor, seller or other party with such terms as the College Board deems appropriate under the circumstances. If the proposed transaction is disapproved, such disapproval may, but shall not be required to, state one or more conditions which, if complied with by the Academy and any lender, lessor, seller or other party, would cause such disapproval to be deemed withdrawn. No transaction described in this Section may be entered into by the Academy if the proposed transaction is disapproved by the College Board. By not disapproving a proposed transaction, the College Board is in no way giving approval of the proposed transaction, or representing that the Academy has the ability to meet or satisfy any of the terms or conditions thereof.

Section 3.11. Authorizing Body Contract Authorization Process. Pursuant to the Code, the College Board is not required to issue a contract to the Academy. This Contract is for a fixed term and will terminate at that end of the Contract Term set forth in Section 12.9 without any further action of either the Academy or the College Board. The Academy shall seek a new contract by making a formal request to the College Board in writing at least two years prior to the end of the current Contract Term. The College Board shall provide to the Academy a description of the timeline and process by which the Academy may be considered for issuance of a new contract. The timeline and process for consideration of whether to issue a new contract to the Academy shall be solely determined by the College Board. The standards for the issuance of a new contract shall include increases in academic achievement for all groups of pupils as measured by assessments and other objective criteria established by the College Board as the most important factor of whether to issue or not issue a new contract. The College Board, at its own discretion, may change its timeline and process for issuance of a new contract at any time, and any such changes shall take effect automatically without the need for any amendment to the Contract. Consistent with the Code, the College Board may elect, at its sole discretion, not to consider the issuance of a contract, consider reauthorization of the Academy and elect not to issue a contract, or consider reauthorization of the Academy and issue a contract for a fixed term.

Section 3.12. College Board's Invitation to Academy to Apply For Conversion to Schools of Excellence. If the College Board is interested in accepting applications to issue contracts to charter Schools of Excellence under Part 6E of the Code, and the College Board determines that the Academy meets the College Board's and the Code's eligibility criteria for applying to converting the Academy to a School of Excellence, then the College Board may invite the Academy to submit an application to apply for a contract to convert the Academy to a school of excellence. In accordance with the Code, the College Board shall establish its own competitive application process and provide the necessary forms and procedures to eligible public school academies.

ARTICLE IV

REQUIREMENT THAT THE ACADEMY ACT SOLELY AS GOVERNMENTAL ENTITY

Section 4.1. Limitation on Actions in Performance of Governmental Functions. The Academy shall act exclusively as a governmental entity and shall not undertake any action inconsistent with its status as a body corporate authorized to receive state school aid funds pursuant to Section 11 of Article IX of the State Constitution of 1963.

Section 4.2. Other Permitted Activities. Consistent with the provisions of this Contract, the Academy is permitted to engage in lawful activities that are not in derogation of the Academy's mission and status of operating a public school academy or that would not jeopardize the eligibility of the Academy for state school aid funds.

Section 4.3. Academy Board Members Serve In Their Individual Capacity. All Directors of the Academy Board shall serve in their individual capacity, and not as a representative or designee of any other person or entity. A person who does not serve in their individual capacity, or who serves as a representative or designee of another person or entity,

shall be deemed ineligible to continue to serve as a Director of the Academy Board. A Director who violates this Section shall be removed from office, in accordance with the removal provisions found in the Authorizing Resolution or Contract Schedule 2: Bylaws. As set forth in the Authorizing Resolution, a Director serves at the pleasure of the College Board, and may be removed with or without cause by the College Board at any time.

Section 4.4. Incompatible Public Offices and Conflicts of Interest Statutes. The Academy shall comply with the Incompatible Public Offices statute, being MCL 15.181 et seq. of the Michigan Compiled Laws, and the Contracts of Public Servants with Public Entities statute, being MCL 15.321 et seq. of the Michigan Compiled Laws. The Academy Board shall ensure compliance with Applicable Law relating to conflicts of interest. Notwithstanding any other provision of this Contract, the following shall be deemed prohibited conflicts of interest for purposes of this Contract:

(a) An individual simultaneously serving as an Academy Board member and as an owner, officer, director, employee or consultant of or independent contractor to an Educational Service Provider or an employee leasing company, or a subcontractor to an Educational Service Provider or an employee leasing company that has an ESP agreement with the Academy;

(b) An individual simultaneously serving as an Academy Board member and an Academy employee;

(c) An individual simultaneously serving as an Academy Board member and an independent contractor to the Academy;

(d) An individual simultaneously serving as an Academy Board member and a member of the governing board of another public school; and

(e) An individual simultaneously serving as an Academy Board member and a College official, employee, or paid consultant, as a representative of the College.

(f) An individual simultaneously serving as an Academy Board member and having an ownership or financial interest in any school building leased or subleased to the Academy.

Section 4.5. Prohibition of Identified Family Relationships. The Academy Board shall prohibit specifically identified family relationships pursuant to Applicable Law and the Terms and Conditions of this Contract. Notwithstanding any other provision of this Contract, the following shall be deemed prohibited familial relationships for the purposes of this Contract:

(a) No person shall be appointed or reappointed to serve as an Academy Board member if the person's mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse or same-sex domestic partner:

(i) Is employed by the Academy;

(ii) Works at or is assigned to the Academy;

(iii) Has an ownership, officer, policymaking, managerial, administrative non-clerical, or other significant role with the Academy's ESP or employee leasing company.

(iv) Has an ownership or financial interest in any school building lease or sublease agreement with the Academy.

(b) The Academy Board shall require each individual who works at the Academy to annually disclose any familial relationship with any other individual who works at, or provides services to, the Academy. For purposes of this sub-section, familial relationship means a person's mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse or same-sex domestic partner.

Section 4.6. Dual Employment Positions Prohibited. Any person working at the Academy is prohibited by law from being employed at the Academy in more than one full-time position and simultaneously being compensated for each position.

Section 4.7. Oath of Public Office. Academy Board members are public officials. Before entering upon the duties of a public school board member, each Academy Board member shall take, sign and file the constitutional oath of office with the Charter Schools Office.

ARTICLE V

CORPORATE STRUCTURE OF THE ACADEMY

Section 5.1. Nonprofit Corporation. The Academy shall be organized and operated as a public school academy corporation organized under the Michigan Nonprofit Corporation Act, as amended, Act No. 162 of the Public Acts of 1982, being Sections 450.2101 to 450.3192 of the Michigan Compiled Laws. Notwithstanding any provision of the Michigan Nonprofit Corporation Act, as amended, the Academy shall not take any action inconsistent with the provisions of Part 6A of the Code or other Applicable Law.

Section 5.2. Articles of Incorporation. The Articles of Incorporation of the Academy, as set forth in Schedule 1, shall be the Articles of Incorporation of the Academy. Any subsequent amendments to the Academy's Articles of Incorporation shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

Section 5.3. Bylaws. The Bylaws of the Academy, as set forth in Schedule 2, shall be the Bylaws of the Academy. Any subsequent amendments to the Academy's Bylaws shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

Section 5.4. Quorum. Notwithstanding any document in the Contract that is inconsistent with this Section, including the Academy's Articles of Incorporation and Bylaws, a

quorum of the Academy Board that is necessary to transact business and to take action shall be a majority of the Academy Board members as set by the Authorizing Resolution.

ARTICLE VI

OPERATING REQUIREMENTS

Section 6.1. Governance Structure. The Academy shall be organized and administered under the direction of the Academy Board and pursuant to the Governance Structure as set forth in Schedule 7a. The Academy shall have four officers: President, Vice-President, Secretary and Treasurer. The officer positions shall be filled by persons who are members of the Academy Board. A description of their duties is included in Schedule 2.

Section 6.2. Educational Goals. The Academy shall pursue the educational goals identified in Schedule 7b. The educational goals shall include demonstrated improved pupil academic achievement for all groups of pupils.

Section 6.3. Educational Programs. The Academy shall deliver the educational programs identified in Schedule 7c.

Section 6.4. Curriculum. The Academy shall implement and follow the curriculum identified in Schedule 7d.

Section 6.5. Method of Pupil Assessment. The Academy shall evaluate pupils' work based on the assessment strategies identified in Schedule 7e. The Academy's pupil performance shall, at a minimum, be assessed using at least the assessments required by the Code. To the extent the Academy can do so in a manner that complies with applicable law, the Academy shall post on the Academy's website and provide the Charter Schools Office with copies of reports, assessments and test results concerning the following:

(a) educational outcomes achieved by pupils attending the Academy and other reports reasonably requested by the Charter Schools Office;

(b) an assessment of the Academy's student performance at the end of each academic school year or at such other times as the College Board may reasonably request;

(c) an annual education report in accordance with the Code;

(d) an annually administered nationally recognized norm-referenced achievement test for the Academy's grade configuration, or a program of testing approved by the Charter Schools Office Director; and

(e) all tests required under Applicable Law.

Section 6.6. Application and Enrollment of Students. The Academy shall comply with the application and enrollment policies identified in Schedule 7f. With respect to the

Academy's pupil admissions process, the Academy shall provide any documentation or information requested by the Charter Schools Office that demonstrates the following:

(a) The Academy has made a reasonable effort to advertise its enrollment efforts to all pupils; and

(b) The Academy's open enrollment period was for a duration of at least 2 weeks and permitted the enrollment of pupils at times in the evening and on weekends.

Section 6.7. School Calendar and School Day Schedule. The Academy shall comply with the school calendar and school day schedule guidelines as set forth in Schedule 7g.

Section 6.8. Age or Grade Range of Pupils. The Academy shall comply with the age and grade ranges as stated in Schedule 7h.

Section 6.9. Collective Bargaining Agreements. Collective bargaining agreements, if any, with employees of the Academy shall be the responsibility of the Academy.

Section 6.10. Accounting Standards. The Academy shall at all times comply with generally accepted public sector accounting principles and accounting system requirements that comply with the State School Aid Act of 1979, as amended, and applicable State Board of Education and Department of Education rules.

Section 6.11. Annual Financial Statement Audit. The Academy shall conduct an annual financial statement audit prepared and reviewed by an independent certified public accountant. In accordance with timeframes set forth in the Master Calendar, the Academy shall submit one (1) copy of the annual financial statement audit, auditor's management letters and any responses to auditor's management letters to the Charter Schools Office.

Section 6.12. Address and Description of Physical Plant; Process for Expanding Academy's Site Operations. The address and description of the physical plant for the Academy is set forth in Schedule 6. With the approval of the College Board, the Academy Board may operate the same configuration of age or grade levels at more than one (1) site if each configuration of age or grade levels and each site identified in Schedule 6 are under the direction and control of the Academy Board.

The College Board's process for evaluating and approving the same configuration of age or grade levels at more than one (1) site is as follows:

By formal resolution, the Academy Board may request the authority to operate the same configuration of age or grade levels at more than one site. The Academy Board shall submit to the CSO a contract amendment, in a form and manner determined by the CSO. The contract amendment shall include all information requested by the CSO, including detailed information about the site, the Academy's proposed operations at the site and the information provided in Contract Schedules 4, 5, 6 and 7. Upon receipt of a complete contract amendment, the CSO Director shall review the contract amendment and make a recommendation to the College Board on whether the Academy's request for site expansion should be approved. A positive

recommendation by the CSO Director of the contract amendment shall include a determination by the CSO Director that the Academy is operating in compliance with the Contract and is making measureable progress toward meeting the Academy's educational goals. The College Board may consider the Academy Board's site expansion request contract amendment following submission by the CSO Director of a positive recommendation. If the College Board approves the Academy Board's site expansion request contract amendment, the Contract shall be amended in accordance with Article IX of these Terms and Conditions. The College Board reserves the right to modify, reject or approve any site expansion request contract amendment in its sole and absolute discretion.

Section 6.13. Contributions and Fund Raising. The Academy may solicit and receive contributions and donations as permitted by law. No solicitation shall indicate that a contribution to the Academy is for the benefit of the College or the College Board.

Section 6.14. Disqualified Organizational or Contractual Affiliations. The Academy shall comply with all state and federal law applicable to public schools concerning church-state issues. To the extent disqualified under the state or federal constitutions, the Academy shall not be organized by a church or other religious organization and shall not have any organizational or contractual affiliation with or constitute a church or other religious organization. Nothing in this Section shall be deemed to diminish or enlarge the civil and political rights, privileges and capacities of any person on account of his or her religious belief.

Section 6.15. Method for Monitoring Academy's Compliance with Applicable Law and Performance of its Targeted Educational Outcomes. The Academy shall perform the compliance certification duties required by the College Board and outlined in the Oversight Agreement set forth as Schedule 4. In addition to the College Board's oversight responsibilities and other reporting requirements set forth in this Contract, the Academy's compliance certification duties shall serve as the method for monitoring the Academy's compliance with Applicable Law and its performance in meeting its educational goals.

Section 6.16. Matriculation Agreements. Before the Academy Board approves a matriculation agreement with another public school, the Academy shall provide a draft copy of the agreement to the Charter Schools Office for review. Any matriculation agreement entered into by the Academy shall be incorporated into Schedule 7 by contract amendment pursuant to Article IX of these Terms and Conditions. Until the matriculation agreement is incorporated into the Contract, the Academy is prohibited from granting an enrollment priority to any student pursuant to that matriculation agreement.

Section 6.17. Postings of AYP and Accreditation Status. The Academy shall post notices to the Academy's homepage of its website disclosing the adequate yearly progress status and accreditation status of each school as required by the Code.

ARTICLE VII

TUITION PROHIBITED

Section 7.1. Tuition Prohibited; Fees and Expenses. The Academy shall not charge tuition. The Academy may impose fees and require payment of expenses for activities of the Academy where such fees and payments are not prohibited by law.

ARTICLE VIII

COMPLIANCE WITH APPLICABLE LAWS

Section 8.1. Compliance with Applicable Law. The Academy shall comply with all applicable state and federal laws, including, but not limited to, to the extent applicable, the Code, the State School Aid Act of 1979, the Open Meetings Act, the Freedom of Information Act ("FOIA"), the Public Employees Relation Act, the Prevailing Wage on State Contracts statute, the Uniform Budgeting and Accounting Act, the Revised Municipal Finance Act of 2001, the Elliott-Larsen Civil Rights Act, , the Michigan Handicappers' Civil Rights Act, , and Subtitle A of Title II of the Americans with Disabilities Act of 1990, Public Law 101-336, 42 USC & 12101 et seq. or any successor law. Additionally, the Academy shall comply with other state and federal laws which are applicable to public school academies. Nothing in this Contract shall be deemed to apply any other state or federal law to the Academy.

ARTICLE IX

AMENDMENT

Section 9.1. Amendments. The College Board and the Academy acknowledge that the operation and administration of a public school academy and the improvement of educational outcomes over time will require amendment of this Contract. In order to assure a proper balance between the need for independent development of the Academy and the statutory responsibilities of the College Board as an authorizing body, the parties have established a flexible process for amending this Contract.

Section 9.2. Process for Amendment Initiated by the Academy. The Academy, by a majority vote of its Board of Directors, may, at any time, propose specific changes in this Contract or may propose a meeting to discuss potential revision of this Contract. The proposal will be made to the College Board through its designee. Except as provided in Section 6.12 of these Terms and Conditions, the College Board delegates to the CSO Director the review and approval of changes or amendments to this Contract. In the event that a proposed change is not accepted by the CSO Director, the College Board shall consider and vote upon a change proposed by the Academy following an opportunity for a presentation to the College Board by the Academy.

Section 9.3. Process for Amendment Initiated by the College Board. The College Board, or an authorized designee, may, at any time, propose specific changes in this Contract or may propose a meeting to discuss potential revision of this Contract. The College Board

delegates to the CSO Director the review and approval of changes or amendments to this Contract. The Academy Board may delegate to an officer of the Academy the review and negotiation of changes or amendments to this Contract. The Contract shall be amended as requested by the College Board upon a majority vote of the Academy Board.

Section 9.4. Final Approval of Amendments. Amendments to this Contract take effect only after they have been approved by the Academy Board and by the College Board or the CSO Director. If the proposed amendment conflicts with any of the College Board's general policies on public school academies, the proposed amendment shall take effect only after approval by the Academy and the College Board.

Section 9.5. Change in Existing Law. If, after the effective date of this Contract, there is a change in Applicable Law which alters or amends rights, the responsibilities or obligations of either the Academy or the College Board, this Contract shall be altered or amended to reflect the change in existing law as of the effective date of such change. To the extent possible, the responsibilities and obligations of the Academy and the College Board shall conform to and be carried out in accordance with the change in Applicable Law.

Section 9.6. Emergency Action on Behalf of College Board. Notwithstanding any other provision of this Contract to the contrary, the contents of this Section shall govern in the event of an emergency situation that arises between meetings of the College Board. An emergency situation shall be deemed to occur if the Charter Schools Office Director, in his or her sole discretion, determines that the facts and circumstances warrant that emergency action take place before the next meeting of the College Board. Upon the determination that an emergency situation exists, the Charter Schools Office Director may temporarily take action on behalf of the College Board with regard to the Academy or the Contract, so long as such action is in the best interest of the College Board and the Charter Schools Office Director consults with the College Board Chairperson or the College President prior to taking the intended actions. When acting during an emergency situation, the Charter Schools Office Director shall have the authority to act in place of the College Board, and such emergency action shall only be effective in the interim before the earlier of (a) rejection of the emergency action by the Chairperson of the College Board; or (b) the next meeting of the College Board. The Charter Schools Office Director shall immediately report such action to the College Board for confirmation at the next meeting so that the emergency action continues or, upon confirmation by the College Board, becomes permanent.

ARTICLE X

CONTRACT TERMINATION, SUSPENSION, AND REVOCATION

Section 10.1. Termination by the Academy. At any time, for any reason, the Academy Board may terminate this Contract before the end of the Contract Term by presenting to the College Board a certified resolution requesting termination. Unless otherwise agreed to by the College Board and the Academy Board, this Contract shall terminate at the end of the school year in which the Contract termination is requested.

Section 10.2. Termination by College Board. The College Board may terminate this Contract before the end of the Contract Term as follows:

(a) Termination Without Cause. Except as otherwise provided in subsections (b) or (c), the College Board, in its sole discretion, reserves the right to terminate this Contract before the end of the Contract Term for any reason provided that such termination shall not take place less than one (1) year from the date of the College Board's resolution approving such termination. The Charter Schools Office shall provide notice of the termination to the Academy. If during the period between the College Board's action to terminate and the effective date of termination, the Academy has violated the Contract or Applicable Law, the College Board may elect to initiate suspension or revocation of the Contract as set forth in this Article X.

(b) Termination Caused by Change in Applicable Law. Following issuance of this Contract, if there is a change in Applicable Law that the College Board, in its sole discretion, determines impairs its rights and obligations under the Contract or requires the College Board to make changes in the Contract that are not in the best interest of the College Board or the College, then the College Board may terminate the Contract at the end of the Academy's school fiscal year in which the College Board's decision to terminate is adopted. For purposes of this section, a change in Applicable Law includes without limitation the following:

(i) the issuance of an order by the Superintendent of Public Instruction, pursuant to section 1280c of the Code, placing the Academy under the supervision of the State School Reform/ Redesign Officer; or

(ii) the development of, or changes to, a redesign plan by the Academy pursuant to Section 1280c of the Code.

(c) Automatic Termination Caused By Placement of Academy in State School Reform/ Redesign School District. If the Academy is notified by the State that the Academy will be placed in the State School Reform/ Redesign School District pursuant to Section 1280c of the Code, then the College Board may terminate this Contract at the end of the current school year.

The revocation procedures in Section 10.6 shall not apply to a termination of this Contract under this section.

Section 10.3. Contract Suspension. The College Board's process for suspending the Contract is as follows:

(a) Charter Schools Office Director Action. If the CSO Director determines that probable cause exists to believe that the Academy Board (i) has placed staff or students at risk; (ii) is not properly exercising its fiduciary

obligations to protect and preserve the Academy's public funds and property; (iii) has lost its right to occupancy of the physical facilities described in Schedule 6, and cannot find another suitable physical facility for the Academy prior to the expiration or termination of its right to occupy its existing physical facilities; (iv) has failed to secure or has lost the necessary fire, health, and safety approvals as required by Schedule 6; (v) has willfully or intentionally violated this Contract or Applicable Law; or (vi) has violated Section 10.5(e) or (f), the CSO Director may immediately suspend the Contract, pending completion of the revocation procedures set forth in Section 10.6. A copy of the suspension notice, setting forth the grounds for suspension, shall be sent to the Academy Board and to the Hearing Panel. If this subsection is implemented, the notice and hearing procedures set forth in Section 10.6 shall be expedited as much as possible.

(b) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the College Board after a decision by the CSO Director to suspend the Contract, shall be retained by the College Board for the Academy until the Contract is reinstated, or shall be returned to the Michigan Department of Treasury upon request.

(c) Immediate Revocation Proceeding. If the Academy Board, after receiving a notice of Contract suspension from the Charter Schools Office Director, continues to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may immediately convene a revocation hearing in accordance with the procedures set forth in Section 10.6(e) of this Contract. The Hearing Panel has the authority to accelerate the time line for revoking the Contract, provided that notice of the revocation hearing shall be provided to the Charter Schools Office and the Academy Board at least five (5) days before the hearing. If the Hearing Panel determines that the Academy Board has continued to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may recommend revocation of the Contract. The College Board shall proceed to consider the Hearing Panel's recommendation in accordance with Section 10.6(f) through (h).

Section 10.4. Statutory Grounds for Revocation. In addition to the grounds for an automatic revocation of the Contract as set forth in Section 10.8, this Contract may also be revoked by the College Board upon a determination by the College Board, pursuant to the procedures set forth in Section 10.6, that one or more of the following has occurred:

(a) Failure of the Academy to demonstrate improved pupil achievement for all groups of pupils or meet the educational goals set forth in the Contract;

(b) Failure of the Academy to comply with all Applicable Law;

(c) Failure of the Academy to meet generally accepted public sector accounting principles and demonstrate sound fiscal stewardship; or

(d) The existence of one or more other grounds for revocation as specified in this Contract.

Section 10.5. Other Grounds for Revocation. In addition to the statutory grounds for revocation set forth in Section 10.4 and the grounds for an automatic revocation of the Contract set forth in Section 10.8, the College Board may revoke this Contract, pursuant to the procedures set forth in Section 10.6, upon a determination that one or more of the following has occurred:

(a) The Academy is insolvent, has been adjudged bankrupt, or has operated for two or more school fiscal years with a fund balance deficit;

(b) The Academy has insufficient enrollment to successfully operate a public school academy, or the Academy has lost more than fifty percent (50%) of its student enrollment from the previous school year;

(c) The Academy defaults in any of the terms, conditions, promises or representations contained in or incorporated into this Contract or a prior contract issued by the College Board if the College Board discovers the default after the prior contract has terminated;

(d) The Academy files amendments to its Articles of Incorporation with the Michigan Department of Licensing and Regulatory Affairs, Bureau of Commercial Services without first obtaining the CSO's approval;

(e) The Charter Schools Office Director discovers grossly negligent, fraudulent or criminal conduct by the Academy's applicant(s), directors, officers, employees or agents in relation to their performance under this Contract;

(f) The Academy's applicant(s), directors, officers, employees or agents have provided false or misleading information or documentation to the CSO in connection with the College Board's approval of the Application, the issuance of this Contract, or the Academy's reporting requirements under this Contract or Applicable Law.

(g) The Academy violates the site restrictions set forth in the Contract or the Academy operates at a site or sites without the prior written authorization of the College Board; or

(h) The College Board, its Trustees, officers, employees, agents or representatives are not included as third party beneficiaries under any Management Agreement entered into by the Academy for purposes of indemnifying such parties in accordance with Section 11.10 of the Terms and Conditions.

Section 10.6. College Board Procedures for Revoking Contract. The College Board's process for revoking the Contract is as follows:

(a) Notice of Intent to Revoke. The CSO Director, upon reasonable belief that grounds for revocation of the Contract exist, shall notify the Academy Board of such grounds by issuing the Academy Board a Notice of Intent to Revoke for non-compliance with the Contract or Applicable Law. The Notice of Intent to Revoke shall be in writing and shall set forth in sufficient detail the alleged grounds for revocation.

(b) Academy Board's Response. Within thirty (30) days of receipt of the Notice of Intent to Revoke, the Academy Board shall respond in writing to the alleged grounds for revocation. The Academy Board's response shall be addressed to the CSO Director, and shall either admit or deny the allegations of non-compliance. If the Academy's response includes admissions of non-compliance with the Contract or Applicable Law, the Academy Board's response must also contain a description of the Academy Board's plan and time line for correcting the non-compliance with the Contract or Applicable Law. If the Academy's response includes a denial of non-compliance with the Contract or Applicable Law, the Academy's response shall include sufficient documentation or other evidence to support a denial of non-compliance with the Contract or Applicable Law. A response not in compliance with this Section shall be deemed to be non-responsive. As part of its response, the Academy Board may request that a meeting be scheduled with the CSO Director prior to a review of the Academy Board's response.

(c) Plan of Correction. Within fifteen (15) days of receipt of the Academy Board's response or after a meeting with Academy Board representatives, the CSO Director shall review the Academy Board's response and determine whether a reasonable plan for correcting the deficiencies can be formulated. If the CSO Director determines that a reasonable plan for correcting the deficiencies set forth in the Notice of Intent to Revoke can be formulated, the CSO Director shall develop a plan for correcting the non-compliance ("Plan of Correction"). In developing a Plan of Correction, the CSO Director is permitted to adopt, modify or reject any of the Academy Board's response for correcting the deficiencies outlined in the Notice of Intent to Revoke. The Notice of Intent to Revoke shall be closed if the CSO Director determines any of the following: (i) the Academy Board's denial of non-compliance is persuasive; (ii) the non-compliance set forth in the Notice of Intent to Revoke has been corrected by the Academy Board; or (iii) the Academy Board has successfully completed the Plan of Correction.

(d) Plan of Correction May Include Conditions to Satisfy College Board's Contract Reconstitution Authority. As part of the Plan of Correction, the CSO Director may reconstitute the Academy in an effort to improve

student educational performance and to avoid interruption of the educational process. An attempt to improve student educational performance may include, but is not limited to, one of the following actions: (i) removal of 1 or more members of the Academy Board; (ii) termination of at-will board appointments of 1 or more Academy Board members; (iii) withdrawal of the Academy's authorization to contract with an ESP; or (iv) the appointment of a new Academy Board or a conservator/ trustee to take over operations of the Academy. The CSO shall notify the Superintendent of Public Instruction of any Plan of Correction that includes a reconstitution of the Academy to ensure that the Academy is not included on the list of school buildings subject to automatic closure under section 1280c of the Code.

(e) Request for Revocation Hearing. The CSO Director may initiate a revocation hearing before the College Charter Schools Hearing Panel if the CSO Director determines that any of the following has occurred:

(i) the Academy Board has failed to respond to the Notice of Intent to Revoke as set forth in Section 10.6(b);

(ii) the Academy Board's response to the Notice of Intent to Revoke is non-responsive;

(iii) the Academy Board's response admits violations of the Contract or Applicable Law which the CSO Director deems cannot be remedied or cannot be remedied in an appropriate period of time, or for which the CSO Director determines that a Plan of Correction cannot be formulated;

(iv) the Academy Board's response contains denials that are not supported by sufficient documentation or other evidence showing compliance with the Contract or Applicable Law;

(v) the Academy Board has not complied with part or all of a Plan of Correction established in Section 10.6(c);

(vi) the Academy Board has engaged in actions that jeopardize the financial or educational integrity of the Academy; or

(vii) the Academy Board has been issued multiple or repeated Notices of Intent to Revoke.

The CSO Director shall send a copy of the request for revocation hearing to the Academy Board at the same time the request is sent to the Hearing Panel. The request for revocation shall identify the reasons for revoking the Contract.

(f) Hearing before College Charter Schools Hearing Panel. Within thirty (30) days of receipt of a request for revocation hearing, the Hearing Panel shall

convene a revocation hearing. The Hearing Panel shall provide a copy of the notice of hearing to the Charter Schools Office and the Academy Board at least ten (10) days before the hearing. The purpose of the Hearing Panel is to gather facts surrounding the CSO Director's request for Contract revocation, and to make a recommendation to the College Board on whether the Contract should be revoked. The revocation hearing shall be held at a location, date and time as determined by the CSO Director and shall not last more than three hours. The hearing shall be transcribed by a court reporter and the cost of the court reporter shall be divided equally between the College and the Academy. The CSO Director or his or her designee, and the Academy Board or its designee, shall each have equal time to make their presentation to the Hearing Panel. Although each party is permitted to submit affidavits and exhibits in support of their positions, the Hearing Panel will not hear testimony from any witnesses for either side. The Hearing Panel may, however, question the CSO Director and the Academy Board. Within thirty (30) days of the revocation hearing, the Hearing Panel shall make a recommendation to the College Board concerning the revocation of the Contract. For good cause, the Hearing Panel may extend any time deadline set forth in this subsection. A copy of the Hearing Panel's recommendation shall be provided to the Charter Schools Office and the Academy Board at the same time that the recommendation is sent to the College Board.

(g) College Board Decision. If the Hearing Panel's recommendation is submitted to the College Board at least fourteen (14) days before the College Board's next formal session, the College Board shall consider the Hearing Panel's recommendation at its next formal session and vote on whether to revoke the Contract. The College Board reserves the right to modify, reject or approve all or any part of the Hearing Panel's recommendation. The College Board shall have available to it copies of the Hearing Panel's recommendation and the transcript from the hearing. The College Board may waive the fourteen (14) day submission requirement or hold a special formal session to consider the Hearing Panel's recommendation. A copy of the College Board's decision shall be provided to the Charter Schools Office, the Academy Board and the Michigan Department of Education.

(h) Effective Date of Revocation. If the College Board votes to revoke the Contract, the revocation shall be effective on the date of the College Board's act of revocation, or at a later date as determined by the College Board.

(i) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the College Board after a recommendation is made by the Hearing Panel to revoke the Contract, or a decision by the College Board to revoke the

Contract, may be withheld by the College Board or returned to the Michigan Department of Treasury upon request.

Section 10.7. Venue; Jurisdiction. The parties agree that all actions or proceedings arising in connection with this Contract will be tried and litigated only in the Circuit Court of Chippewa County, Michigan, the Michigan Court of Claims or the Federal District Court for the Western District of Michigan. The parties hereby irrevocably accept for themselves and in respect of their property, generally and unconditionally, the jurisdiction of such courts. The parties irrevocably consent to the service of process out of any such courts in any such action or proceedings by the mailing of copies thereof by registered or certified mail, postage prepaid, to each such party, at its address set forth for notices in this Contract, such service to become effective ten (10) days after such mailing. The parties irrevocably waive any right they may have to assert the doctrine of forum non conveniens or to object to venue to the extent any proceedings is brought in accordance with this Section 10.7. This Section 10.7 shall not in any way be interpreted as an exception to the Academy's covenant not to sue contained in Section 11.3 of these Terms and Conditions.

Section 10.8. Automatic Amendment or Revocation by State of Michigan. If the College Board is notified by the Superintendent of Public Instruction that the Academy is subject to closure under Part 6A of the Code ("State's Automatic Closure Notice"), and the Academy is currently not undergoing a reconstitution as part of a Plan of Correction developed under Section 10.6, then this Contract shall automatically be amended to eliminate the Academy's authority to operate certain age and grade levels at the site or sites identified in the State's Automatic Closure Notice. If the State's Automatic Closure Notice includes all of the Academy's existing sites, then this Contract shall automatically be revoked at the end of the current school year in which the notice is received without any further action of the College Board or the Academy. The College Board's revocation procedures set forth in Section 10.6 do not apply to an automatic revocation initiated by the State.

Following receipt of the State's Automatic Closure Notice, the College Board shall forward a copy of the State's Automatic Closure Notice to the Academy Board and request a meeting with Academy Board representatives to discuss the Academy's plans and procedures for the elimination of certain age or grade levels at the identified site or sites, or if all of the Academy's existing sites are included in the State's Automatic Closure Notice, then wind-up and dissolution of the Academy corporation at the end of the current school year. All Academy inquiries and requests for reconsideration of the State's Automatic Revocation Notice shall be directed to the Superintendent of Public Instruction, in a form and manner determined by that office or the Michigan Department of Education.

Section 10.9. Material Breach of Contract. If the CSO determines, at its discretion, that the Superintendent of Public Instruction's issuance of an order by, pursuant to section 1280c of the Code, placing the Academy under the supervision of the State School Reform / Redesign Officer, substantially changes the Academy's purpose, focus, or targeted student population, then the Academy shall be in material breach of this Contract. Following the issuance of the order, the College Charter Schools Office will determine whether issuance of the order constitutes a material breach of this Contract. If the CSO determines that the issuance of the order constitutes a material breach of this Contract, then the CSO shall notify the Academy of the material breach

and request a meeting with Academy Board representatives to discuss the matter. To remedy the material breach, the Academy shall work toward the development of a corrective action plan that is acceptable to the College Charter Schools Office. In addition to other matters, the corrective action plan shall include the Academy's redesign plan prepared pursuant to section 1280c of the Code. The development of a corrective action plan under this Section 10.9 shall not in any way limit the rights of the College Board to terminate, suspend or revoke this Contract.

Section 10.10. Appointment of Conservator/Trustee. Notwithstanding any other provision of the Contract, when the College Board, the CSO Director, or the College President determines that the health, safety, educational or economic interest of the Academy or its students is at risk, the College Board, the CSO Director, or the College President may take immediate action against the Academy, provided, however that the CSO Director and the College President may only take such action following consultation with the College Board Chair. The College Board, the CSO Director, or the College President may appoint a conservator/ trustee to manage the day-to-day operations of the Academy in place of the Academy Board. A conservator/ trustee appointed under this Section shall have all the powers and authority of the Academy Board under this Contract and Applicable Law. Upon the appointment of a conservator/ trustee, the appointment and term of office for each Academy Board member shall be suspended and the conservator/ trustee shall act in place of the Academy Board until the College Board, the CSO Director, or the College Presidentdetermine that a conservator/trustee is no longer necessary. If this section has been implemented, the Academy is subject to a revocation hearing under Section 10.6, and the Hearing Panel determines revocation to be appropriate, the revocation shall become effective immediately upon the College Board's decision.

Section 10.11. Academy Dissolution Account. If the College Board terminates, revokes or fails to issue a new Contract to the Academy, the CSO Director shall notify the Academy that, beginning thirty (30) days after notification of the College Board's decision, the College Board shall direct up to $10,000 from each subsequent State School Aid Fund payment, not to exceed a combined total of $30,000, to a separate Academy account ("Academy Dissolution Account") to be used exclusively to pay the costs associated with the wind up and dissolution responsibilities of the Academy. Within five (5) business days of the CSO Director's notice, the Academy Board Treasurer shall provide the CSO Director, in a form and manner determined by the CSO, with account detail information and authorization to direct such funds to the Academy Dissolution Account. The Academy Dissolution Account shall be under the sole care, custody and control of the Academy Board, and such funds shall not be used by the Academy to pay any other Academy debt or obligation until such time as all the wind-up and dissolution expenses have been satisfied.

ARTICLE XI

PROVISIONS RELATING TO PUBLIC SCHOOL ACADEMIES

Section 11.1. The Academy Budget. The Academy Board is responsible for establishing, approving, and amending an annual budget in accordance with the Uniform Budgeting and Accounting Act, MCL 141.421, et seq. The Academy shall not adopt or operate under a deficit budget, or incur an operating deficit in a fund during any fiscal year. At any time

during the term of this Contract, the Academy shall not have an existing deficit fund balance, incur a deficit fund balance, or adopts a current year budget that projects a deficit fund balance.

Within ten (10) days after adoption by the Academy Board (but not later than July 1st) each year, the Academy Board shall submit to the Charter Schools Office a copy of its annual budget for the upcoming fiscal year. The budget must detail budgeted expenditures at the object level as described in the Michigan Department of Education's Michigan School Accounting Manual. In addition, the Academy Board is responsible for approving all revisions and amendments to the annual budget. Within 10 business days after Academy Board approval, revisions or amendments to the Academy's budget shall be submitted to the Charter Schools Office.

Section 11.2. Insurance. The Academy Board shall secure and maintain in its own name as the "first named insured" at all times the following insurance coverages:

(a) real and personal property insurance covering all of the Academy's real and personal property, whether owned or leased;

(b) a minimum of general liability insurance of one million dollars ($1,000,000) per occurrence and two million dollars ($2,000,000) aggregate;

(c) minimum automobile insurance coverage of one million dollars ($1,000,000) (combined single limit for each accident);

(d) workers' compensation insurance or "workers' compensation without employees if any insurance";

(e) School Leaders Liability insurance of one million dollars ($1,000,000) per occurrence and three million dollars ($3,000,000) aggregate; and

(f) Employee Dishonesty Insurance of five hundred thousand dollars ($500,000).

(g) Certificate must accurately reflect the coverage provided under the Academy's policy.

(h) Certificate must expressly list or state the coverage for each item specified in the Contract.

(i) Policy and corresponding certificate, should reflect an annual expiration date of June 30th to correspond with the Charter Contract, unless a different date provides an economic advantage to the Academy, so long as such date does not create a gap in coverage at any time during the Term of this Agreement.

The insurance must be obtained from a licensed mutual, stock, or other responsible company licensed to do business in the State of Michigan. The Academy may join with other public school academies to obtain insurance if the Academy Board finds that such an association provides economic advantages to the Academy, provided that each Academy maintains its identity as first named insured. The Academy shall list the College and the College Board on the insurance policies as an additional insured on insurance coverages listed in (b), (c) and (e) above. The Academy shall have a provision included in all policies requiring notice to the College Board, at least thirty (30) days in advance, upon termination or non-renewal of the policy. In addition, the Academy shall provide copies of all insurance policies required by this Contract on site for inspection by the College Board or its designee.

When changing insurance programs or carriers, the Academy must provide copies of the proposed policies to the College Board, or its designee, at least thirty (30) days prior to the proposed change. The Academy shall not cancel its existing coverage without the prior approval of the Charter Schools Office. In the event the Academy fails to purchase the insurance coverage required by this Section 11.2, the College Board may purchase on the Academy's behalf the insurance required under this Section 11.2 and subtract the total cost for placed insurance from the next state school aid payment received by the College Board for forwarding to the Academy.

The Academy may expend funds for payment of the cost of participation in an accident or medical insurance program to insure protection for pupils while attending school or participating in a school program or activity. Other insurance policies and higher minimums may be required depending upon academic offerings and program requirements.

The College's insurance carrier periodically reviews the types and amounts of insurance coverages that the Academy must secure in order for the College to maintain insurance coverage for the authorization and oversight of the Academy. In the event that the College's insurance carrier requests additional changes in coverage identified in this Section 11.2, the Academy agrees to comply with any additional changes in the types and amounts of coverage requested by the College's insurance carrier within thirty (30) days after notice of the insurance coverage change.

Section 11.3. Legal Liabilities and Covenant Against Suit. The Academy acknowledges and agrees that it has no authority to extend the full faith and credit of the College Board, the College or any other authorizing body, or to enter into a contract that would bind the College Board or the College. The Academy also is limited in its authority to contract by the amount of funds obtained from the state school aid fund, as provided hereunder, or from other independent sources. The Academy hereby covenants not to sue the College Board, the College, or any of its Regents, officers, employees, agents or representatives for any matters that arise under this Contract. The College Board and the College do not assume any obligation with respect to any Director, employee, agent, parent, guardian, student, or independent contractor of the Academy, and no such person shall have the right or standing to bring suit against the College Board or the College, or any of its Regents, employees, agents, or independent contractors as a result of the issuing, overseeing, suspending, terminating or revoking of this Contract, or as a result of not issuing a new Contract at the end of the term of this Contract.

Section 11.4. Lease or Deed for Proposed Single Site. Prior to entering into any lease agreement for real property, the Academy shall provide to the Charter Schools Office copies of its lease or deed for the premises in which the Academy shall operate in a form and manner consistent with the Lease Policies, which are incorporated into and be deemed part of this Contract. A copy of the final executed Lease Agreement shall be included in this Contract under Schedule 6. The Charter Schools Office may, from time to time during the term of this Contract, amend the Lease Policies and such amended lease policies shall automatically apply to the Academy without the need for a Contract amendment under article IX of these Terms and Conditions. The Charter Schools Office may disapprove the proposed lease agreement submitted by the Academy if the lease agreement is contrary to this Contract, the Lease Policies, or Applicable Law. Any subsequent amendment to a lease agreement shall be submitted for review by the Charter Schools Office in the same form and manner as a new lease agreement.

A copy of the Academy's lease or deed shall be incorporated into this Contract under Schedule 6. Any subsequent amendments to any Academy real estate leasing agreement shall only be incorporated into this Contract pursuant to Article X of these Terms and Conditions.

Section 11.5. Occupancy and Safety Certificates. The Academy Board shall: (i) ensure that the Academy's physical facilities comply with all fire, health and safety standards applicable to schools; and (ii) possess the necessary occupancy and safety certificates for the Academy's physical facilities. The Academy Board shall not conduct classes until the Academy has complied with this Section 11.5. Copies of these certificates shall be incorporated into this Contract under Schedule 6.

Section 11.6. Criminal Background and History Checks; Disclosure of Unprofessional Conduct; Compliance with School Safety Initiative. The Academy shall comply with the Code concerning criminal background and criminal history checks for its teachers, school administrator(s), and for any other position requiring State Board approval. In addition, the Academy shall comply with the Code concerning the disclosure of unprofessional conduct by persons applying for Academy employment. This Section 11.6 shall apply to such persons irrespective of whether they are employed by the Academy or employed by an ESP contracting with the Academy.

Section 11.7. Special Education. Pursuant to Section 1701a of the Code, the Academy shall comply with Article III, Part 29 of the Code, MCL 380.1701 et seq., concerning the provision of special education programs and services at the Academy.

Section 11.8. Deposit of Public Funds by the Academy. The Academy Board agrees to comply with Section 1221 of the Revised School Code, being MCL 380.1221, regarding the deposit of all public or private funds received by the Academy. Such deposit shall be made within three (3) business days after receipt of the funds by the Academy.

Section 11.9. Nonessential Elective Courses. If the Academy Board elects to provide nonessential elective courses to part-time pupils at a nonpublic school building, the Academy shall comply with Section 166b of the State School Aid Act of 1979, as amended, MCL 388.1166b. Prior to providing instruction, the Academy Board shall ensure that the Academy has sufficient documentation to qualify for part-time pupil funding under the State School Aid

Act. The provision of nonessential elective courses by the Academy shall be incorporated into this Contract as an amendment pursuant to Article IX of these Terms and Conditions.

Section 11.10. Required Provisions for ESP Agreements. Any Management Agreement with an ESP entered into by the Academy must contain the following provisions:

> "Indemnification of Bay Mills Community College. The parties acknowledge and agree that the Bay Mills Community College Board of Regents, Bay Mills Community College and its members, officers, employees, agents or representatives are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, the parties hereby promise to indemnify, defend, and hold harmless Bay Mills Community College, Bay Mills Community College Board of Regents and its members, and their respective officers, employees, agents or representatives from and against all claims, demands, actions, suits, causes of action, losses, judgments, damages, fines penalties, demands, forfeitures, or any other liabilities or losses of any kind, including costs, attorney fees, and related expenses, imposed upon or incurred by Bay Mills Community College on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of Bay Mills Community College, which arise out of or are in any manner connected with Bay Mills Community College Board of Regents' approval of the Academy's application, Bay Mills Community College Board of Regents' consideration of or issuance of a Contract, the Academy Board's or the Educational Service Provider's preparation for and operation of the Academy, or which are incurred as a result of the reliance by Bay Mills Community College, Bay Mills Community College Board of Regents or its members, or their respective officers, employees, agents or representatives, upon information supplied by the Academy Board or the Educational Service Provider, or which arise out of the failure of the Academy Board or the Education Service Provider to perform its obligations under the Contract or Applicable Law. The parties expressly acknowledge and agree that Bay Mills Community College, Bay Mills Community College Board of Regents and its members, and their respective officers, employees, agents or representatives, or any of them, may commence legal action against either party to enforce its rights as set forth in this Agreement."
>
> "Agreement Coterminous With Academy's Contract. If the Academy's Contract issued by the Bay Mills Community College Board of Regents is suspended, revoked or terminated, or a new charter contract is not issued to the Academy after expiration of the Contract, this Agreement shall automatically be suspended or terminated, as the case may be, on the same date as the Academy's Contract is suspended, revoked, terminated or expires without further action of the parties."
>
> "Compliance with Academy's Contract. The Educational Service Provider agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy's obligations under the Academy's Contract issued

by the Bay Mills Community College Board of Regents. The provisions of the Academy's Contract shall supersede any competing or conflicting provisions contained in this Agreement."

"Compliance with Section 503c. On an annual basis, the ESP agrees to provide the Academy Board with the same information that a school district is required to disclose under section 18(2) of the State School Aid Act of 1979, MCL 388.1618, for the most recent school fiscal year for which the information is available. Within thirty (30) days of receipt of this information, the Academy Board shall make the information available on the Academy's website home page, in a form and manner prescribed by the Michigan Department of Education. The defined terms in section 503c of the Code, MCL 380.503c, shall have the same meaning in this agreement."

"Compliance with Section 12.17 of Contract Terms and Conditions. The Educational Service Provider shall make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4 of the Contract, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under Section 12.17(a) of the Contract Terms and Conditions."

Section 11.11. Management Agreements. The Academy may enter into a Management Agreement with an ESP to contract out its administrative and/or educational functions and personnel. For purposes of this Contract, an employee leasing agreement shall be considered a Management Agreement, and an employee leasing company shall be considered an ESP. Any ESP agreement shall state that the ESP must acquire insurance in addition to the insurance the Academy must obtain under the Contract. The coverage must be similar to the insurance coverage required for the Academy and the ESP agreement must detail the amount of such required coverage. Prior to entering any Management Agreement with an ESP, the Academy shall submit a copy of the final draft Management Agreement to the Charter Schools Office in a form and manner consistent with the ESP policies of the Charter Schools Office which are incorporated into and be deemed part of this Contract. A copy of the final executed Management Agreement shall be included in this Contract under Schedule 5. The Charter Schools Office may, from time to time during the term of this Contract, amend the ESP policies and the amended ESP policies shall automatically apply to the Academy without the need for a Contract amendment under article IX of these Terms and Conditions. The Charter Schools Office may disapprove the proposed Management Agreement submitted by the Academy if the Management Agreement is contrary to this Contract or Applicable Law. Any subsequent amendment to a Management Agreement shall be submitted for review by the Charter Schools Office in the same form and manner as a new Management Agreement.

Section 11.12. Administrator and Teacher Evaluation Systems.

The Academy Board shall adopt and implement for all individuals employed by the Academy as teachers or school administrators a rigorous, transparent, and fair performance evaluation system that complies with applicable law. If the Academy engages an Educational

Service Provider, all applicable law with regard to administrator and teacher evaluation systems shall apply to individuals employed by the Educational Service Provider.

Section 11.13. Parent Notification of Ineffective Teacher Ratings. If a pupil is assigned to be taught by a teacher who has been rated as ineffective on his or her 2 most recent annual year-end evaluations under section 1249, the Academy Board shall notify the pupil's parent or legal guardian that the pupil has been assigned to a teacher who has been rated as ineffective on the teacher's 2 most recent annual year-end evaluations. The notification shall be in writing and shall be delivered to the pupil's parent or legal guardian not later than the June 15th immediately preceding the beginning of the school year for which the pupil is assigned to the teacher, and shall identify the teacher who is the subject of the notification.

Section 11.14. Teacher and Administrator Job Performance Criteria. The Academy Board, or Educational Service Provider, as applicable, shall implement and maintain a method of compensation for individuals employed or assigned under contract to perform the services of teachers and school administrators on more than an intermittent basis that includes job performance and job accomplishments as a significant factor in determining compensation and additional compensation earned and paid in accordance with Applicable Law. The assessment of job performance shall incorporate a rigorous, transparent, and fair evaluation system that evaluates a teacher's or school administrator's performance at least in part based upon data on student growth as measured by assessments and other objective criteria. If the Academy enters into an agreement with an Educational Service Provider, then the Academy Board shall ensure that the Educational Service Provider complies with this section.

ARTICLE XII

GENERAL TERMS

Section 12.1. Notices. Any and all notices permitted or required to be given hereunder shall be deemed duly given: (i) upon actual delivery, if delivery is by hand; or (ii) upon receipt by the transmitting party of confirmation or answer back if delivery is by facsimile or telegram; or (iii) upon delivery into United States mail if delivery is by postage paid first class mail. Each such notice shall be sent to the respective party at the address indicated below or to any other address or person as the respective party may designate by notice delivered pursuant hereto:

If to the College Board:	President Bay Mills Community College 12214 West Lakeshore Drive Brimley, Michigan 49715
If to the Tribal Office:	Tribal Attorney's Office Bay Mills Indian Community 12140 West Lakeshore Drive Brimley, Michigan 49715

If to Outside Counsel:	Leonard C. Wolfe Dykema Gossett PLLC 201 Townsend Street, Suite 900 Lansing, Michigan 48933
If to Academy:	Academy Board President George Washington Carver Academy 14510 2nd Ave Highland Park, Michigan 48203
If to Academy Counsel:	Joseph Urban Clark Hill PLC 151 S Old Woodward Ave Ste 200 Birmingham, Michigan 48009-6103

Section 12.2. Severability. If any provision in this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Contract. If any provision of this Contract shall be or become in violation of any local, state or federal law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

Section 12.3. Successors and Assigns. The terms and provisions of this Contract are binding on and shall inure to the benefit of the parties and their respective successors and permitted assigns.

Section 12.4. Entire Contract. Except as specifically provided in this Contract, this Contract sets forth the entire agreement between the College Board and the Academy with respect to the subject matter of this Contract. Except as provided in Section 10.5(c) of this Contract, all prior contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Contract.

Section 12.5. Assignment. This Contract is not assignable by either the Academy or the College Board.

Section 12.6. Non Waiver. Except as provided herein, no term or provision of this Contract shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the party claimed to have waived or consented. No consent by any party to, or waiver of, a breach or default by the other, whether expressed or implied, shall constitute a consent to, waiver of, or excuse for any different or subsequent breach or default.

Section 12.7. Governing Law. This Contract shall be governed and controlled by the laws of the State of Michigan as to interpretation, enforcement, validity, construction, and effect, and in all other respects.

Section 12.8. Counterparts. This Contract may be executed in any number of counterparts. Each counterpart so executed shall be deemed an original, but all such counterparts shall together constitute one and the same instrument.

Section 12.9. Term of Contract. This Contract shall commence on the date first set forth above and shall remain in full force and effect until June 30, 2024, unless sooner terminated according to the terms hereof.

Section 12.10. Indemnification. As a condition to receiving a grant of authority from the College Board to operate a public school pursuant to the terms and conditions of this Contract, the Academy agrees to indemnify and hold the College Board, the College and its Board of Regents members, officers, employees, agents or representatives harmless from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of the College, which arise out of or are in any manner connected with the College Board's receipt, consideration or approval of the Application, the College Board's approval of the Authorizing Resolution, legal challenges to the validity of Part 6A of the Code or actions taken by the College Board as an authorizing body under Part 6A of the Code, the College Board's consideration of or issuance of a Contract, the Academy's preparation for and operation of a public school, or which are incurred as a result of the reliance of the College Board, the College and its Board of Regents members, officers, employees, agents or representatives upon information supplied by the Academy, or which arise out of the failure of the Academy to perform its obligations under this Contract. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of governmental immunity provided under Section 7 of the Governmental Liability for Negligence Act, being MCL 691.1407 of the Michigan Compiled Laws.

Section 12.11. Construction. This Contract shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Contract.

Section 12.12. Force Majeure. If any circumstances occur which are beyond the control of the parties, which delay or render impossible the obligations of one or both of the parties, the parties' obligations to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.

Section 12.13. No Third Party Rights. This Contract is made for the sole benefit of the Academy and the College Board and no other person or entity, including without limitation, the Educational Service Provider. Except as otherwise provided, nothing in this Contract shall create or be deemed to create a relationship between the parties hereto, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

Section 12.14. Non-agency. It is understood that the Academy is not the agent of the College.

Section 12.15. College Board or CSO General Policies on Public School Academies Shall Apply. Notwithstanding any provision of this Contract to the contrary, and with the

exception of existing College Board or CSO policies regarding public school academies which shall apply immediately, College Board or CSO general policies clarifying procedure and requirements applicable to public school academies under this Contract, as from time to time adopted or amended, will automatically apply to the Academy, provided they are not inconsistent with provisions of this Contract. Before issuing general policies under this Section, the College Board or the CSO shall provide a draft of the proposed policies to the Academy Board. The Academy Board shall have at least thirty (30) days to provide comment to the CSO on the proposed policies before such policies shall become effective.

Section 12.16. Survival of Provisions. The terms, provisions, and representations contained in Section 11.2, Section 11.3, Section 12.10, Section 12.13 and any other provisions of this Contract that by their sense and context are intended to survive termination of this Contract shall survive.

Section 12.17. Information Available to the Public.

(a) Information to be provided by the Academy. The Academy shall make information concerning its operation and management, including without limitation the information described in Schedule 4, available to the public in the same manner and to the same extent as is required for public schools and school districts under Applicable Law.

(b) Information to be provided by Educational Service Providers. If the Academy enters into an agreement with an Educational Service Provider for operation or management of the Academy, the Management Agreement shall contain a provision requiring the Educational Service Provider to make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under subparagraph (a).

Section 12.18. Termination of Responsibilities. Upon termination or revocation of the Contract, the College Board or its designee shall have no further obligations or responsibilities under this Contract to the Academy or any other person or persons in connection with this Contract. Upon termination or revocation of the Contract, the Academy may amend its articles of incorporation or bylaws as necessary to allow the Academy Board to: (a) take action to appoint Academy Board members in order to have a quorum necessary to take Academy Board action; or (b) effectuate a dissolution, provided that the Academy Board may not amend the articles of incorporation with regard to the disposition of assets upon dissolution.

As the designated representative of the Bay Mills Community College Board of Regents, I hereby issue this Contract to the Academy on the date set forth above.

BAY MILLS COMMUNITY COLLEGE
BOARD OF REGENTS

By: Michael C. Parish
Michael Parish, College Board Designee

Date: July 1, 2016

As the authorized representative of the Academy, I hereby certify that the Academy is able to comply with the Contract and all Applicable Law, and that the Academy, through its governing board, has approved and agreed to comply with and be bound by of the terms and conditions of this Contract.

GEORGE WASHINGTON CARVER ACADEMY

By: Thera Johnson
Theresa Johnson, Board President

Date: July 1, 2016

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CONTRACT SCHEDULES

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CONTRACT SCHEDULE 1

ARTICLES OF INCORPORATION

MICHIGAN DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS CORPORATIONS, SECURITIES, & COMMERCIAL LICENSING BUREAU		
Date Received		(FOR BUREAU USE ONLY)

EFFECTIVE DATE:

Document will be returned to the name and address you enter above

ARTICLES OF INCORPORATION
For Use by Domestic Nonprofit Corporations

Pursuant to the provisions of the Michigan Nonprofit Corporation Act of 1982, as amended (the "Act"), being MCL 450.2101 et seq., and Part 6a of the Revised School Code (the "Code") as amended, being Sections 380.501 et seq. of the Michigan Compiled Laws, the undersigned corporation executes the following Articles:

ARTICLE I

The name of the corporation is: **George Washington Carver Academy.**

The authorizing body for the corporation is Bay Mills Community College Board of Regents ("College Board").

ARTICLE II

The purpose or purposes for which the corporation is organized are:

1. The corporation is organized for the purpose of operating as a public school academy in the State of Michigan pursuant to Part 6a of the Code, being Sections 380.501 to 380.507 of the Michigan Compiled Laws.

2. The corporation, including all activities incident to its purposes, shall at all times be conducted so as to be a governmental entity pursuant to Section 115 of the United States Internal Revenue Code ("IRC") or any successor law. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activity not permitted to be carried on

by a governmental instrumentality exempt from federal income tax under Section 115 of the IRC or by a nonprofit corporation organized under the laws of the State of Michigan and subject to a Contract authorized under the Code.

3. To educate all students with high levels of expectation in academic performance and thinking skills while fostering growth in social and emotional behaviors and attitudes by establishment of a non-restrictive environment that allows each student to explore their ancestral tradition and examine their self-spirituality.

4. To prepare students to respect and participate in both Native and non-Native culture.

ARTICLE III

The corporation is organized on a non-stock, directorship basis.

The value of assets which the corporation possesses is:

Real Property: $4,185,860

Personal Property: $29,497

The corporation is to be financed under the following general plan:

a. State school aid payments received pursuant to the State School Aid Act of 1979 or any successor law.
b. Federal funds.
c. Donations.
d. Fees and charges permitted to be charged by public school academies.
e. Other funds lawfully received.

ARTICLE IV

The address of the registered office is

14510 Second Avenue
Highland Park, MI 48203

The mailing address of the registered office is the same. The name of the resident agent at the registered office is Theresa Johnson.

ARTICLE V

The corporation is a governmental entity.

ARTICLE VI

The corporation and its incorporators, board members, officers, employees, and volunteers have governmental immunity as provided in section 7 of Act No. 170 of the Public Acts of 1964, being section 691.1407 of the Michigan Compiled Laws.

ARTICLE VII

Before execution of a contract to charter a public school academy between the corporation and the College Board, the method of selection, length of term, and the number of members of the Board of Directors of the corporation shall be approved by a resolution of the College Board as required by the Code.

ARTICLE VIII

The Board of Directors shall have all the powers and duties permitted by law to manage the business, property and affairs of the corporation.

ARTICLE IX

The officers of the corporation shall be a President, Vice-President, Secretary and a Treasurer, each of whom shall be a member of the Board of Directors and shall be selected by the Board of Directors. The Board of Directors may select one or more assistants to the Secretary or treasurer, and may also appoint such other agents as it may deem necessary for the transaction of the business of the corporation.

ARTICLE X

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its directors, board, officers or other private persons, or organization organized and operated for a profit (except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in the furtherance of the purposes set forth in Article II hereof). Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by a governmental entity exempt from federal income tax under section 115 of the IRC, or comparable provisions of any successor law.

To the extent permitted by law, upon the dissolution of the corporation, the board shall after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation to the College Board for forwarding to the state school aid fund established under article IX, section 11 of the Constitution of the State of Michigan of 1963, as amended.

ARTICLE XI

These Articles of Incorporation shall not be amended except by the process provided in the Contract executed by the corporation and the College Board. This process is as follows:

The corporation, by a majority vote of its Board of Directors, may, at any time, propose specific changes to these Articles of Incorporation or may propose a meeting to discuss potential revision to these Articles of Incorporation. The proposal will be made to the College Board through its designee. The College Board delegates to its President the review and approval of changes or amendments to these Articles of Incorporation. In the event that a proposed change is not accepted by the College President, the College Board shall consider and vote upon a change proposed by the corporation following an opportunity for a written and oral presentation to the College Board by the corporation.

At any time and for any reason, the College Board or an authorized designee may propose changes to these Articles of Incorporation or may propose a meeting to discuss potential revision. The corporation's Board of Directors may delegate to an officer of the corporation the review and negotiation of changes or amendments to these Articles of Incorporation. The Articles of Incorporation shall be amended as requested by the College Board upon a majority vote of the corporation's Board of Directors.

Amendments to the Articles of Incorporation take effect only after they have been approved by the corporation's Board of Directors and by the College Board or its designee and filed with the Michigan Department of Licensing and Regulatory Affairs, Corporations, Securities, & Commercial Licensing Bureau. In addition, the corporation shall file with the amendment a copy of the College Board's or its designee's approval of the amendment.

ADOPTION OF ARTICLES

These Articles of Incorporation shall become effective upon filing. However, the corporation shall not carry out its purposes until the College Board issues a contract to operate a public school academy and the contract is executed by the corporation and the College Board.

The Academy Board Secretary has executed these Articles of Incorporation on this 22 day of June 2016.

By: _____
President

Prepared by:

Clark Hill PLC
Lucius A. Vassar (P63001)
500 Woodward, Ste. 3500
Detroit, MI 48226

CONTRACT SCHEDULE 2

BYLAWS

RESTATED BYLAWS

OF

GEORGE WASHINGTON CARVER PUBLIC SCHOOL ACADEMY]

ARTICLE I

NAME

This organization shall be called George Washington Carver Public School Academy (the "Academy" or "Corporation").

ARTICLE II

FORM OF CORPORATION

The Academy is a governmental entity, organized as a non-profit, non-stock, directorship corporation.

ARTICLE III

OFFICES

Section 1. Principal Office. The principal office of the Corporation shall be located in the City of Highland Park, County of Wayne, State of Michigan.

Section 2. Registered Office. The registered office of the Corporation may be the same as the principal office of the Corporation, but in any event must be located in the State of Michigan, and be the business office of the resident agent, as required by the Michigan Nonprofit Corporation Act. Changes in the resident agent and registered address of the Academy must be filed with the Michigan Department of Licensing and Regulatory Affairs, Corporations, Securities, & Commercial Licensing Bureau, and reported to the Charter Schools Office.

ARTICLE IV

BOARD OF DIRECTORS

Section 1. General Powers. The business, property and affairs of the Corporation shall be managed by the Academy Board of Directors ("Academy Board"). The Academy Board may exercise any and all of the powers granted to it under the Michigan Non-Profit Corporation Act or pursuant to Part 6A of the Revised School Code ("Code"). The Academy Board may delegate such powers to the officers and committees of the Academy Board as it deems necessary, so long as such delegation is consistent with the Articles, these Bylaws, the Contract and Applicable Law.

Section 2. College Board Resolution Establishing Method of Selection, Length of Term and Number of Academy Board Members. The method of selection and appointment,

length of term, number of directors, oath of public office requirements, tenure, removal, resignation, compensation and prerequisite qualifications for members of the Academy Board shall comply with the resolution adopted by the Bay Mills Community College Board of Regents (the "College Board").

ARTICLE V

MEETINGS

Section 1. Annual and Regular Meetings. The Academy Board shall hold an annual meeting each year, as well as monthly meetings thereafter. The Academy Board shall provide, by resolution, the time and place, within the State of Michigan, for the holding of regular monthly meetings. The Academy Board shall provide notice of the annual and all regular monthly and special meetings to the Charter Schools Office and as required by the Open Meetings Act.

Section 2. Special Meetings. Special meetings of the Academy Board may be called by or at the request of the Academy Board President or any Director. The person or persons authorized to call special meetings of the Academy Board may fix the place within the State of Michigan for holding any special meeting of the Academy Board called by them, and, if no other place is fixed, the place of meeting shall be the principal business office of the Corporation in the State of Michigan. The Corporation shall provide notice of all special meetings to the Charter Schools Office and as required by the Open Meetings Act.

Section 3. Quorum. In order to legally transact business, the Academy Board shall have a quorum physically present at a duly called meeting of the Academy Board. A "quorum" shall be defined as follows:

# of Academy Board positions	# required for Quorum
Five (5)	Three (3)
Seven (7)	Four (4)
Nine (9)	Five (5)

Section 4. Manner of Acting. The Academy Board shall be considered to have "acted," when a duly called meeting of the Academy Board has a quorum present and the number of Academy Board members voting in favor of an action is as follows:

# of Academy Board positions	# for Quorum	# required to act
Five (5)	Three (3)	Three (3)
Seven (7)	Four (4)	Four (4)
Nine (9)	Five (5)	Five (5)

Section 5. Open Meetings Act. All meetings and committee meetings of the Academy Board shall at all times be in compliance with the Open Meetings Act.

Section 6. Notice to Directors. The Academy Board shall provide notice of any meeting to each Director stating the time and place of the meeting, with the delivery of such

notice personally, by mail, facsimile or electronic mail to each Director at the Director's personal address or electronic mail address. Any Director may waive notice of any meeting by written statement sent by the Director to the Academy Board Secretary before or after the holding of the meeting. A Director's attendance at a meeting constitutes a waiver of the notice of the meeting required under this Section.

Section 7. Votes By Directors. The Academy Board meeting minutes shall reflect the vote, whether in favor, in opposition or in abstention, of each Director present at the meeting.

ARTICLE VI

COMMITTEES

Section 1. Committees. The Academy Board, by resolution, may designate one or more committees, each committee to consist of one or more Directors selected by the Academy Board. As provided in the resolution as initially adopted, and as thereafter supplemented or amended by further resolution, the committees shall have such powers as delegated by the Academy Board, except (i) filling of vacancies on the Academy Board or in the offices of the Academy Board or committees created pursuant to this Section; (ii) amendments to the Articles of Incorporation or Bylaws; or (iii) any action the Academy Board cannot lawfully delegate under the Articles, the Contract, the Bylaws or Applicable Law. All committee meetings shall at all times be in compliance with the Open Meetings Act. Each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Academy Board of its activities as the Academy Board may request.

ARTICLE VII

OFFICERS OF THE BOARD

Section 1. Number. The officers of the Corporation shall be a President, Vice-President, Secretary, Treasurer, and such Assistant Treasurers and Assistant Secretaries or other officers as may be selected by the Academy Board.

Section 2. Election and Term of Office. The Academy Board shall elect its initial officers at its first duly noticed meeting. Thereafter, officers shall be elected annually by the Academy Board at the Corporation's annual meeting. If the election of officers is not held at that meeting, the election shall be held as soon thereafter as may be convenient. Each officer shall hold office while qualified or until the officer resigns or is removed in the manner provided in Section 3.

Section 3. Removal. Any officer or agent elected or appointed by the Academy Board may be removed by a majority vote by the Academy Board whenever in its judgment the best interests of the Corporation would be served thereby.

Section 4. Vacancies. A vacancy in any office shall be filled by appointment by the Academy Board for the unexpired portion of the term of the vacating officer.

Section 5. President. The President of the Corporation shall be a member of the Academy Board. The President of the Corporation shall preside at all meetings of the Academy Board. If there is not a President, or if the President is absent, then the Vice-President shall preside. If the Vice-President is absent, then a temporary chair, chosen by the members of the Academy Board attending the meeting shall preside. The President shall be an ex officio member of any standing committees and when designated by the Academy Board, Chairperson of any standing committee established by the Academy Board. The President shall, in general, perform all duties incident to the office of President of the Academy Board as may be prescribed by the Academy Board from time to time.

Section 6. Vice-President. The Vice-President of the Corporation shall be a member of the Academy Board. In the absence of the President or in the event of the President's death, inability or refusal to act, the Vice-President shall perform the duties of President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice-President shall perform such other duties as from time to time may be assigned to the Vice-President by the President or by the Academy Board.

Section 7. Secretary. The Secretary of the Corporation shall be a member of the Academy Board. The Secretary shall: (a) keep the minutes of the Academy Board meetings in one or more books provided for that purpose; (b) see that all notices, including those notices required under the Open Meetings Act, are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all authorized documents; (d) keep a register of the post office address of each Director; and (e) perform all duties incident to the office of Secretary and other duties assigned by the President or the Academy Board.

Section 8. Treasurer. The Treasurer of the Corporation shall be a member of the Academy Board. The Treasurer shall: (a) have charge and custody of and be responsible for all funds and securities of the Corporation; (b) keep accurate books and records of corporate receipts and disbursements; (c) deposit all moneys and securities received by the Corporation in such banks, trust companies or other depositories as shall be selected by the Academy Board; (d) complete all required corporate filings; (e) assure that the responsibilities of the fiscal agent of the Corporation are properly carried out; and (f) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Academy Board.

Section 9. Assistants and Acting Officers. The Assistants to the officers, if any, selected by the Academy Board, shall perform such duties and have such authority as shall from time to time be delegated or assigned to them by the Secretary or Treasurer or by the Academy Board. The Academy Board shall have the power to appoint any person to perform the duties of an officer whenever for any reason it is impractical for such officer to act personally. Such acting officer so appointed shall have the powers of and be subject to all the restrictions upon the officer to whose office the acting officer is so appointed except as the Academy Board may by resolution otherwise determine.

Section 10. Salaries. Officers of the Academy Board, as Directors of the Corporation, shall not be compensated for their services. By resolution of the Academy Board, Directors and officers of the Corporation may be reimbursed for reasonable expenses incident to their duties.

Section 11. Filling More Than One Office. Subject to the statute concerning the Incompatible Public Offices, Act No. 566 of the Public Acts of 1978, being Sections 15.181 to 15.185 of the Michigan Compiled Laws, any two offices of the Corporation except those of President and Vice-President may be held by the same person, but no officer shall execute, acknowledge or verify any instrument in more than one capacity.

ARTICLE VIII

CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS

Section 1. Contracts. The Academy Board may authorize any officer(s), assistant(s) or acting officer(s), to enter into any contract, to execute and deliver any instrument, or to acknowledge any instrument required by law to be acknowledged in the name of and on behalf of the Corporation. Such authority may be general or confined to specific instances, but the appointment of any person other than an officer to acknowledge an instrument required by law to be acknowledged should be made by instrument in writing. When the Academy Board authorizes the execution of a contract or of any other instrument in the name of and on behalf of the Corporation, without specifying the executing officers, the President or Vice-President, and the Secretary or Treasurer may execute the same and may affix the corporate seal thereto. No contract entered into, by or on behalf of the Academy Board, shall in any way bind Bay Mills Community College or impose any liability on Bay Mills Community College, the College Board, its regents, officers, employees or agents.

Section 2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Academy Board. Such authority may be general or confined to specific instances. No loan, advance, overdraft or withdrawal by an officer or Director of the Corporation, other than in the ordinary and usual course of the business of the Corporation, shall be made or permitted. No loan entered into, by or on behalf of the Academy Board, shall in any way be considered a debt or obligation of Bay Mills Community College or impose any liability on Bay Mills Community College, the College Board, its regents, officers, employees or agents. To avoid creating or perpetuating circumstances in which the possibility of favoritism, conflicts of interest, or impairment of efficient operations may occur, the Corporation will not issue a debt instrument (e.g. loan agreement, promissory note, mortgage, line of credit, etc.) to any person employed by the Corporation or any person who serves on the Academy Board. This prohibition also applies to the issuance of a debt instrument to an entity owned or closely related to any Corporation employee or Academy Board member.

Section 3. Checks, Drafts, etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Academy Board.

Section 4. Deposits. Consistent with section 1221 of the Code, the Treasurer of the Academy shall deposit the funds of the Academy in a financial institution or in a joint investment authorized by the Code. All additional funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Academy Board may select, provided that such financial institution is eligible to be a depository of surplus funds under Section 6 of Act No. 105 of the Public Acts of 1855, as amended, being MCL 21.146 of the Michigan Compiled Laws.

Section 5. Voting of Securities Owned by this Corporation. Subject always to the specific directions of the Academy Board, any shares or other securities issued by any other Corporation and owned or controlled by this Corporation may be voted at any meeting of security holders of such other Corporation by the President of this Corporation or by proxy appointed by the President, or in the absence of the President and the President's proxy, by the Secretary or Treasurer of this Corporation or by proxy appointed by the Secretary or Treasurer. Such proxy or consent with respect to any shares or other securities issued by any other corporation and owned by this corporation shall be executed in the name of this Corporation by the President, the Secretary or the Treasurer of this Corporation without necessity of any authorization by the Academy Board, affixation of corporate seal or countersignature or attestation by another officer. Any person or persons designated in the manner above stated as the proxy or proxies of this Corporation shall have full right, power and authority to vote the shares or other securities issued by such other corporation and owned by this Corporation the same as such shares or other securities might be voted by this Corporation. This section shall in no way be interpreted to permit the Corporation to invest any of its surplus funds in any shares or other securities issued by any other corporation. This section is intended to apply, however, to all gifts, bequests or other transfers of shares or other securities issued by any other corporation which are received by the Corporation.

Section 6. Contracts Between Corporation and Related Persons; Persons Ineligible to Serve as Directors. Pursuant to the Code, each Director, officer or employee of the Academy shall comply with the Incompatible Public Office statute, Act No. 566 of the Public Acts of 1978, being sections 15.181 to 15.185 of the Michigan Compiled Laws, and the Contracts of Public Servants with Public Entities, Act No. 317 of the Public Acts of 1968, being sections 15.321 to 15.330 of the Michigan Compiled Laws. The Academy Board shall ensure compliance with the Contract and Applicable Law relating to conflicts of interest.

ARTICLE IX

INDEMNIFICATION

Each person who is or was a Director, officer or member of a committee of the Corporation and each person who serves or has served at the request of the Corporation as a Director, officer, employee or agent of any other corporation, partnership, joint venture, trust or other enterprise, shall be indemnified by the Corporation to the fullest extent permitted by the corporation laws of the State of Michigan as they may be in effect from time to time. The Corporation may purchase and maintain insurance on behalf of any such person against any liability asserted against and incurred by such person in any such capacity or arising out of his status as such, whether or not the Corporation would have power to indemnify such person

against such liability under the preceding sentence. The Corporation may, to the extent authorized from time to time by the Academy Board, grant rights to indemnification to any employee or agent of the Corporation to the fullest extent provided under the laws of the State of Michigan as they may be in effect from time to time.

ARTICLE X

FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of July in each year.

ARTICLE XI

AMENDMENTS

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by obtaining (a) the affirmative vote of a majority of the Academy Board at any regular or special meeting of the Academy Board, if a notice setting forth the terms of the proposal has been given in accordance with the notice requirements for such meetings, and (b) the written approval of the changes or amendments by the College President or his designee. In the event that a proposed change is not accepted by the College President or his designee, the College Board shall consider and vote upon a change proposed by the Corporation following an opportunity for a written and oral presentation to the College Board by the Corporation. Amendments to these Bylaws take effect only after they have been approved by both the Corporation's Academy Board and by the College Board or its designee.

ARTICLE XI

CONTRACT DEFINITIONS

The definitions set forth in the Terms and Conditions incorporated as part of the Contract shall have the same meaning in these Bylaws.

CERTIFICATION

The Academy Board certifies that these Bylaws were adopted as and for the Bylaws of a Michigan corporation in an open and public meeting, by [unanimous] consent of the Academy Board on the 22 day of June, 2016.

Secretary

SCHEDULE 3

FISCAL AGENT AGREEMENT

This Agreement is part of the Contract issued by the Bay Mills Community College Board of Regents ("College Board"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to the George Washington Carver Academy, a public school academy.

Preliminary Recitals

WHEREAS, pursuant to the Code and the Contract, the College Board, as authorizing body, is the fiscal agent for the Academy, and

WHEREAS, the College Board is required by law to forward any State School Aid Payments received from the State of Michigan ("State") on behalf of the Academy to the Academy,

NOW, THEREFORE, in consideration of the premises set forth below, the parties agree to the following:

ARTICLE I

DEFINITIONS AND INTERPRETATIONS

Section 1.01. Definitions. Unless otherwise provided, or unless the context requires otherwise, the following terms shall have the following definitions:

"Account" means an account established by the Academy for the receipt of State School Aid Payments at a bank, savings and loan association, or credit union which has not been deemed ineligible to be a depository of surplus funds under Section 6 of Act No. 105 of the Public Acts of 1855, being Section 21.146 of the Michigan Compiled Laws.

"Agreement" means this Fiscal Agent Agreement.

"Fiscal Agent" means the College Board or an officer or employee of Bay Mills Community College as designated by the College Board.

"Other Funds" means any other public or private funds which the Academy receives and for which the College Board voluntarily agrees to receive and transfer to the Academy.

"State School Aid Payment" means any payment of money the Academy receives from the State School Aid Fund established pursuant to Article IX, Section 11 of the Michigan Constitution of 1963 or under the State School Aid Act of 1979, as amended.

"State" means the State of Michigan.

"State Treasurer" means the office responsible for issuing funds to public school academies for State School Aid Payments pursuant to the School Aid Act of 1979, as amended.

ARTICLE II

FISCAL AGENT DUTIES

Section 2.01. Receipt of State School Aid Payments and Other Funds. The College Board is the Fiscal Agent for the Academy for the limited purpose of receiving State School Aid Payments. By separate agreement, the College Board and the Academy may also agree that the College Board will receive Other Funds for transfer to the Academy. The Fiscal Agent will receive State School Aid Payments from the State, as provided in Section 3.02.

Section 2.02. Transfer to Academy. Except as provided in Article X of the Terms and Conditions and in the Oversight Agreement, the Fiscal Agent shall transfer all State School Aid Payments and all Other Funds received on behalf of the Academy to the Academy within ten (10) business days of receipt or as otherwise required by the provisions of the State School Aid Act of 1979 or applicable State Board rules. The State School Aid Payments and all Other Funds shall be transferred into the Account designated by a resolution of the Board of Directors of the Academy and by a method of transfer acceptable to the Fiscal Agent.

Section 2.03. Limitation of Duties. The Fiscal Agent has no responsibilities or duties to verify the Academy's pupil membership count, as defined in the State School Aid Act of 1979, as amended, or to authorize, to approve or to determine the accuracy of the State Aid School Payments received on behalf of the Academy from the State Treasurer. The duties of the Fiscal Agent are limited to the receipt and transfer to the Academy of State School Aid Payments and Other Funds received by the Academy. The Fiscal Agent shall have no duty to monitor or approve expenditures made by the Academy Board.

Section 2.04. Academy Board Requests for Direct Intercept of State School Aid Payments. If the Academy Board directs that a portion of its State School Aid Payments be forwarded by the Fiscal Agent to a third party account for the payment of Academy debts and liabilities, the Academy shall submit to the Charter Schools Office: (i) a copy of the Academy Board's resolution authorizing the direct intercept of State School Aid Payments; and (ii) a copy of a State School Aid Payment Agreement and Direction document that is in a form and manner acceptable to the Fiscal Agent.

ARTICLE III

STATE DUTIES

Section 3.01 Eligibility for State School Aid Payments. The State, through its Department of Education, has sole responsibility for determining the eligibility of the Academy to receive State School Aid Payments. The State, through its Department of Education, has sole responsibility for determining the amount of State School Aid Payments, if any, the Academy shall be entitled to receive.

Section 3.02. Method of Payment. Each State School Aid Payment for the Academy will be made to the Fiscal Agent by the State Treasurer by issuing a warrant and delivering the warrant to the Fiscal Agent by electronic funds transfer into an account specified by the Fiscal Agent, or by such other means deemed acceptable to the Fiscal Agent. The State shall make State School Aid Payments at the times specified in the State School Aid Act of 1979, as amended.

ARTICLE IV

ACADEMY DUTIES

Section 4.01. Compliance with State School Aid Act. In order to assure that funds are available for the education of pupils, an Academy shall comply with all applicable provisions of the State School Aid Act of 1979, as amended.

Section 4.02. Expenditure of Funds. The Academy may expend funds that it receives from the State School Aid Fund for any purpose permitted by the State School Aid Act of 1979 and may enter into contracts and agreements determined by the Academy as consistent with the purposes for which the funds were appropriated.

Section 4.03. Mid-Year Transfers. Funding for students transferring into or out of the Academy during the school year shall be in accordance with the State School Aid Act of 1979 or applicable State Board rules.

Section 4.04. Repayment of Overpayment. The Academy shall be directly responsible for reimbursing the State for any overpayments of State School Aid Payments. At its option, the State may reduce subsequent State School Aid Payments by the amount of the overpayment or may seek collection of the overpayment from the Academy.

Section 4.05. Deposit of Academy Funds. The Academy Board agrees to comply with Section 1221 of the Revised School Code, being MCL 380.1221, regarding the deposit of State School Aid Payments and Other Funds received by the Academy.

ARTICLE V

RECORDS AND REPORTS

Section 5.01. Records. The Fiscal Agent shall keep books of record and account of all transactions relating to the receipts, disbursements, allocations and application of the State School Aid Payments and Other Funds received, deposited or transferred for the benefit of the Academy, and these books shall be available for inspection at reasonable hours and under reasonable conditions by the Academy and the State.

Section 5.02. Reports. The Fiscal Agent shall prepare and send to the Academy within thirty (30) days of September 1, 2016, and annually thereafter, a written report dated as of August 31 summarizing all receipts, deposits and transfers made on behalf or for the benefit of the Academy during the period beginning on the latter of the date hereof or the date of the last such written report and ending on the date of the report, including without limitation, State School Aid Payments received on behalf of the Academy from the State Treasurer and any Other Funds which the College Board receives under this Agreement.

ARTICLE VI

CONCERNING THE FISCAL AGENT

Section 6.01. Representations. The Fiscal Agent represents that it has all necessary power and authority to enter into this Agreement and undertake the obligations and responsibilities imposed upon it in this Agreement and that it will carry out all of its obligations under this Agreement.

Section 6.02. Limitation of Liability. The liability of the Fiscal Agent to transfer funds to the Academy shall be limited to the amount of State School Aid Payments as are from time to time delivered by the State and the amount of Other Funds as delivered by the source of those funds.

The Fiscal Agent shall not be liable for any action taken or neglected to be taken by it in good faith in any exercise of reasonable care and believed by it to be within the discretion or power conferred upon it by this Agreement, nor shall the Fiscal Agent be responsible for the consequences of any error of judgment; and the Fiscal Agent shall not be answerable except for its own action, neglect or default, nor for any loss unless the same shall have been through its gross negligence or willful default.

The Fiscal Agent shall not be liable for any deficiency in the State School Aid Payments received from the State Treasurer to which the Academy was properly entitled. The Fiscal Agent shall not be liable for any State School Aid overpayments made by the State Treasurer to the Academy for which the State subsequently seeks reimbursement.

Acknowledgement of Receipt

The undersigned, on behalf of the State of Michigan, Department of Treasury, acknowledges receipt of the foregoing Fiscal Agent Agreement that is part of the Contract issued by the Bay Mills Community College Board of Regents to the George Washington Carver Academy.

BY: Mary G. Martin

Mary G. Martin, Director
Bureau of State and Authority Finance
Michigan Department of Treasury

Date: 5-5, 2016

Acknowledgement of Receipt

The undersigned, on behalf of the State of Michigan, Department of Treasury, acknowledges receipt of the foregoing Fiscal Agent Agreement that is part of the Contract issued by the Bay Mills Community College Board of Regents to the George Washington Carver Academy.

BY: Mary G. Martin

Mary G. Martin, Director
Bureau of State and Authority Finance
Michigan Department of Treasury

Date: 5-5, 2016

Acknowledgement of Receipt

The undersigned, on behalf of the State of Michigan, Department of Treasury, acknowledges receipt of the foregoing Fiscal Agent Agreement that is part of the Contract issued by the Bay Mills Community College Board of Regents to the George Washington Carver Academy.

BY: Mary G. Martin

Mary G. Martin, Director
Bureau of State and Authority Finance
Michigan Department of Treasury

Date: 5-5, 2016

CONTRACT SCHEDULE 4

OVERSIGHT AGREEMENT

SCHEDULE 4

OVERSIGHT AGREEMENT

This Agreement is part of the Contract issued by the Bay Mills Community College Board of Regents ("College Board"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to the George Washington Carver Academy (the "Academy"), a public school academy.

Preliminary Recitals

WHEREAS, the College Board, subject to the leadership and general supervision of the State Board of Education over all public education, is responsible for overseeing the Academy's compliance with the Contract and all Applicable Law,

NOW, THEREFORE, in consideration of the premises set forth below, the parties agree to the following:

ARTICLE I

DEFINITIONS AND INTERPRETATIONS

Section 1.01. Definitions. Unless otherwise provided, or unless the context requires otherwise, the following terms shall have the following definitions:

"Agreement" means this Oversight Agreement.

"Compliance Certification Duties" means the Academy's duties set forth in Section 2.02 of this Agreement.

"Charter Schools Office" means the office designated by the College Board as the initial point of contact for public school academy applicants and public school academies authorized by the College Board. The Charter Schools Office is responsible for administering the Oversight Responsibilities with respect to the Contract.

"Oversight Responsibilities" means the College Board's oversight responsibilities set forth in Section 2.01 of this Agreement.

"State School Aid Payment" means any payment of money the Academy receives from the state school aid fund established pursuant to Article IX, Section 11 of the Michigan Constitution of 1963 or under the State School Aid Act of 1979, as amended.

ARTICLE II

OVERSIGHT AND COMPLIANCE CERTIFICATION RESPONSIBILITIES

Section 2.01. Oversight Responsibilities. The Charter Schools Office, as it deems necessary to fulfill the College Board's Oversight Responsibilities, may undertake the following:

a. Conduct a review of the Academy's audited financial reports as submitted, including the auditor's management letters, and report to the College Board any exceptions as well as any failure on the part of the Academy to meet generally accepted public sector accounting principles.

b. Conduct a review of the records, internal controls or operations of the Academy to determine compliance with the Contract and Applicable Law.

c. Conduct a meeting annually between the Academy Board of Directors and a designee of the College Board to determine compliance with the Contract and Applicable Law.

d. Institute action pursuant to the terms of the Contract to suspend, revoke or reform the Contract.

e. Monitor the Academy's compliance with the Contract, the Code, and all other Applicable Law.

f. Request periodic reports from the Academy regarding any aspect of its operation, including, without limitation, whether the Academy has met or is achieving its targeted educational goals and applicable academic performance standards set forth in the Contract.

g. Request evidence that the Academy has obtained the necessary permits and certificates of compliance to operate as a public school from the applicable governmental agencies, including, without limitation, the Michigan Department of Licensing and Regulatory Affairs, Bureau of Construction Codes and the Bureau of Fire Services, and local health departments.

h. Determine whether the Academy has failed to abide by or meet the educational goals or applicable academic performance standards as set forth in the Contract.

i. Provide supportive services to the Academy as deemed necessary and/or appropriate by the College Board or its designee.

j. Evaluate whether the Academy appropriately administers all optional or statutorily mandated assessments pursuant to the Academy's student population, goals and programs.

k. Take other actions, as authorizing body, as permitted or required by the Code.

Section 2.02. Compliance Certification Duties. The Academy agrees to perform all of the following Compliance Certification Duties:

a. Submit information to the Charter Schools Office in accordance with the Master Calendar of Reporting Requirements adopted by the Charter Schools Office. The Master Calendar may be amended from time to time as deemed necessary by the Charter Schools Office Director.

b. Submit quarterly financial reports to the Charter Schools Office in a form and manner determined by the Charter Schools Office. Submit other financial reports as established by the Charter Schools Office.

c. Permit inspection of the Academy's records and/or premises at any reasonable time by the Charter Schools Office.

d. Report any litigation or formal proceedings alleging violation of any Applicable Law by the Academy to counsel for the College Board as designated in Article XII of the Terms and Conditions.

e. Upon request, provide copies of information submitted to the Michigan Department of Education, the Superintendent of Public Instruction, or State Board of Education to the Charter Schools Office.

f. Provide proposed minutes of all Academy Board of Directors' meetings to the Charter Schools Office no later than ten (10) business days after such meeting, and provide approved final minutes to the Charter Schools Office within five (5) business days after the minutes are approved.

g. Submit to the Charter Schools Office prior to the issuance of the Contract, copies of insurance policies evidencing all insurance as required by the Contract.

h. Submit to the Charter Schools Office a copy of the Academy's lease, deed or other purchase arrangement for its physical facilities as required by the Contract..

i. Submit to the Charter Schools Office, copies of all fire, health and safety approvals required by Applicable Law for the operation of a school.

j. Submit annually to the Charter Schools Office, the dates, times and a description of how the Academy will provide notice of the Academy's pupil application and enrollment process. The Academy's pupil application and enrollment admission process must be conducted in a fair and open manner in compliance with the Contract and the Code. At a minimum, the Academy shall make a reasonable effort to advertise its enrollment openings by newspaper, mail, media, internet or other acceptable communication process. All Academy notices of the open enrollment period must include language that the open enrollment period includes evening and weekend times for enrolling students in the Academy. In addition, the Academy

must set forth in all public notices the date for the holding of a random selection drawing if such a drawing becomes necessary.

k. Upon receipt from the Michigan Department of Licensing and Regulatory Affairs, Bureau of Construction Codes and the Bureau of Fire Services, the Academy shall submit to the Charter Schools Office a copy of any Certificate of Occupancy approval for the Academy's school facility outlined in Schedule 6. The Academy shall not occupy or use the school facility identified in Schedule 6 until such facility has been approved for occupancy by the Bureau of Construction Codes and the Bureau of Fire Services or other local authorized building department.

l. Submit to the Charter Schools Office copies of ESP agreements, if any, in compliance with the Contract and the Code.

m. By July 1st of each year, the Academy Board shall provide a copy of the Academy Board's public meeting schedule for the upcoming school year. The Academy Board's public meeting schedule shall include the date, time and location of the public meetings for the upcoming school year. Within ten (10) business days of Academy Board approval, the Academy Board shall provide a copy to the Charter Schools Office of any changes to the Academy Board public meeting schedule.

n. Prior to December 31 of each year and whenever necessary thereafter, the Academy Board shall approve and submit a revised operating school budget that includes, without limitation, the following: (i) the total projected amount of state school aid revenues based on the Academy's September pupil membership count; (ii) revised personnel costs; (iii) any start-up expenses incurred by the Academy; and (iv) the total amount of short-term cash flow loans obtained by the Academy. The Academy will make budget revisions in a manner prescribed by law. Within thirty (30) days of the Academy Board approving the budget (original and amended, if applicable), the Academy shall place a copy of that budget on the Academy's website within a section of the website that is accessible to the public.

o. Unless the College Charter Schools Office submits, within 5 days of submission, a copy of the budgetary assumptions submitted by the Academy to the Center for Educational Performance and Information (CEPI) and confirm that the submitted budgetary assumptions were used in the adoption of the Academy's annual budget.

p. Submit copies to the College Charter Schools Office of any periodic financial status reports required of the Academy by the Department of Treasury.

q. Provide copies of notices, reports and plans, including deficit elimination or enhanced deficit elimination plans, to the College Charter Schools Office under Section 1220 of the Code.

To the extent that any dates for the submission of materials by the Academy under Section 2.02 conflict with dates set forth in the Master Calendar, the dates in the Master Calendar shall control.

Section 2.03. Waiver and Delegation of Oversight Procedures. The College Board or its designee and the Academy may agree to modify or waive any of the Oversight Duties or Compliance Certification Duties. The College Board may delegate its Oversight Duties, or any portion of its Oversight Duties, to an officer of the College or other designee.

ARTICLE III

RECORDS AND REPORTS

Section 3.01. Records. The Academy will keep records in which complete and correct entries shall be made of all Compliance Certification Duties conducted, and these records shall be available for inspection at reasonable hours and under reasonable conditions by the Charter Schools Office.

ARTICLE IV

MISCELLANEOUS

Section 4.01. Administrative Fee. The Academy agrees to pay to the College Board an administrative fee of 3% of the State School Aid Payments received by the Academy. This fee shall be retained by the University Board from each State School Aid Payment received by the University Board for forwarding to the Academy. This fee shall compensate the University Board for overseeing the Academy's compliance with the Contract and all Applicable Law and other related activities for which compensation is permissible. If the Academy elects to enter into a contract for an administrative review with the [University/ College/ District] Charter Schools Office, the costs of performing an administrative review shall not be part of the administrative fee under this section but shall be an added service provided by the [University/ College/ District] Charter Schools Office to the Academy on a fee for service basis, as authorized under the Code.

Section 4.02. Time of the Essence. Time shall be of the essence in the performance of obligations from time to time imposed upon the Academy and the College Board by this Agreement.

Section 4.03. Audit and Evaluation. The Academy:

a. hereby authorizes the Charter Schools Office to perform audit and evaluation studies using Academy data including, but not limited to, personally identifiable information about the Academy's students and staff submitted by the Academy to agencies including, but not limited to, Center for Educational Performance and Information ("CEPI"), Office of Educational Assessment and Accountability ("OEAA") and the Michigan Department of Education ("MDE"). Pursuant to this authorization, the Charter Schools Office shall abide by the regulations that govern the use of student data within the Family Educational Rights and Privacy Act (FERPA - 34 CFR Part 99), the Michigan Identity Theft Protection Act of 2004, and the Privacy Act of 1974.

b. shall upon request, provide the Charter Schools Office with copies or view access to data, documents or information submitted to the Michigan Department of Education, the Superintendent of Public Instruction, the State Board of Education, the Center for Educational Performance and Information, or any other state or federal agency.

Section 4.04. Fiscal Stress Notification from State Treasurer. If the State Treasurer notifies the Academy that the State Treasurer has declared the potential for Academy financial stress exists, the Academy shall provide a copy of the notice to the College Charter Schools Office. Within fifteen (15) days of receipt of the notification from the Academy, the College Charter Schools Office Director shall notify the Academy whether the College Charter Schools Office is interested in entering into a contract to perform an administrative review for the Academy. The parties shall consult with the Department of Treasury on the development of the contract and the contract for administrative review shall comply with the Code. If the College is not interested in performing an administrative review or the parties are unable to reach agreement on an administrative review, the Academy shall consider entering into a contract for an administrative review with an intermediate school district. Nothing in this section shall prohibit the Academy from electing to enter into a contract for an administrative review with an intermediate school district. Nothing in this section shall require the Academy from electing to enter or not enter into a contract for an administrative review with the University or an intermediate school district.

ARTICLE V

TRANSPARENCY PROVISION

Section 5.01. Information to Be Made Publicly Available by the Academy and ESP.

A. Information to Be Made Publicly Available by the Academy. The following described categories of information are specifically included within those to be made available to the public and the Charter Schools Office by the Academy in accordance with Section 12.17(a) of the Terms and Conditions:

1. Copy of the Contract
2. Copies of the executed Constitutional Oath of public office form for each serving Director
3. List of currently serving Directors with name, address, and term of office
4. Copy of the Academy Board's meeting calendar
5. Copy of public notice for all Academy Board meetings
6. Copy of Academy Board meeting agendas
7. Copy of Academy Board meeting minutes
8. Copy of Academy Board approved budget and amendments to the budget
9. Copies of bills paid for amounts of $10,000.00 or more as submitted to the Academy

Board

10. Copy of the quarterly financial reports submitted to the Charter Schools Office

11. Copy of curriculum and other educational materials given to the Charter Schools Office

12. Copy of school improvement plan (if required)

13. Copies of facility leases, mortgages, modular leases and/or deeds

14. Copies of equipment leases

15. Proof of ownership for Academy owned vehicles and portable buildings

16. Copy of Academy Board approved ESP Agreement(s)

17. Copy of Academy Board approved services contract(s)

18. Office of Fire Safety certificate of occupancy for all Academy facilities

19. MDE letter of continuous use (if required)

20. Local County Health Department food service permit (if required)

21. Asbestos inspection report and Asbestos management plan (if required)

22. Boiler inspection certificate and lead based paint survey (if required)

23. Phase 1 environmental report (if required)

24. List of current Academy teachers and school administrators with names and addresses and their individual salaries as submitted to the Registry of Educational Personnel

25. Copies of administrator and teacher certificates or permits for all current administrative and teaching staff

26. Evidence of fingerprinting, criminal back-ground and record checks and unprofessional conduct check required by the Code for all Academy teachers and administrators

27. Academy Board approved policies

28. Copy of the annual financial audit and any management letters issued to the Academy Board

29. Proof of insurance as required by the Contract

30. Any other information specifically required under the Code

B. Information to Be Made Publicly Available by the ESP. The following information is specifically included within the types of information available to the Academy by the Educational Service Provider (if any) in accordance with Section 12.17(b) of the Terms and Conditions:

1. Any information needed by the Academy in order to comply with its obligations to disclose the information listed under Section 5.01(A) above

CONTRACT SCHEDULE 5

DESCRIPTION OF STAFF RESPONSIBILITIES

Description of Staff Responsibilities

Academic Interventionist Resource Room Teacher 5-1

Administrative Assistant (Clerical) 5-3

AM/PM Food Service Aide 5-5

Assistant Principal/Instructional Coach 5-7

Attendance Liaison 5-9

Chief of Security 5-11

Compliance Coordinator 5-13

Food Service Director 5-16

Food Service Worker/Counter Associate 5-18

Latchkey Director 5-20

Maintenance Director 5-22

Maintenance 5-24

Paraprofessional (Teacher Assistant) 5-27

Pre-K Caregiver 5-29

Pre-K Director and Lead Teacher 5-31

School Principal/School Lead 5-33

Security Attendant 5-36

School Social Worker 5-38

Special Education Teacher 5-43

Student Intervention Specialist 5-45

Teacher 5-48

ESP Agreement 5-52

JOB DESCRIPTION
FOR
Academic Interventionist
Resource Room Teacher

REPORTS TO: CAO

EMPLOYED BY: SEA No. 4, Inc.

QUALIFICATIONS:

1. Minimum Bachelor Degree with valid Michigan Teachers Certificate.
2. Ability to teach and develop curriculum for assigned grade.
3. Possess applicable endorsements as required by MDE.
4. Maintain highly qualified status as required by NCLB Act.

NATURE OF POSITION:
Implementation and maintenance of the school resource room.

RESPONSIBLITIES OF THE POSITION:
The Academic Interventionist / Resource Room Teacher will:

1. Promote high standards and expectations for students.
2. Maintain Resource Room in organized manner.
3. Assist students and staff in obtaining resources.
4. Create a climate conducive to teaching and learning.
5. Establish good relations with students, fellow staff and administration.
6. Maintain professional work habits.

PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:
Position requires frequent standing and walking throughout building and school grounds Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries materials or items weighing up to 20 pounds. Ability to use senses - sight, hearing, smell and touch. Ability to type; uses hand/eye coordination for typing and data entry.

OTHER REQUIREMENTS:
Satisfactory criminal background check.

EMPLOYEE ACKNOWLEDGMENT:

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME: _____

EMPLOYEE _____ DATE: _____
(Signature)

SUPERVISOR: _____ DATE: _____
(Signature)

JOB DESCRIPTION
FOR
Administrative Assistant (Clerical)

REPORTS TO: CAO

EMPLOYED BY: SEA No. 4, Inc.

QUALIFICATIONS:
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

1. High school diploma or general education degree (GED) required.
2. One to three months related experience and/or training, or equivalent combination of education and experience.
3. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
4. Language Skills: ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively to employees of the organization.
5. Mathematical Skills: ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.
6. Reasoning Ability: ability to apply common sense and understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

NATURE OF THE POSITION:
Under the supervision of the School Principal, operates multi-line telephone system to answer incoming calls and directs callers and guests to appropriate personnel by performing the following duties:

RESPONSIBILITIES OF THE POSITION:
1. Welcomes visitors, determines nature of business, and announces visitors to appropriate personnel.
2. Monitors visitor access and issues passes when required.
3. Retrieves messages from voice mail and forward to appropriate personnel.
4. Answers incoming telephone calls, determines purpose of callers, and forwards calls to appropriate personnel or department.
5. Takes and delivers messages or transfers calls to voice mail when appropriate personnel are unavailable.
6. Answers questions about the organization and provides callers with address, directions, and other information.
7. Explain employment processes to applicants and verify all employment requirements are included with new applications.
8. Updates appointment calendars.
9. Maintains automated applicant database.
10. Responds to e-mail inquiries from applicants.
11. Receives, sorts, and routes mail, and maintains and routes publications.
12. Maintains fax machines, assists users, sends faxes, and retrieves and routes incoming faxes.
13. Creates and prints fax cover sheets, memos, correspondence, reports, and other documents when

necessary.
14. Performs other clerical duties as needed, such as filing, photocopying, and collating.
15. Performs other duties as assigned.

PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:
This position requires extensive standing and walking throughout work shift. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries items weighing up to 50 pounds. Ability to use senses - sight, hearing, smell and touch.

OTHER REQUIREMENTS:
Satisfactory criminal background check.

PERFORMANCE STANDARDS:
1. Maintain interest in the work of the school, strongly committed to moral values.
2. Be dedicated to providing an excellent early educational foundation for children.
3. Demonstrate the willingness and ability to work with people in a team environment.
4. Maintain ongoing communication with supervisor, staff and administrators related to job duties.
5. Maintain positive, cooperative and mutually supportive relationships with the school's administration, Teachers, students and co-workers.
6. Implement school's safety and security practices.
7. Ability to communicate effectively both orally and in writing with staff and the public.
8. Understand and follow standard operating procedures to perform duties in a professional manner.
9. Ability to write legibly and neat to complete reports such as incident reports or security logs.
10. Make proper judgment and decisions in situations; take appropriate action within established policies and procedures.
11. Maintain flexibility in work hours/schedule based upon the school's operational needs.
12. Participate in required job related training.

EMPLOYEE ACKNOWLEDGMENT:

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME:_____

EMPLOYEE:_____ _____ DATE: _____
(Signature)

SUPERVISOR:_____ DATE: _____
(Signature)

JOB DESCRIPTION
FOR
A.M./P.M. Food Service Aide

REPORTS TO: Food Service Director

EMPLOYED BY: SEA No. 4, Inc.

QUALIFICATIONS:
1. High school diploma.
2. References.

NATURE OF POSITION:
Perform duties relating to cleaning, set-up and monitoring students during lunch time.

RESPONSIBILITIES OF POSITION:
The A.M./P.M. Food Service Aide is responsible for:

1. Interacting with customers courteously and respectfully.
2. Assisting in monitoring students at lunch time.
3. Cleaning tables after lunch and keep cafeteria neat.
4. Interacting with staff.
5. Other duties as assigned by Food Service Director.

PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:
Position requires frequent standing and walking throughout building and school grounds. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries materials or items weighing up to 20 pounds. Ability to use senses - sight, hearing, smell and touch. Ability to type; uses hand/eye coordination for typing and data entry.

OTHER REQUIREMENTS:
Satisfactory criminal background check.

PERFORMANCE STANDARDS:

1. Be interested in the work of the school, strongly committed to moral values. Be dedicated to providing an excellent early educational foundation for children.
2. Demonstrate the willingness and ability to work with people in a team environment.
3. Maintain positive, cooperative and mutually supportive relationships with the Academy Administration, Teachers, students and co-workers.

EMPLOYEE ACKNOWLEDGMENT:

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME: _____

EMPLOYEE _____ DATE: _____
(Signature)

SUPERVISOR: _____ DATE: _____
(Signature)

JOB DESCRIPTION
FOR
Assistant Principal/Instructional Coach

REPORTS TO: CAO

EMPLOYED BY: SEA No. 4, Inc.

QUALIFICATIONS:

1. Minimum Bachelor's Degree required, Master's Degree preferred.
2. Must meet continuing education and certification requirements prescribed by rule promulgated by the State of Michigan.
3. Minimum 3 years Education Administration experience.
4. Current knowledge of best practices.
5. Prior teaching experience preferred.

NATURE OF POSITION:

Implementation and coordination of instructional programs to ensure that all students meet and exceed the State Core Curriculum Content Standards. Achieving excellence requires that Assistant Principal/ Instructional Coach work collaboratively and communicate effectively with CAO, Administrators, Principal/School Lead, Special Education staff, students, parents, members of the community and colleagues in other districts and schools. Inherent in the position are the responsibilities for planning, coordination and monitoring the effective delivery of the established curriculum by Teachers to students.

RESPONSIBILITIES OF POSITION:

The Assistant Principal/Instructional Coach is responsible for:

1. Coordinate teachers and goals outcomes.
2. Assist Teachers in designing and modifying instruction to meet each student's needs.
3. Working closely with staff and parents to plan appropriate services for students.
4. Administering diagnostic cognitive and achievement tests and evaluate outcomes.
5. Maintain accurate and complete records as required by Academy, Wayne RESA, Charter Authorizer and MDE.
6. Submitting necessary documentation and reports.
7. Assisting Administrative Services Director with all Pupil Accounting Reporting.
8. Attending staff meetings and serving on staff committees as required.
9. Participating in Child Study meetings, when applicable.
10. Other professional duties as assigned by the Superintendent.

SUPERVISORY RESPONSIBILITIES:

As assigned by CAO

PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:

Position requires frequent standing and walking throughout building and school grounds. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries materials or items weighing up to 20 pounds. Ability to use senses - sight, hearing, smell and touch. Ability to type; uses hand/eye coordination for typing and data entry.

OTHER REQUIREMENTS:

Satisfactory criminal background check.

PERFORMANCE STANDARDS:
The Assistant Principal/Instructional Coach will:

1. Be interested in the work of the school, strongly committed to moral values.
2. Be dedicated to providing an excellent early educational foundation for children that will enable them to be motivated and excited learners.
3. Establish and maintain work performance standards in line with those standards established by Academy.
4. Demonstrate the willingness and ability to work with people in a team environment.
5. Periodically check teachers' lesson plans, grade books and/or grade distribution sheets to assure compliance with the standards of the School.
6. Involve teachers in the development of new instructional programs and implement standards for educational quality within the school curriculum.
7. Communicate effectively with the community regarding instructional programs and activities and with the staff regarding information, policies and procedures.
8. Adhere to all aspects of the evaluation policy and submit recommendations to Human Resources regarding personnel.
9. Assure confidentiality of all student and school privileged information.
10. Maintain positive, cooperative and mutually supportive relationships with the Board of Directors, Charter Authorizer, students, parents, fellow teachers, co-workers and the community.

EMPLOYEE ACKNOWLEDGMENT:

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME: _____

EMPLOYEE _____ DATE: _____
(Signature)

SUPERVISOR: _____ DATE: _____
(Signature)

JOB DESCRIPTION
FOR
Attendance Liaison

REPORTS TO: CAO

EMPLOYED BY: SEA No. 4, Inc.

QUALIFICATIONS:

1. Minimum high school diploma.
2. Knowledge of various computer software packages and platforms.
3. Ability to communicate effectively both orally and in writing.

NATURE OF POSITION:
General office duties under the direction of the School Principal.

RESPONSIBILITIES OF POSITION:
The Attendance Liaison will:

1. Enter daily attendance data; entering date for absences.
2. Make phone contact with parents/guardians.
3. Assist in switchboard duties.
4. Issue and maintain suspension letters.
5. Distribute mail throughout the Academy.
6. Prepare Daily Bulletin and announcements.
7. Post official notices.
8. Order general office and warehouse supplies.
9. Maintain inventory of general office supplies.
10. Maintain general requisitioning request for building.
11. Check in and distribute building curriculum orders.
12. Other professional duties as assigned by the School Principal.

PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:
Position requires frequent standing and walking throughout building and school grounds. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries materials or items weighing up to 20 pounds. Ability to use senses - sight, hearing, smell and touch. Ability to type; uses hand/eye coordination for typing and data entry.

OTHER REQUIREMENTS:
Satisfactory criminal background check.

PERFORMANCE STANDARDS:
The Attendance Liaison will:

1. Be interested in the work of the school, strongly committed to moral values and dedicated to providing an excellent early educational foundation for children
2. Establish and maintain work performance standards in line with those standards established by Academy.
3. Communicate effectively with the students and staff regarding information, policies and procedures.

4. Demonstrate the willingness and ability to work with people in a team environment.
5. Assure confidentiality of all student and school privileged information
6. Maintain positive, cooperative and mutually supportive relationships with the Board of Directors, Charter Authorizer and co-workers.

EMPLOYEE ACKNOWLEDGMENT:

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME: _____

EMPLOYEE _____ DATE: _____
(Signature)

SUPERVISOR: _____ DATE: _____
(Signature)

JOB DESCRIPTION
FOR
Chief of Security

REPORTS TO: CAO

EMPLOYED BY: SEA No. 4, Inc.

QUALIFICATIONS:

1. High school diploma or equivalent.
2. Knowledge of Security/Law Enforcement procedures.
3. Successful completion of safety/security training or coursework preferred.
4. Working knowledge of, and ability to enforce security operations and safety practices within a school environment.
5. Previous supervisory experience preferred.

NATURE OF THE POSITION:

Duties include patrolling and observing the activities of persons in and around school premises and grounds.

RESPONSIBILITIES OF POSITION:

1. Monitors and coordinates work assignments of Security Attendants.
2. Frequently patrols school premises and grounds to prevent and detect signs of intrusion and ensure security of doors, windows, and gates.
3. Make assessments of situations, warn persons of rule infractions or violations when necessary; seek assistance and take appropriate action to resolve situations.
4. Monitor and authorize entrance and departure of students, employees, visitors, and other persons to guard against theft and maintain security of premises.
5. Write reports of daily activities and irregularities, such as equipment or property damage, theft, presence of unauthorized persons, or unusual occurrences.
6. Call police, fire and emergency department personnel in cases of disturbance or emergency.
7. Circulate amongst visitors, students, and employees to preserve order and protect property.
8. Answer alarms and investigate disturbances as directed.
9. Escort staff, visitors and students to parking lot areas as requested.
10. Other related duties as assigned.

PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:

This position requires extensive standing and walking throughout work shift. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries items weighing up to 50 pounds. Ability to use senses - sight, hearing, smell and touch.

OTHER REQUIREMENTS:

1. Satisfactory criminal background check.
2. Uses personal vehicle during course of work shift to patrol the school grounds and parking areas.
3. Must possess a valid Michigan driver's license and good driving record.

PERFORMANCE STANDARDS:

1. Maintain interest in the work of the school, strongly committed to moral values.
2. Be dedicated to providing an excellent early educational foundation for children.
3. Demonstrate the willingness and ability to work with people in a team environment.

4. Maintain ongoing communication with supervisor, staff and administrators related to job duties.
5. Maintain positive, cooperative and mutually supportive relationships with the school's administration, Teachers, students and co-workers.
6. Implement school's safety and security practices.
7. Ability to communicate effectively both orally and in writing with staff and the public.
8. Understand and follow standard operating procedures to perform duties in a professional manner.
9. Ability to write legibly and neat to complete reports such as incident reports or security logs.
10. Make proper judgment and decisions in situations; take appropriate action within established policies and procedures.
11. Maintain flexibility in work hours/schedule based upon the school's operational needs.
12. Participate in required job related training.

EMPLOYEE ACKNOWLEDGMENT:

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME:_____

EMPLOYEE:_____ _____ DATE: _____
(Signature)

SUPERVISOR:_____ DATE: _____
(Signature)

JOB DESCRIPTION
FOR
Compliance Coordinator

REPORTS TO: CAO

EMPLOYED BY: SEA No. 4, Inc.

QUALIFICATIONS:

1. Minimum of three years' experience in overseeing Student Information Management Systems (SIMS).
2. Bachelor's degree required.

NATURE OF THE POSITION:

Under the supervision of the Chief Administrative Officer, the Pupil Accountant/SIMS Coordinator is responsible for the oversight and operation of all SIMS and applicable regulatory requirements and standards.

RESPONSIBILITIES OF THE POSITION:

1. Maintain all student records/files.
2. Prepare all district reports related to student enrollment as required by Academy, Wayne County RESA, Charter Authorizer, and state and federal reporting agencies.
3. Implement Academy's pupil accounting activities and procedures as required by Wayne County RESA, Charter Authorizer and the Michigan Department of Education (MDE).
4. Submit Academy SRSD and CEPI reports related to all phases of student enrollment and accounting, as required by Wayne County RESA, Charter Authorizer and the MDE.
5. Develop and oversee all activities related to Academy's annual student enrollment procedures.
6. Conduct Academy's annual student enrollment lottery.
7. Prepare Academy's materials for new student enrollment and orientation.
8. Prepare state reports related to Academy's enrollment, yearly calendar, clock hours, days of instruction, etc., as required by Wayne County RESA, Charter Authorizer and the MDE.
9. Develop and administer Academy's policies and procedures related to student enrollment and attendance.
10. Administrator of Zangle Database System utilized for Academy's: used for:
    a. Enrollment
    b. Attendance
    c. Master Class Schedule
    d. Student Schedules
    e. Grade Reporting (report cards, progress reports)
    f. Transcripts
    g. Master Calendar
    h. Behavior
    i. Food Service
    j. Special Education
    k. Gradebook
    l. Teacher, Parent and Student Connect
11. Develop and provide training and in-services for all Academy staff's use of the Zangle system.
12. Input all Academy data related to K-8 student enrollment, faculty roster, master class schedule, student schedules and master calendar.

13. Work with Wayne County RESA (provider of Zangle system) as liaison between the Intermediate School District (ISD) and Academy.
14. Develop and implement policies and procedures related to Academy staff's use of the Zangle system for compliance with Academy, Wayne County RESA, Charter Authorizer and state and federal curriculum, enrollment and reporting requirements.
15. Oversee management of the Academy's K-8 Zangle Parent Connect and Student Connect modules:
    a. Review Academy student and parent applications for access
    b. Assign Academy student and parent passwords
    c. Provide and assist with Academy student and parent training for Student Connect
    d. Assist in preparation of a handbook to be distributed to parents regarding Parent Connect use policies
    e. Work with the Parent Connect Teacher Liaison and School News Reporter (suggested by Wayne County RESA)
    f. Monitor events listed by Academy administration, faculty and staff (make sure items are current and correct)
    g. Maintain files for Academy Student Connect and Parent Connect e.g., applications, legal notices, etc.
16. Additionally, the SIMS Coordinator will provide administrative support to all Academy District administrators as necessary, as well as any other duties as determined by District administration.

PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:
This position requires extensive standing and walking throughout work shift. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries items weighing up to 50 pounds. Ability to use senses - sight, hearing, smell and touch.

OTHER REQUIREMENTS:
Satisfactory criminal background check.

PERFORMANCE STANDARDS:
1. Maintain interest in the work of the school, strongly committed to moral values.
2. Be dedicated to providing an excellent early educational foundation for children.
3. Demonstrate the willingness and ability to work with people in a team environment.
4. Maintain ongoing communication with supervisor, staff and administrators related to job duties.
5. Maintain positive, cooperative and mutually supportive relationships with the school's administration, Teachers, students and co-workers.
6. Implement school's safety and security practices.
7. Ability to communicate effectively both orally and in writing with staff and the public.
8. Understand and follow standard operating procedures to perform duties in a professional manner.
9. Ability to write legibly and neat to complete reports such as incident reports or security logs.
10. Make proper judgment and decisions in situations; take appropriate action within established policies and procedures.
11. Maintain flexibility in work hours/schedule based upon the school's operational needs.
12. Participates in required job related training.

EMPLOYEE ACKNOWLEDGMENT:

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME: _____

EMPLOYEE: _____ DATE: _____
(Signature)

SUPERVISOR: _____ DATE: _____
(Signature)

JOB DESCRIPTION
FOR
Food Service Director

REPORTS TO: CAO

EMPLOYED BY: SEA No. 4, Inc.

QUALIFICATIONS:

1. Bachelor Degree.
2. Minimum 3 years supervisory experience.
3. Prior food service experience.
4. Familiar with PrideWare software.

NATURE OF POSITION:

Supervises the activities of the Food Service Program in accordance with local, state and federal mandates and Board of Directors' (Board) policies. Prepares all required reports and reimbursement requests in connection with the Food Service program.

RESPONSIBILITIES OF POSITION:

The Food Service Director is responsible for:

1. Administering the National School Lunch and Breakfast Programs in compliance with Federal Regulations, State Board rules and Board policies.
2. Monitoring the district food service budget and implementing systems for financial management and control of program revenue and expenditures.
3. Planning, directing, and evaluating the management of food service systems to insure quality in distribution, storage, production, merchandising, and service of food.
4. Assisting in the development of policies for staffing and criteria for new positions, making recommendations for hiring of new employees and evaluation of staff performance.
5. Planning, implementing, and evaluating a system for procurement, receiving, storage and distribution of food, equipment and supplies.
6. Identifying program needs, establishing program goals, monitoring program activities, and evaluating program effectiveness.
7. Administering a system for all phases of food service including food production, work simplification, staff work schedules and menu changes, special meals, equipment selection, use and care, inventory control, cash control and methods of cost containment.
8. Other professional responsibilities as assigned by Business Office/Management Representative.

PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:

Position requires frequent standing and walking throughout building and school grounds. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries materials or items weighing up to 20 pounds. Ability to use senses - sight, hearing, smell and touch. Ability to type; uses hand/eye coordination for typing and data entry.

OTHER REQUIREMENTS:

Satisfactory criminal background check.

PERFORMANCE STANDARDS:
The Food Service Director will:

1. Establish and maintain work performance standards in line with those standards established by Academy.
2. Communicate effectively with Teachers, students and parents regarding information, policies and procedures.
3. Demonstrate the willingness and ability to work with people in a team environment.
4. Provide opportunities for effective staff development that addresses the needs of the Food Service Department and provide employee training and professional growth.
5. Provide leadership in the development and implementation of nutrition education experiences for students, Teachers and good service employees.
6. Maintain positive, cooperative and mutually supportive relationships with the Board, Charter Authorizer, teachers, students, co-workers and subordinates.

EMPLOYEE ACKNOWLEDGMENT:

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME: _____

EMPLOYEE _____ DATE: _____
(Signature)

SUPERVISOR: _____ DATE: _____
(Signature)

JOB DESCRIPTION
FOR
Food Service Worker/Counter Associate

REPORTS TO: Food Service Director

EMPLOYED BY: SEA No. 4, Inc.

QUALIFICATIONS:

1. High school diploma.
2. Prior food service experience.
3. References.

NATURE OF POSITION:

Perform a variety of duties relating to Cafeteria-Style service including greeting and serving the customer, food preparation, stocking counters and steam tables, maintaining sanitation standards. Responsible customer service is a major function of the position.

RESPONSIBILITIES OF POSITION:

The Food Service Worker/Counter Associate is responsible for:

1. Maintaining proper food handling and safety standards while preparing foods, serving foods and cleaning up.
2. Setting up for lunch.
3. Stocking counters, display refrigerators and steam tables neatly, accurately and in a timely manner per the established menu.
4. Displaying foods under appropriate hot or cold per standards.
5. Maintaining accurate portion control.
6. Keeping equipment clean and free of debris during meal service.
7. Serving lunch quickly, neatly and attractively.
8. Greeting customers courteously.
9. Maintaining a professional appearance at all times in accordance with Academy standards.
10. Other duties as assigned by Food Service Director.

PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:

Position requires frequent standing and walking throughout building and school grounds. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries materials or items weighing up to 20 pounds. Ability to use senses - sight, hearing, smell and touch. Ability to type; uses hand/eye coordination for typing and data entry.

OTHER REQUIREMENTS:

Satisfactory criminal background check.

PERFORMANCE STANDARDS:

A Food Service Worker will:

1. Establish and maintain work performance standards in line with those standards established by Academy.

2. Greet customers in a friendly, courteous and respectful manner.
3. Demonstrate the willingness and ability to work with people in a team environment.
4. Maintain positive, cooperative and mutually supportive relationships with the Academy Administration, Teachers, students and co-workers.

EMPLOYEE ACKNOWLEDGMENT:

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME: _____

EMPLOYEE _____ DATE: _____
(Signature)

SUPERVISOR: _____ DATE: _____
(Signature)

JOB DESCRIPTION
FOR
Latchkey Director

REPORTS TO: CAO

EMPLOYED BY: SEA No. 4, Inc.

QUALIFICATIONS:

1. Two years prior experience.
2. Ability to communicate effectively both orally and in writing.

NATURE OF POSITION:

To direct the implementation and coordination of latchkey program achieving excellence requires that the Latchkey Director work collaboratively and communicate effectively with teachers, students, parents and co-workers. Additional responsibilities are required.

RESPONSIBILITIES OF POSITION:

A Latchkey Director is responsible for:

1. Management and supervision of the Latchkey Program.
2. Assist in the management and supervision of students during their grade's entire latchkey periods.
3. Support of Latchkey program by managing Latchkey support staff, ensuring accurate attendance records.
4. Other professional duties as assigned by administration.

PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:

Position requires frequent standing and walking throughout building and school grounds. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries materials or items weighing up to 20 pounds. Ability to use senses - sight, hearing, smell and touch. Ability to type; uses hand/eye coordination for typing and data entry.

OTHER REQUIREMENTS:

Satisfactory criminal background check.

PERFORMANCE STANDARDS:

A Latchkey Director will:

1. Be interested in the work of the school, strongly committed to moral values. Be dedicated to providing an excellent early educational foundation for children that will enable them to be motivated and excited learners.
2. Establish and maintain work performance standards in line with those standards established by Academy.
3. Communicate effectively with teachers, students, and parents regarding information, policies and procedures.
4. Demonstrate the willingness and ability to work with people in a team environment.
5. Assure confidentiality of all student and school privileged information.

6. Maintain positive, cooperative and mutually supportive relationships with the Board of Directors, Charter Authorizer, teachers, students, parents, and co-workers.

EMPLOYEE ACKNOWLEDGMENT:

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME: _____

EMPLOYEE _____ DATE: _____
(Signature)

SUPERVISOR: _____ DATE: _____
(Signature)

JOB DESCRIPTION
FOR
Maintenance Director

REPORTS TO: CAO

EMPLOYED BY: SEA No. 4, Inc.

QUALIFICATIONS:

1. High school diploma.
2. Minimum 5 years experience in building maintenance.
3. Must be skilled in electrical, heating/cooling, repair.
4. Knowledgeable in OSHA safety standards.

NATURE OF POSITION:

Perform routine cleaning and semi-skilled repair and maintenance tasks in order to maintain a safe and healthy environment conducive to the learning process for students and staff. Maintains and operates building environmental systems. Regularly inspects building for safety and health operating conditions. Provide IMMEDIATE notification of any risk to students and/or staff.

RESPONSIBILITIES OF POSITION:

The Maintenance director is responsible for:

1. Inspect school facility for safe operating conditions daily.
2. Notify School Principal or Principal designee no later than 5:45am of any building condition that would affect the safe operation of the school for students and staff.
3. Vacuum carpets, sweep, mop, wash, dust and perform other cleaning duties.
4. Empty trash containers and assures all waste is disposed of properly.
5. Monitor cafeteria during scheduled lunch periods and after school programs for the purpose of removing trash and cleaning any spills in the cafeteria.
6. Replace light bulbs, towels, soap and other supplies.
7. Operate floor polishing equipment.
8. Make minor repairs to furniture, plumbing and electrical fixtures.
9. Perform minor repairs to keep heating system in operating condition and appropriate temperature control for each room.
10. Ensure building heating system is properly working for the start of each school day and throughout the day.
11. Check heating/cooling operation during the school day and as appropriate during extended school recesses to ensure building does not freeze or overheat.
12. On call during unscheduled work periods to handle building and boiler maintenance/operation problems.
13. Conduct daily inventory of supplies and paper products on site; initiate re-order for supplies with sufficient lead time to allow for delivery before on-site inventory is depleted.
14. Check each restroom in the facility in the morning and afternoon for neatness and tidiness.
15. Ensure each restroom is appropriate equipped with paper towels and toilet paper and that each soap dispenser is filled.
16. Perform general light ground maintenance such as cut grass, rake leaves, and sweep walks around building entrances to keep them free of debris, snow and ice.

17. Make regular checks in stairways and halls inside building for spills, trash or debris that could create unsafe conditions for students and staff.
18. Identify and report to the CAO, Principal or their designee any condition in the building or school grounds that could create a safety hazard for students, staff or visitors.
19. Correct all unsafe conditions in the building or school grounds immediately as soon as aware of condition.
20. Other duties as assigned by the CAO, Principal or their designee

PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:
Position requires frequent standing and walking throughout building and school grounds. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries materials or items weighing up to 20 pounds. Ability to use senses - sight, hearing, smell and touch. Ability to type; uses hand/eye coordination for typing and data entry.

OTHER REQUIREMENTS:
Satisfactory criminal background check.

PERFORMANCE STANDARDS:
The Maintenance director will:

1. Establish and maintain work performance standards in line with those standards established by Academy.
2. Diligently pursue the task of keeping the building and school grounds safe and free of hazards.
3. Be interested in the work of the school, strongly committed to moral values.
4. Be dedicated to providing an excellent early educational foundation for children.
5. Demonstrate the willingness and ability to work with people in a team environment.
6. Maintain positive, cooperative and mutually supportive relationships with the Academy Administration,
   Teachers, students and co-workers.

EMPLOYEE ACKNOWLEDGMENT:

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME: _____

EMPLOYEE _____ DATE: _____
(Signature)

SUPERVISOR: _____ DATE: _____
(Signature)

JOB DESCRIPTION
FOR
Maintenance

REPORTS TO: CAO

EMPLOYED BY: SEA No. 4, Inc.

QUALIFICATIONS:

1. **SKILLS** are required to perform multiple, non-technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: using custodial supplies.
2. **KNOWLEDGE** is required to perform basic math; read and follow instructions; and understand multi-step written and oral instructions. Specific knowledge required to satisfactorily perform the functions of the job includes: knowledge of custodial supplies; knowledge of cleaning methods and techniques.
3. **ABILITY** is required to schedule activities; gather and/or collate data; and consider a variety of factors when using equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize a variety of job-related equipment. In working with others, some problem solving may be required to identify issues and select action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is moderate. Specific abilities required to satisfactorily perform the functions of the job include: being willing to work; being organized.
4. Working under limited supervision following standardized practices and/or methods.
5. Providing information and/or advising others.
6. Operating within a defined budget.
7. Utilization of some resources from other work units may be required to perform the job's functions.
8. There is a continual opportunity to have some impact on the organization's services.

NATURE OF THE POSITION:

Under the supervision of the Maintenance Director, responsible for maintaining an attractive, sanitary, safe facility for students, staff, and the public. Providing equipment and furniture arrangements for meetings, classroom activities, and events. Minimizing property damage, loss, and liability exposure to the school district.

RESPONSIBILITIES OF THE POSITION:

1. Arranges furnishings and equipment for the purpose of providing adequate preparation for meetings, classroom activities, and events.
2. Attends in-service training (e.g., instruction on blood-borne pathogens, cleaning solvents, floor care, first aid, etc.) for the purpose of receiving information on new and/or improved procedures.
3. Cleans assigned school district facilities (e.g., classrooms, offices, gyms, restrooms, multipurpose rooms, pools, grounds, etc.) for the purpose of maintaining a sanitary, safe, attractive environment.
4. Daily attendance and punctuality are required for the purpose of ensuring the goals of the work unit can be met.

5. Delivers various items (e.g., supplies, mail, packages, furniture, etc.) for the purpose of distributing materials to the appropriate parties.
6. Helps respond to immediate safety and/or operational concerns (e.g., facility damage, alarms, etc.) for the purpose of taking appropriate action to resolve immediate safety issues and maintaining a functioning physical and educational environment.
7. Inspects school district facilities for the purpose of ensuring site is suitable for safe operations and maintained in an attractive and clean condition, and identifying any repairs that may be necessary due to vandalism, equipment breakage, weather conditions, etc.
8. Lifts up to 50 pounds unassisted for the purpose of lifting equipment necessary to complete assigned tasks.
9. Performs work at heights of up to 12 feet using ladders and/or scaffolding for the purpose of cleaning, changing light bulbs, replacing ceiling tiles, etc.
10. Prepares school district facilities for daily operations (e.g., opening gates and building access doors, disarming security systems, raising flags, placing crosswalk signs, performing minor repairs, etc.) for the purpose of ensuring school district facilities are operational and safe.
11. Secures school district facilities and grounds for the purpose of minimizing property damage, equipment loss, and potential liability to the school district.
12. Services job-related machinery/equipment (e.g., adjusting, cleaning, and oiling vacuum cleaners, scrubbers, buffers, etc.) for the purpose of maintaining equipment in good working condition. Also changes brushes, pads, rollers, etc. on equipment.
13. Performs other related duties, as assigned.

PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:
This position requires extensive standing and walking throughout work shift. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries items weighing up to 50 pounds. Ability to use senses - sight, hearing, smell and touch. More specifically, the usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling; some climbing and balancing; significant stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 5% sitting, 50% walking, and 45% standing. The job is performed under some temperature extremes and under some hazardous conditions.

OTHER REQUIREMENTS:
Satisfactory criminal background check.

PERFORMANCE STANDARDS:
1. Maintain interest in the work of the school, strongly committed to moral values.
2. Be dedicated to providing an excellent early educational foundation for children.
3. Demonstrate the willingness and ability to work with people in a team environment.
4. Maintain ongoing communication with supervisor, staff and administrators related to job duties.
5. Maintain positive, cooperative and mutually supportive relationships with the school's administration, Teachers, students and co-workers.
6. Implement school's safety and security practices.
7. Ability to communicate effectively both orally and in writing with staff and the public.
8. Understand and follow standard operating procedures to perform duties in a professional manner.
9. Ability to write legibly and neat to complete reports such as incident reports or security logs.
10. Make proper judgment and decisions in situations; take appropriate action within established policies and procedures.
11. Maintain flexibility in work hours/schedule based upon the school's operational needs.
12. Participate in required job related training.

EMPLOYEE ACKNOWLEDGMENT:

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME:_____

EMPLOYEE:_____ _____ DATE: _____
(Signature)

SUPERVISOR:_____ DATE: _____
(Signature)

JOB DESCRIPTION
FOR
Paraprofessional (Teacher Assistant)

REPORTS TO: CAO

EMPLOYED BY: SEA No. 4, Inc.

QUALIFICATIONS:

1. Minimum 60 credit hours in Educational Studies.
2. Two years prior experience.
3. Ability to communicate effectively both orally and in writing.

NATURE OF POSITION:

To assist in the implementation and coordination of instructional programs to ensure that all students meet and exceed the State Core Curriculum Content Standards. Achieving excellence requires that Teacher Assistants work collaboratively and communicate effectively with teachers, students, parents and co-workers. Additional Lunchroom/Recess and Latchkey responsibilities are required.

RESPONSIBILITIES OF POSITION:

A Teacher Assistant is responsible for:

1. Attendance at Teacher Assistant Meeting and Grade Team Meetings.
2. Assist and support the classroom as assigned by grade level teams.
3. Assist in the management and supervision of students during their grade's entire lunchroom/recess periods.
4. Support of Latchkey program by managing latchkey students, taking accurate attendance, and returning students to Latchkey Coordinator.
5. Other professional duties as assigned by administration.

PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:

Position requires frequent standing and walking throughout building and school grounds. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries materials or items weighing up to 20 pounds. Ability to use senses - sight, hearing, smell and touch. Ability to type; uses hand/eye coordination for typing and data entry.

OTHER REQUIREMENTS:

Satisfactory criminal background check.

PERFORMANCE STANDARDS:

A Teacher Assistant will:

1. Be interested in the work of the school, strongly committed to moral values. Be dedicated to providing an excellent early educational foundation for children that will enable them to be motivated and excited learners.
2. Establish and maintain work performance standards in line with those standards established by Academy.

3. Communicate effectively with teachers, students, and parents regarding information, policies and procedures.
4. Demonstrate the willingness and ability to work with people in a team environment.
5. Assure confidentiality of all student and school privileged information.
6. Maintain positive, cooperative and mutually supportive relationships with the Board of Directors, Charter Authorizer, teachers, students, parents, and co-workers.

EMPLOYEE ACKNOWLEDGMENT:

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME:_____

EMPLOYEE _____ DATE: _____
(Signature)

SUPERVISOR: _____ DATE: _____
(Signature)

JOB DESCRIPTION
FOR
Pre-K Caregiver

REPORTS TO: CAO

EMPLOYED BY: SEA No. 4, Inc.

QUALIFICATIONS:

1. Meets the LARA, Child Care Licensing Division requirements as a "caregiver".
2. Two years prior experience.
3. Ability to communicate effectively both orally and in writing.

NATURE OF POSITION:

To assist the Pre-K Director and Pre-K Teachers to ensure that all students meet and exceed the GSRP Standards. Achieving excellence requires that caregivers work collaboratively and communicate effectively with teachers, students, parents and co-workers.

RESPONSIBILITIES OF POSITION:

A Pre-K Caregiver is responsible for:

1. Attendance at meetings.
2. Assist and support the classroom as assigned by grade level teams.
3. Assist in the management and supervision of students during their grade's entire lunchroom/recess periods.
4. Other professional duties as assigned by administration.

PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:

Position requires frequent standing and walking throughout building and school grounds. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries materials or items weighing up to 20 pounds. Ability to use senses - sight, hearing, smell and touch. Ability to type; uses hand/eye coordination for typing and data entry.

OTHER REQUIREMENTS:

Satisfactory criminal background check.

PERFORMANCE STANDARDS:

A Pre-K Caregiver will:

1. Be interested in the work of the school, strongly committed to moral values. Be dedicated to providing an excellent early educational foundation for children that will enable them to be motivated and excited learners.
2. Establish and maintain work performance standards in line with those standards established by Academy.
3. Communicate effectively with teachers, students, and parents regarding information, policies and procedures.
4. Demonstrate the willingness and ability to work with people in a team environment.
5. Assure confidentiality of all student and school privileged information.

6. Maintain positive, cooperative and mutually supportive relationships with the Board of Directors, Charter Authorizer, teachers, students, parents, and co-workers.

EMPLOYEE ACKNOWLEDGMENT:

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME: _____

EMPLOYEE _____ DATE: _____
(Signature)

SUPERVISOR: _____ DATE: _____
(Signature)

JOB DESCRIPTION
FOR
Pre-K Director and Lead Teacher

REPORTS TO: CAO

EMPLOYED BY: SEA No. 4, Inc.

QUALIFICATIONS:

1. Minimum Bachelor Degree
2. Valid Michigan Teachers Certificate and must meet the GSRP CDA requirements.
3. Ability to teach and develop curriculum for assigned grade.
4. Possess applicable endorsements as required by MDE.
5. Maintain highly qualified status as required by NCLB Act.

NATURE OF POSITION:
Serve as an example of excellence and leadership to the teaching team, working with Teachers and administration. Demonstrate leadership and organizational skills and the ability to motivate others, knowledge and understanding of curriculum development and program evaluation, child growth and development, effective instructional strategies, classroom management, and learning assessment.

RESPONSIBLITIES OF THE POSITION:
The Pre-K Director and Lead Teacher will:

1. Coordinate and full-fill GSRP planning and reporting requirements.
2. Promote high standards and expectations for students and staff.
3. Provide leadership to the team.
4. Create a climate conducive to teaching and learning.
5. Establish good relations with team and administration.
6. Assist in professional growth of team.
7. Maintain professional work habits.

PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:
Position requires frequent standing and walking throughout building and school grounds. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries materials or items weighing up to 20 pounds. Ability to use senses - sight, hearing, smell and touch. Ability to type; uses hand/eye coordination for typing and data entry.

OTHER REQUIREMENTS:
Satisfactory criminal background check.

EMPLOYEE ACKNOWLEDGMENT:

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME: _____

EMPLOYEE _____ DATE: _____
(Signature)

SUPERVISOR: _____ DATE: _____
(Signature)

JOB DESCRIPTION
FOR
School Principal/School Lead

REPORTS TO: CAO

EMPLOYED BY: SEA No. 4, Inc.

QUALIFICATIONS:

1. Masters Degree in Education.
2. Valid Michigan Teaching Certificate.
3. Minimum five successful years in Public Schools.
4. Minimum four successful years in school administration.
5. Must meet continuing education requirements prescribed by rule promulgated by the State of Michigan.

NATURE OF THE POSITION:

Serves as the educational leader of the School, responsible for implementing and managing the policies, regulations and procedures of the Board of Directors (Board) and CAO to ensure that all students are supervised in a safe learning environment and provided instruction that meets and exceeds the State Core Curriculum Content Standards, following the approved curricula and directives of the School. Achieving academic excellence requires that the School Principal work collaboratively to lead and nurture all members of the school staff and to communicate effectively with parents, members of the community and colleagues in other districts and schools. Inherent in the position are the responsibilities for planning curriculum development, program evaluation, extracurricular activities, personnel management, financial management, emergency procedures, resource scheduling and facilities operations.

RESPONSIBILITIES OF POSITION:

The School Principal shall demonstrate excellence in working with students and their families. Demonstrate excellent leadership and organizational skills and the ability to motivate others. Knowledge and understanding of curriculum development and program evaluation; child growth and development; effective instructional strategies; classroom management; learning assessment and diagnosis; and research related to learning. The School Principal shall also demonstrate the ability to use computers for word processing, data management, and telecommunications.

The School Principal is responsible for:

1. Promoting high standards and expectations for students and staff.
2. Organizing, managing, evaluating and supervising the operations of the School.
3. Providing leadership to the staff.
4. Creating a climate conducive to teaching and learning.
5. Implementing a system to monitor student progress.
6. Implementing a school improvement process.
7. Establishing good public and employee relations.
8. Evaluating supervised personnel.
9. Maintaining professional work habits.

PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:
Position requires frequent standing and walking throughout building and school grounds. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries materials or items weighing up to 20 pounds. Ability to use senses - sight, hearing, smell and touch. Ability to type; uses hand/eye coordination for typing and data entry.

OTHER REQUIREMENTS:
Satisfactory criminal background check.

PERFORMANCE STANDARDS:

The School Principal will:

1. Organize, manage, evaluate and supervise effective and clear procedures for the operation and functioning of the entire school consistent with the philosophy, mission, values and goals of the School and district, including instructional programs in the Core Curriculum Content Standards, extracurricular activities, discipline systems to ensure a safe and orderly climate, financial management, facilities maintenance, program evaluation, personnel management, office operations, emergency procedures and community relations.
2. Ensure compliance with all laws, administrative codes, Board policies and regulations.
3. Provide leadership to the staff to establish programs and activities that would yield student enrichment, rewards and self-esteem enhancement.
4. Supervise the purchasing and distribution of instructional equipment and supplies as well as the work of the office staff and other non-instructional staff as assigned.
5. Maintain student discipline through utilization of the School discipline policy. Create an atmosphere conducive to good staff morale.
6. Encourage counseling service for students experiencing difficulties to ensure that all students receive the best education possible.
7. Periodically check teachers' lesson plans, grade books and/or grade distribution sheets to assure compliance with the standards of the School.
8. Involve teachers in the development of new instructional programs and implement standards for educational quality within the school curriculum.
9. Communicate effectively with the community regarding instructional programs and activities and with the staff regarding information, policies and procedures.
10. Adhere to all aspects of the Academy evaluation policy and submit recommendations to the Chief Administrative Officer regarding personnel.
11. Demonstrate the willingness and ability to work with people in a team environment.
12. Assure confidentiality of all student and school privileged information.
13. Maintain positive, cooperative and mutually supportive relationships with the Board, Charter Authorizer, parents and representatives of resource agencies within the community.

EMPLOYEE ACKNOWLEDGMENT:

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME: _____

EMPLOYEE _____ DATE: _____
(Signature)

SUPERVISOR: _____ DATE: _____
(Signature)

JOB DESCRIPTION
FOR
Security Attendant

REPORTS TO: Chief of Security

EMPLOYED BY: SEA No. 4, Inc.

QUALIFICATIONS:

1. High school diploma or equivalent.
2. Knowledge of Security/Law Enforcement procedures preferred.
3. Successful completion of safety/security training or coursework preferred.
4. Working knowledge of, and ability to enforce security operations and safety practices within a school environment.

NATURE OF THE POSITION:

Duties include patrolling and observing the activities of persons in and around school premises and grounds.

RESPONSIBILITIES OF POSITION:

1. Frequently patrols school premises and grounds to prevent and detect signs of intrusion and ensure security of doors, windows, and gates.
2. Make assessments of situations, warn persons of rule infractions or violations when necessary; seek assistance and take appropriate action to resolve situations.
3. Monitor and authorize entrance and departure of students, employees, visitors, and other persons to guard against theft and maintain security of premises.
4. Write reports of daily activities and irregularities, such as equipment or property damage, theft, presence of unauthorized persons, or unusual occurrences.
5. Call police, fire and emergency department personnel in cases of disturbance or emergency.
6. Circulate amongst visitors, students, and employees to preserve order and protect property.
7. Answer alarms and investigates disturbances as directed.
8. Escort staff, visitors and students to parking lot areas as requested.
9. Other related duties as assigned.

PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:

This position requires extensive standing and walking throughout work shift. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries items weighing up to 50 pounds. Ability to use senses - sight, hearing, smell and touch.

OTHER REQUIREMENTS:

1. Satisfactory criminal background check.
2. Uses personal vehicle during course of work shift to patrol the school grounds and parking areas.
3. Must possess a valid Michigan driver's license and good driving record.

PERFORMANCE STANDARDS:

1. Maintain interest in the work of the school, strongly committed to moral values.
2. Be dedicated to providing an excellent early educational foundation for children.
3. Demonstrate the willingness and ability to work with people in a team environment.
4. Maintains ongoing communication with supervisor, staff and administrators related to job duties.

5. Maintain positive, cooperative and mutually supportive relationships with the school's administration, Teachers, students and co-workers.
6. Implement school's safety and security practices.
7. Ability to communicate effectively both orally and in writing with staff and the public.
8. Understands and follows standard operating procedures to perform duties in a professional manner.
9. Ability to write legibly and neat to complete reports such as incident reports or security logs.
10. Makes proper judgment and decisions in situations; takes appropriate action within established policies and procedures.
11. Maintains flexibility in work hours/schedule based upon the school's operational needs.
12. Participates in required job related training.

EMPLOYEE ACKNOWLEDGMENT:

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME:_____

EMPLOYEE:_____ _____ DATE: _____
(Signature)

SUPERVISOR:_____ DATE: _____
(Signature)

JOB DESCRIPTION
FOR
School Social Worker

REPORTS TO: CAO

EMPLOYED BY: SEA No. 4, Inc.

QUALIFICATIONS:

1. Master's Degree in Social Work.
2. Michigan Full Approval as School Social Worker.
3. Minimum three years' successful social work experience.
4. Current knowledge of best practices.
5. Prior Special Education experience.

NATURE OF POSITION:

The principle tasks of the School Social Worker are to help students and families make the best use of available opportunities and resources and to fully develop each student's individual potential. The School Social Worker brings to the educational process an understanding of the psychosocial development of children and the influences of family, community, and cultural differences as they interact with the educational process.

Further, the School Social Worker provides the necessary professional skills to assist students and communities in problem solving and conflict resolution in a safe and healthy manner. School Social Work is founded on the following premises:

1. Definite and identifiable reasons exist why some students are not successful in school and exhibit undesirable behavior (including at-risk factors, dropping out and truancy).
2. It is critical to assist families in alleviating adverse conditions in order to promote resiliency and academic success for at risk students.
3. It is important to assist parents in utilizing school and community resources to help children maximize their educational abilities.
4. Parental involvement with the school is essential to create positive academic and social outcomes for students.
5. It is essential that school staff listens to and respects the feelings and sensitivities of students and parents of all cultural and ethnic backgrounds.
6. Education becomes a successful experience for students who are helped to overcome the social and emotional problems interfering with adjustment and achievement in school.
7. Special education and related services must be provided for students with physical, mental, social, emotional, or other educational disabilities.
8. Social justice and equal opportunity for all students and families will increase educational attainment and enhance the educational experience for everyone.

RESPONSIBILITIES OF POSITION:

The School Social Worker is responsible for:

Direct Services with students – the School Social Worker employs appropriate social work methods in situations affecting the student's educational process.

1. Conducting assessments of student needs
2. Promoting regular school attendance.
3. Conducting home visits.
4. Promoting safe, caring, and drug free schools.
5. Empowerment of/advocacy for students.
6. Providing culturally competent services.
7. Providing appropriate services for homeless students.
8. Providing individual counseling.
9. Facilitating group counseling.
10. Self-esteem, anger management, impulse control, social skills training, and substance abuse prevention.
11. Providing crisis intervention services.
12. Completing social developmental case studies.
13. Participating in the evaluation of special education placements.
14. Participating in the development of behavioral modification plans, Functional Behavioral Assessments (FBA), and Supportive Intervention Plans (SIP).
15. Providing short/long-term case management services to individual students.
16. Referrals to community agencies.
17. Coordination of services with community agencies.
18. Coordination of services with other disciplines within the school.
19. Participating in transition planning for students.
20. Coordinating pregnancy prevention programs.
21. Coordinating drop out prevention programs.
22. Reporting suspected child abuse/neglect.

Direct Services with Families/Communities – the School Social Worker employs appropriate social work methods to assure students' positive academic and social outcomes.

1. Promoting parental involvement in school and at conferences.
2. Promoting parental responsibility for regular school attendance.
3. Conducting home visits & family needs assessments.
4. Promoting safe, caring, and drug free schools.
5. Empowerment of/advocacy for families.
6. Providing culturally competent services.
7. Providing appropriate services/referrals for homeless families.
8. Providing crisis intervention services.
9. Referring to community agencies.
10. Facilitating parent groups & parenting skills workshops.
11. Substance abuse awareness.
12. Special needs children.
13. Child abuse prevention.
14. Appropriate discipline.
15. Assisting families with the interpretation of school policies and procedures.
16. School community.
17. Collaborating with community agencies.
18. Collaborating with support personnel within the school.
19. Participating in case conferences with other school specialists.
20. Participating in the identification and resolution of school-wide/community needs.
21. Interpreting the School Social Work role to the community.
22. Serving as a liaison between the school/family/community.
23. Participating in referrals and case management of students/families involved in the court system.

24. Serving on school-based committee meetings.
25. Serving on community interagency teams and other task force teams relevant to School Social Work (Child Fatality Team, Child Protection Team, and Governor's One-on-One Board).
26. Serving on the school Crisis Team to promote a safe school environment.
27. Promoting a safe, caring, and drug free school environment.

Program Planning and Evaluation – the School Social Worker facilitates, participates in, and provides input for system wide, school based, and departmental program planning, evaluation, and development of policies. All program planning and evaluation activities are done in accordance with state and federal laws, regulations and school board policies.

1. Conducting individual and/or system-wide surveys to assess the school and/or community needs.
2. Implementing appropriate programs, groups and initiatives to target at-risk populations (according to the assessment).
3. Planning individual school and/or system-wide programs to promote a positive and caring school climate.
4. Collaborating with community agencies to coordinate services within the school system.

Advocacy – the School Social Worker operates as an advocate with all community populations utilizing skills that respect issues of cultural and ethnic diversity and equity for every student and family.

1. Facilitating the implementation of federal and state education regulations.
2. Addressing child abuse and neglect, due process, and liability issues.
3. Advocating for school environments to operate in the best interests of children.
4. Encouraging parents to be actively involved in their children's educational experiences.
5. Adhering to the National Association of Social Workers code of ethical behavior and professional practice (see attachment).

Consultation and Education – the School Social Worker provides specialized consultative services to school staff, community agencies and other professionals. Services are designed to assist families, students, and educational professionals in providing quality interventions, which allow students to reach their highest educational, developmental and social potential.

1. Preventive interventions and classroom management.
2. Child abuse and neglect.
3. Mental health and emotional impairments.
4. Maintenance of caring, safe and drug-free learning environments.
5. Identification of barriers to educational achievement.

Professional Practice, Development and Management – the School Social Worker shows evidence of professional growth, development and management and adheres to a professional code of ethics.

Professional Practice

1. Adhering to the values and ethics of the social work profession and use the NASW Standards for School Social Work Services and Code of Ethics as guides in decision-making.
2. Modeling professional behaviors that contribute to addressing the needs of students, families, and the school community.
3. When necessary and appropriate, actively seeking the supervision of a school social work supervisor or another School Social Work professional.

4. Keeping abreast of current community resources and determining how these resources may be beneficial to the student, her/his family, and the family's involvement in the academic process.
5. Understanding, and practicing in accordance with, federal, state, and local laws, statutes, and/or policies that relate to students and families; such as, child protection/child abuse, special education, attendance, education rights and privacy.
6. Consulting with school personnel to encourage compliance with laws, statutes, and policies.

Professional Development

1. Assuming responsibility for her/his own continued professional development.
2. With support from the LEA, maintaining professional materials for professional growth and development; including periodicals, books, and software.
3. Practicing professional renewal through a variety of means; such as, attending regional and national conferences, participating in professional organizations, and remaining abreast of current research and literature.
4. Expanding and exchanging knowledge through consultation with coordinators, specialists, psychologists, counselors, and other colleagues.
5. Contributing to the development of the profession by supervising social work interns.
6. Developing and maintaining skills that increase the social worker's initiative and effectiveness in working in school settings.

Professional Management

1. Managing time based on school social worker/student ratios; advocate for worker/student ratios consistent with those developed by the National Council of State Consultants for School Social Work Services.
2. Maintaining accurate and appropriate case records and documentation.
3. Maintaining a statistical, demographic breakdown of current caseload.

PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:
Position requires frequent standing and walking throughout building and school grounds. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries materials or items weighing up to 20 pounds. Ability to use senses - sight, hearing, smell and touch. Ability to type; uses hand/eye coordination for typing and data entry.

OTHER REQUIREMENTS:
Satisfactory criminal background check.

PERFORMANCE STANDARDS:
The School Social Worker will:

1. Be interested in the work of the school, strongly committed to moral values.
2. Be dedicated to providing an excellent early educational foundation for children that will enable them to be motivated and excited learners.
3. Establish and maintain work performance standards in line with those standards established by Academy.
4. Communicate effectively with the students and parents regarding information, policies and procedures. Demonstrate the willingness and ability to work with people in a team environment.
5. Assure confidentiality of all students and school privileged information.
6. Maintain positive, cooperative and mutually supportive relationships with the Board, Charter Authorizer, students, parents, fellow teachers, co-workers and the community.

EMPLOYEE ACKNOWLEDGMENT:

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME: _____

EMPLOYEE _____ DATE: _____
(Signature)

SUPERVISOR: _____ DATE: _____
(Signature)

JOB DESCRIPTION
FOR
Special Education Teacher

REPORTS TO: CAO

EMPLOYED BY: SEA No. 4, Inc.

QUALIFICATIONS:

1. Minimum Bachelor Degree.
2. Michigan State Teacher Certification in Special Education.
3. Minimum 3 years successful teaching experience.
4. Current knowledge of best practices.
5. Prior Special Education experience.

NATURE OF POSITION:

Implementation and coordination of instructional programs to ensure that all students meet and exceed the State Core Curriculum Content Standards. Achieving excellence requires that Teachers work collaboratively and communicate effectively with students, parents, members of the community and colleagues in other districts and schools. Inherent in the position are the responsibilities for planning, coordination and monitoring the effective delivery of the established curriculum to students.

RESPONSIBILITIES OF POSITION:

The Special Education Teacher is responsible for:

1. Designing and modifying instruction to meet each student's special needs.
2. Working with students who have other special instructional needs, including those who are gifted and talented.
3. Designing curriculum, assigning work geared to each student's disability, and grading papers and homework assignments.
4. Utilizing various teaching techniques, depending on nature of disability, to promote learning.
5. Attending staff meetings and serving on staff committees as required.
6. Other professional duties as assigned by the School Principal.

PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:

Position requires frequent standing and walking throughout building and school grounds. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries materials or items weighing up to 20 pounds. Ability to use senses - sight, hearing, smell and touch. Ability to type; uses hand/eye coordination for typing and data entry.

OTHER REQUIREMENTS:

Satisfactory criminal background check.

PERFORMANCE STANDARDS:
The Special Educational Teacher will:

1. Be interested in the work of the school, strongly committed to moral values.
2. Be dedicated to providing an excellent early educational foundation for children that will enable them to be motivated and excited learners.
3. Establish and maintain work performance standards in line with those standards established by the Academy.
4. Communicate effectively with the students and parents regarding information, policies and procedures.
5. Demonstrate the willingness and ability to work with people in a team environment.
6. Assure confidentiality of all student and school privileged information
7. Maintain positive, cooperative and mutually supportive relationships with the Board of Directors, Charter Authorizer, students, parents, fellow teachers, co-workers and the community.

EMPLOYEE ACKNOWLEDGMENT:

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME:_____

EMPLOYEE _____ DATE: _____
(Signature)

SUPERVISOR: _____ DATE: _____
(Signature)

JOB DESCRIPTION
FOR
Student Intervention Specialist

REPORTS TO: CAO

EMPLOYED BY: SEA No. 4, Inc.

QUALIFICATIONS:

1. Bachelor's degree required.
2. Masters degree in Education, Educational Leadership or related field preferred with a minimum of 3 years teaching and/or administrative experience.

NATURE OF THE POSITION:

Responsible for providing assistance to the Principal in the administration of the total school program.

RESPONSIBILITIES OF THE POSITION:

1. Provide leadership, advise and counsel students who experience disciplinary issues in accordance with school's student code of conduct and established disciplinary program and guidelines.
2. Appropriately handle all student referrals in accordance with established school policies and within established timeframes.
3. Contact parents regarding any discipline referrals which include but are not limited to removal from class, detention or suspension.
4. Track all disciplinary referrals from Teachers and staff in database system.
5. Direct and coordinate the scheduling of all students activities within the school calendar.
6. Oversee and assure effective operation of school-wide, extra-curricular and/or after school programs; oversee and monitor activities of vendors.
7. Coordinate and implement student assemblies, awards banquets, field trips and other student focused events and/or activities.
8. Work closely with the School Principal and other school administrators to establish and maintain a strong culture of academic excellence and disciplined behavior among students.
9. Assist the School principal with the daily management and operation of Academy; serve as the School Principal in his/her absence.
10. Assist the School Principal in maintaining and monitoring compliance for schools' educational services in accordance with requirements set forth by Michigan Department of Education (MDE), local Intermediate School District (ISD), Charter Authorizer, and other regulatory entities.
11. Participate in monitoring school's budget and expenditures; assist the School Principal in establishing annual school budget.
12. Assist in completion and submission of required reports for submission to MDE, Charter Authorizer, local ISD, etc.
13. Assist the School Principal in overseeing student advisory implementation, home visits and curriculum training; monitor, track and report on progress of advisory activities.
14. Assist the School Principal in seeking bids for procurement of contracted services, equipment and supplies.
15. Assist the School Principal in monitoring and evaluation of instructional and non-instructional staff as requested.
16. Oversee physical plant operations to include supervision of maintenance and custodial staff.
17. Other duties as designated by the School Principal.

SUPERVISORY RESPONSIBILITIES:
Supervises employees in the school when the School Principal is absent from the building. Carries out supervisory responsibilities in accordance with the school's policies and applicable laws. Responsibilities include assisting in interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

DRUG FREE WORKPLACE REQUIREMENT:
The employee shall remain free of any alcohol or non-prescribed controlled substance abuse in the workplace throughout his/her employment in the district.

LANGUAGE SKILLS:
Ability to read and analyze, and interpret general business periodicals professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of administrators, board of directors, staff, and the general public.

MATHEMATICAL SKILLS:
Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, and volume. Ability to apply concepts of basic algebra and geometry.

REASONING ABILITY:
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

OTHER SKILLS AND ABILITIES:
Ability to apply knowledge of current research and theory with specific job duties and area of service. Proficient in use of PC/Windows based applications and software including word processing and spreadsheet applications. Ability to establish and maintain effective working relationships with parents, students, staff, Board of Directors, vendors and the community. Ability to communicate clearly and concisely both in oral and written form. Ability to perform duties maintaining current knowledge of all district requirements and applicable regulatory standards.

PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:
This position requires extensive standing and walking throughout work shift. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries items weighing up to 50 pounds. Ability to use senses - sight, hearing, smell and touch.

OTHER REQUIREMENTS:
Satisfactory criminal background check.

PERFORMANCE STANDARDS:
1. Maintain interest in the work of the school, strongly committed to moral values.
2. Be dedicated to providing an excellent early educational foundation for children.
3. Demonstrate the willingness and ability to work with people in a team environment.
4. Maintain ongoing communication with supervisor, staff and administrators related to job duties.
5. Maintain positive, cooperative and mutually supportive relationships with the school's administration, Teachers, students and co-workers.
6. Implement school's safety and security practices.
7. Ability to communicate effectively both orally and in writing with staff and the public.
8. Understand and follow standard operating procedures to perform duties in a professional manner.
9. Ability to write legibly and neat to complete reports such as incident reports or security logs.
10. Make proper judgment and decisions in situations; take appropriate action within established policies and procedures.

11. Maintain flexibility in work hours/schedule based upon the school's operational needs.
12. Participate in required job related training.

EMPLOYEE ACKNOWLEDGMENT:

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME: _____

EMPLOYEE: _____ DATE: _____
(Signature)

SUPERVISOR: _____ DATE: _____
(Signature)

JOB DESCRIPTION
FOR
Teacher

REPORTS TO: CAO

EMPLOYED BY: SEA No. 4, Inc.

QUALIFICATIONS:

1. Minimum Bachelor Degree with valid Michigan Teachers Certificate.
2. Ability to teach and develop curriculum for assigned grade.
3. Possess applicable endorsements as required by MDE.
4. Maintain highly qualified status as required by NCLB Act.
5. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

NATURE OF POSITION:

Implementation and coordination of instructional programs to ensure that all students meet and exceed the State Core Curriculum Content Standards. Achieving excellence requires that Teachers work collaboratively and communicate effectively with students, parents, members of the community and colleagues in other districts and schools. Inherent in the position are the responsibilities for planning, coordination and monitoring the effective delivery of the established curriculum to students.

RESPONSIBILITIES OF POSITION:

The Teacher is responsible for:

Instructional Process

1. Planning and implementing a program of instruction that adheres to the district philosophy, goals and objectives as outlined in the adopted course study.
2. Creating a classroom environment conducive to learning by employing a variety of appropriate teaching strategies including but not limited to project-based learning.
3. Using engaging, creative, and appropriate assignments and resources to help students make connections with learning outside the educational environment.
4. Effectively utilizing and integrating a variety of technology into daily instruction with students.
5. Making purposeful and appropriate lesson plans that provide for effective teaching strategies and maximize time on task.
6. Planning and implementing a program of study designed to meet individual needs of students.
7. Encouraging student enthusiasm for the learning process and the development of good study habits.
8. Consistently collaborating with staff and facilitating an interdisciplinary curriculum to establish a deeper meaning of content for students.
9. Preparing substitute folder containing appropriate information as required by the School Principal.
10. Planning and prescribing purposeful assignments for tutors and volunteers as needed.
11. Recognizing challenges with learning and making referrals as appropriate.
12. Demonstrating strong knowledge of subject matter taught.
13. Providing progress and interim reports to parents, staff, and other appropriate parties as required.

14. Maintaining students' grades, assignments and attendance utilizing applicable software applications.
15. Performing other related job duties as designated by the School Principal.

Curriculum Development

1. Keeping current in subject matter knowledge and learning theory; willing to share this knowledge for continual improvement of the school's curriculum.
2. Providing feedback and assisting in the ongoing curriculum revision process, including the revision of written courses of study.
3. Becoming acquainted with, and utilizing appropriate supplemental services beneficial to students as an extension of regular classroom activities.

Student Evaluation

1. Evaluating accomplishments of students on a regular basis using multiple assessment methods such as teacher made tests, samples of students' work, mastery skills check lists, criterion-referenced tests and norm-referenced tests.
2. Making appropriate adjustments in the instructional program and as required by the School Principal.
3. Respecting the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

Classroom Management

1. Developing, in accordance with district school guidelines, reasonable rules of classroom behavior and appropriate techniques that are consistently applied.
2. Taking necessary and reasonable precautions to protect students, equipment, materials and facilities.
3. Sharing responsibility during the school day for the supervision of students in all areas of the school.
4. Providing for the supervision of assigned students when circumstances require a brief absence from the assignment.

Student Advisory

1. Acting as an advisor for a group of students by serving as primary advocate for student both socially and academically.
2. Monitoring student progress and tracks number of credit hours attained within established guidelines and timeframes.
3. Conducting home visits to discuss students' progress with parents/guardians as required.

Public Relations

1. Upholding and enforcing Board of Directors' (Board) policy, administrative procedures, and school rules and regulations, and supporting them to the public.
2. Maintaining appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time.
3. Striving to communicate the positive aspects of the school program to the public in word and deed.
4. Working cooperatively with parents to strengthen the educational program for their children.
5. Establishing and maintaining cooperative relationships with other staff members.

Professional Growth

1. Continuing professional growth through attendance at workshops, seminars, conferences, and/or advanced course work at institutions of higher learning.
2. Cooperating with the administration in planning appropriate in-service training programs at a school or at the district level.
3. Attending and participating in staff, department, and committee meetings as required.

PHYSICAL AND ENVIRONMENTAL REQUIREMENTS:
Position requires frequent standing and walking throughout building and school grounds. Ability to stoop, crouch, kneel and bend occasionally. Occasionally lifts and carries materials or items weighing up to 20 pounds. Ability to use senses - sight, hearing, smell and touch. Ability to type; uses hand/eye coordination for typing and data entry.

OTHER REQUIREMENTS:
Satisfactory criminal background check.

PERFORMANCE STANDARDS:
The Teacher will:

1. Be interested in the work of the school, strongly committed to moral values, whose mission is dedicated to providing an excellent early educational foundation for children that will enable them to be motivated and excited learners.
2. Establish and maintain work performance standards in line with those standards established by Academy.
3. Communicate effectively with the students and parents regarding information, policies and procedures.
4. Demonstrate the willingness and ability to work with people in a team environment.
5. Assure confidentiality of all student and school privileged information
6. Maintain positive, cooperative and mutually supportive relationships with the Board, Charter Authorizer, students, parents, fellow teachers, co-workers and the community.

SUPERVISORY RESPONSIBILITIES:
Students

DRUG FREE WORKPLACE REQUIREMENT:
The employee shall remain free of any alcohol or non-prescribed controlled substance abuse in the workplace throughout his/her employment in the district.

SKILLS AND ABILITIES:

LANGUAGE SKILLS
Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of administrators, Board, staff, and the general public.

MATHEMATICAL SKILLS
Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, and volume. Ability to apply concepts of basic algebra and geometry.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

OTHER SKILLS AND ABILITIES

1. Ability to apply knowledge of current research and theory with specific job duties and area of service.
2. Must have strong communication, interpersonal and computer skills.
3. Experience and demonstrated knowledge, and use of PC/Windows and web based applications and software including word processing and spreadsheet applications required.
4. Must have ability to learn and utilize new software programs as systems are upgraded.
5. Typing/keyboarding required with good grammatical spelling and punctuation.
6. Ability to establish and maintain effective working relationships with parents, students, staff, Board, vendors and the community.
7. Ability to work in a team environment.
8. Ability to communicate clearly and concisely both in oral and written form.
9. Ability to perform duties maintaining current knowledge of all district requirements and applicable regulatory standards.

EMPLOYEE ACKNOWLEDGMENT:

This job description has been reviewed with me, and I have received a copy.

I understand that the above are job requirements and, at this time, I know of no limitations which would prevent me from performing these functions, with or without accommodation, and that it is my responsibility to inform my supervisor at any time that I am unable to perform these functions.

EMPLOYEE'S PRINTED NAME: _____

EMPLOYEE _____ DATE: _____
(Signature)

SUPERVISOR: _____ DATE: _____
(Signature)

Educational Service Provider Agreement

The Academy's Educational Service Provider Agreement is not yet complete. Upon completion, the Academy shall submit a copy of the executed Educational Service Provider Agreement to the Charter Schools Office, which the Charter Schools Office will then submit to the Michigan Department of Education.

INDEPENDENT CONTRACTOR AGREEMENT

THIS INDEPENDENT CONTRACTOR AGREEMENT ("Agreement") is entered into effective as of the **1st day of July, 2016**, by and between PROVISION BUSINESS SOLUTIONS, LLC, a Michigan limited liability company ("PBS") and GEORGE WASHINGTON CARVER ACADEMY, a Michigan non-profit corporation ("GWCA").

WITNESSETH

WHEREAS, pursuant to a certain Contract to Charter a Public School Academy, dated July 1, 2016, issued by the Bay Mills Community College Board of Regents ("Authorizer") (the "Charter Contract"), GWCA operates a public school academy in the State of Michigan under Part 6A of the Revised School Code ("Code");

WHEREAS, PBS provides administrative and operational support services relative to the operation of public school academies; and

WHEREAS, GWCA desires to engage PBS to provide administrative and operational support services related to conduct of its activities, and PBS desires to accept such engagement for the purposes and upon the terms and conditions set forth in this Agreement.

NOW THEREFORE, in consideration of the mutual covenants and promises contained herein and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, GWCA and PBS hereby agree as follows:

1. **Term of Engagement.** Upon the terms and subject to the conditions of this Agreement, GWCA hereby agrees to engage PBS, and PBS hereby accepts engagement with GWCA to provide the Services (defined below) commencing July 1st, 2016, and shall cover three academic years through June 30, 2019 (the "Engagement"), subject to a continued Charter Contract from the Authorizer and continued State Aid Funding.

2. **Relationship of Parties.** It is understood that PBS is an independent contractor and not an employee, agent, partner, joint venture nor employee of GWCA. Neither party shall have authority to incur any obligations or liabilities in the name of the other, nor to represent to anyone that it has a right to do so. There shall be no withholdings, including without limitation of any federal, state or local taxes, from payments due to PBS hereunder and each party acknowledges and agrees that, unless otherwise agreed, it is solely responsible for payment of its own workers' compensation, payroll and other taxes with respect to this Agreement. Each party acknowledges that none of its members, managers, officers, directors, employees, contractors or agents are or shall be entitled to claim or receive any benefits whatsoever from the other party.

GWCA and PBS hereby represent and warrant to one another that each shall comply with all applicable federal, state and local laws and regulations, including any and all laws regarding the payment of taxes, duties or other charges levied on account of their respective business activities. Neither party shall, in connection herewith or otherwise, directly or indirectly, offer, pay, promise to pay, or authorize the giving of any money or thing to any third party or government official for the purpose of influencing any act or decision of such individual. In addition, neither party hereto shall have the authority, without the prior written consent of the other: (i) to settle any third party claims of any kind on behalf of the other party; (ii) to make any statement, representation or warranty of any kind or nature to any third party on behalf of the other party; or (iii) to enter into contracts in the name of or binding upon the other party.

3. **Position and Responsibilities.** During the term of this Agreement, PBS agrees that, subject to the requirements of GWCA's Board of Directors ("Board"), PBS shall act as "Board Liaison" AND "Board Accountant", and that it shall have the following duties and responsibilities under this Agreement (collectively, the "Services"):

(a) BOARD LIAISON

- Ocassional on-site availability during the hours of school operation for purposes of coordinating Board-related activities and follow-up with GWCA employees;
- Serve as the Board's agent to manage internal/external communication and FOIA requests;
- Maintain and retain corporate records according to federal, state and Charter Contract requirements ; dispose of public school records in accordance with the disposal of public records scheduled adopted by the Board in accordance with applicable law; maintain a complete set of Board records at the offices of GWCA, provided that, a duplicate set may be kept on a laptop and/or network computer for PBS's convenience;
- Ensure and maintain compliance with the Open Meetings Act by creating an annual meeting calendar, publishing meeting notices and cancellations;
- Attend all regular and special Board meetings, and committee meetings if any, and record all actions or proposals and maintain records (minutes) thereof;
- Compile and include all committee minutes for public and Board review and for ratification by the Board at the next regularly-scheduled or special meeting of the Board;
- Assist the GWCA Secretary by compiling and submitting Board meeting schedules, meeting notices and cancellations and certified minutes for public inspection and submission to the Authorizer;
- Preparation and distribution of meeting agendas and all necessary resolutions and individual Board member meeting packets;
- Assist GWCA in Charter Contract reauthorization negotiation and implementation;
- Assist GWCA in developing, maintaining and administering Board-approved policies;
- Review submissions from or files maintained by the education service provider (if any) and report any deficiencies to the Board;
- Attend any meetings and provision of reports in connection therewith as requested by the Board;
- Assist the Board's Treasurer to compile information for the preparation and dissemination of all required budgets and financial reports to the Board and the Authorizer;
- Assist the Board in the conduct of the annual organizational meeting and ensure follow-up on all changes to annual items as may be required by law, the Charter Contract or Authorizer policy;
- Assist with check processing and obtaining required Board signatures; and
- Carry out such other administrative support duties as instructed or directed, from time to time, by the Board.

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the depository account shall only be Board members properly designated annually by Board resolution. Interest income earned on GWCA depository accounts shall accrue to GWCA.

(g) In negotiating this Agreement, the Board must budget adequate resources to fullfill its Charter Contract requirements which may included, but are not limited to: oversight of PBS, negotiation of the Charter Contract and any Charter Contract Amendments, payment of staff costs, insurance required under GWCA's lease, this Agreement and the Charter Contract, annual financial audit, the Board's legal counsel, consultants, recording secretary and any other such cost necessary for Board operations.

(h) The Board shall be responsible for determining the budget reserve amount included as part of GWCA's annual budget. In addition, the Board is responsible for implementing fiscal policies that will assist GWCA in attaining the stated budget reserve amount.

(i) PBS shall present to the Board, on a frequency established by the Board, a detail of budget to actual revenues and expenditures with an explanation of variances. Also, PBS shall present to the Board, on a frequency determined by the Board, a detailed schedule of expenditures at object level detail for review and approval by the Board. The foregoing presentations shall be in a form and format acceptable to the Board and are to be provided to all Board members not less than three (3) working days prior to the Board meeting at which the information will be considered.

4. **Compensation**. As compensation for the Services to be provided by PBS, in accordance with this Agreement, the Board shall be invoiced by and pay PBS the sum of ***ELEVEN THOUSAND FIVE HUNDRED EIGHTY FIVE DOLLARS and 00/100 ($11,585.00) Dollars*** per month, within 10 days after the receipt of PBS's invoice. PBS shall provide a detailed invoice to the Board by the 15th day of each month for payment by the Board. This fee shall include the services for one (1) monthly meeting and one (1) special OR committee meeting. Services for each additional meeting will be billed at $75.00 per hour.

(a) Cost Indexing. Unless otherwise quoted, in recognition by the parties that certain expenses may escalate the cost of doing business, a cost indexing provision is mutually agreed upon, allowing an annual increase of not more than three percent (3%) or the actual increase of the consumer price index (CPI), which ever is the largest, to be added to the contract during each year of the Agreement.

(b) Reimbursements for Supplies, Equipment, and Materials. As it is necessary for the provision of services that PBS must procure supplies, equipment, and materials on behalf of the Board, such supplies, equipment, and materials shall be purchased at no markup, remain the property of GWCA, and the cost of such supplies, equipment and materials shall be reimbursed to PBS upon presentment to the Board of properly documented invoices. PBS will comply with section 1274 of the Code as if GWCA were making these purchases directly from a third party supplier.

(c) Reimbursement for Meeting Binder/Packet printing/copying. Any meeting binder/packet which exceeds twenty five (25) total pages shall incur a per page print/copy fee in addition to the fees listed in items 3(a) and 3(b). The fee of ***0.10*** cents per copied page for black and white and ***0.60*** cents per copied page for color, shall be itemized on the monthly invoice and due upon receipt.

5. **Indemnification**. Each party to this Agreement shall indemnify and hold harmless the other, and their respective directors, officers, members, managers, agents, representatives and employees

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from any and all claims and liabilities arising out of the conduct of the other party or the other party's directors, officers, members, managers, employees, agents or representatives. Furthermore:

(a) GWCA shall indemnify, defend and hold harmless PBS, its members, managers, employees, representatives and agents against any and all claims, demands, suits, damages, judgments, fees, costs or other forms of liability that may arise out of, or by reason of, any claim or allegation of (i) noncompliance by GWCA with any agreements, covenants, warranties or undertakings of GWCA contained herein; (ii) any misrepresentation or breach of a representation or warranty contained in or made pursuant to this Agreement; or (iii) any violation of law.

(b) PBS shall indemnify, defend and hold harmless GWCA and its officers, directors, employees, representatives and agents against any and all claims, demands, suits, damages, judgments, fees, costs or other forms of liability that may arise out of, or by reason of, any claim or allegation of (i) noncompliance by PBS with any agreements, covenants, warranties or undertakings of PBS contained in or made pursuant to this Agreement; (ii) any misrepresentation or breach of a representation or warranty contained in or made pursuant to this Agreement; or (iii) any violation of law.

In addition to the foregoing, an indemnifying party hereunder shall reimburse the indemnified party hereunder for any and all reasonable legal expenses and costs associated with the defense of any claim, demand or suit that is the subject of such indemnity.

(c) Nothing in this Agreement is intended to or shall be construed as restricting the Board from waiving its governmental immunity or requiring the Board to assert, waive or not waive its governmental immunity.

(d) Indemnification of Bay Mills Community College. The parties acknowledge and agree that the Bay Mills Community College Board of Regents, Bay Mills Community College and its members, officers, employees, agents or representatives are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, the parties hereby promise to indemnify, defend, and hold harmless Bay Mills Community College, Bay Mills Community College Board of Regents and its members, and their respective officers, employees, agents or representatives from and against all claims, demands, actions, suits, causes of action, losses, judgments, damages, fines, penalties, demands, forfeitures, or any other liabilities or losses of any kind, including costs, attorney fees, and related expenses, imposed upon or incurred by Bay Mills Community College on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of Bay Mills Community College, which arise out of or are in any manner connected with Bay Mills Community College Board of Regents' approval of GWCA's application, Bay Mills Community College Board of Regents' consideration of or issuance of a Charter Contract, the Board's or PBS's preparation for and operation of GWCA, or which are incurred as a result of the reliance by Bay Mills Community College, Bay Mills Community College Board of Regents or its members, or their respective officers, employees, agents or representatives, upon information supplied by the Board or GWCA, or which arise out of the failure of the Board or PBS to perform its obligations under the Charter Contract or Applicable Law. The parties expressly acknowledge and agree that Bay Mills Community College, Bay Mills Community College Board of Regents and its members, and their respective officers, employees, agents or representatives, or any of them, may commence legal action against either party to enforce its rights as set forth in this Agreement.

6. **Insurance**. PBS must acquire insurance in addition to the insurance GWCA must obtain under the Charter Contract. The coverage must be similar to the insurance coverage required for GWCA, as applicable.

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The following applies to Insurance Certificates for the above:

(a) Certificate must accurately reflect the coverage provided under GWCA's policy.

(b) Certificate must expressly list or state the coverage for each item specified in the Charter Contract.

(c) The Policy, and corresponding certificate, should reflect an annual expiration date of June 30th to correspond with the Charter Contract, unless a different date provides an economic advantage to the PBS, so long as such date does not create a gap in coverage at any time during the Term of this Agreement.

7. **Confidentiality.**

(a) Unauthorized Disclosure. During the Engagement and following any termination thereof, PBS, without the prior written consent of the Board, except to the extent required by an order of a court having jurisdiction or under subpoena from an appropriate government agency (in which event PBS shall use its reasonable efforts to consult with the Board prior to responding to such order or subpoena), and except as required in the performance of its duties hereunder, PBS shall not disclose or use to its benefit or gain any confidential or proprietary trade secrets, information regarding developments, marketing plans, organizational information, including but not limited to, data and other information relating to Board members or to the management, operating policies or manuals, curriculum, business plans, financial records, or other financial, commercial, business or technical information (a) relating to GWCA or any affiliate or (b) that GWCA or any affiliate may receive belonging to others who do business with GWCA or any such affiliate (collectively, "Confidential Information") to any third person unless such Confidential Information has been previously disclosed to the public or is in the public domain (other than by reason of PBS's breach of this covenant).

(b) Return of Documents. Upon termination of the this Agreement for any reason, PBS shall deliver to GWCA all property and assets of GWCA in PBS's possession or control and all documents and data of any nature and in whatever medium of pertaining to GWCA, and shall not take or retain any such property, assets, documents and data or any reproduction thereof, or any documents containing or pertaining to any Confidential Information.

8. **Termination.**

(a) Termination by GWCA. GWCA may terminate this Agreement for cause prior to the end of the term of this Agreement in the event that PBS fails to remedy a material breach of this Agreement upon thirty (30) days written notice from GWCA. A material breach may include, but is not limited to, failure to perform its obligations under this Agreement, failure to properly account for handling of GWCA funds, or any violation of Charter Contract or applicable law.

(b) Termination by PBS. PBS may terminate this Agreement for cause prior to the end of the Engagement in the event that GWCA fails to remedy a material breach of this Agreement upon thirty (30) days written notice from PBS. A material breach may include, but is not limited to, failure to make the payments to PBS required by this Agreement.

(c) Termination of Charter Contract. If the Charter Contract issued by the Bay Mills Community College Board of Regents is suspended, revoked or terminated, or a new charter contract is not issued to GWCA after expiration of the Charter Contract, this Agreement shall automatically

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be suspended or terminated, as the case may be, on the same date as the Charter Contract is suspended, revoked, terminated or expires without further action of the parties.

(d) Change in Law. If any federal, state or local law or regulation, or court decision has a material adverse impact on the ability of either party to carry out its obligations under this Agreement, then either party, upon written notice, may terminate this agreement upon thirty (30) days notice.

(e) Expiration. Upon expiration of this Agreement, all property purchased with GWCA funds shall be and remain the property of GWCA.

(f) Transition. In the event of expiration or termination of this Agreement for any reason, PBS agrees to assist GWCA in the transition for a fee to be mutually agreed to by the parties in writing.

9. **Forum, Venue and Jurisdiction.**

(a) GWCA and PBS each hereby irrevocably submits to the exclusive jurisdiction of the courts of the State of Michigan, without regard to conflict of laws principles and each hereby waives any and all objections and defenses based on forum, venue, or personal or subject matter jurisdiction as they may relate to an application for such injunctive relief or other available remedies in a proceeding brought before such a court in connection with this Agreement.

(b) If any court of competent jurisdiction shall at any time determine that, but for the provisions of this paragraph, any part of this Agreement is illegal, void as against public policy or otherwise unenforceable, the relevant part will automatically be amended to the extent necessary to make it legally enforceable and all other terms will remain in full force and effect.

10. **Entire Agreement.** This Agreement constitutes the entire agreement among the parties hereto with respect to the subject matter hereof. All prior correspondence and proposals (including but not limited to summaries of proposed terms) and all prior promises, representations, understandings, arrangements and agreements relating to such subject matter whether oral or written are merged herein and superseded.

11. **Miscellaneous.**

(a) Binding Effect. This Agreement shall be binding on and shall inure to the benefit of GWCA, PBS, and their respective successors and permitted assigns.

(b) Assignment. This Agreement shall not be assignable by any party hereto without the prior written consent of the other parties hereto, except GWCA may assign its rights under this Agreement to any successor entity that assumes GWCA's responsibilities hereunder.

(c) Amendments and Waiver. No provision of this Agreement shall be modified, waived or discharged unless the modification, waiver or discharge is agreed to in writing and signed by PBS and by an authorized officer of GWCA. No waiver by either party of any breach of or compliance with any condition or provision of this Agreement by the other party shall be considered a waiver of any other condition or provision or of the same condition or provision at another time.

(d) Severability. If any provision of this Agreement becomes or is deemed invalid, illegal or unenforceable, by reason of the scope, extent or duration of its coverage, then such provision shall be deemed amended to the minimum extent necessary to conform to applicable law so as to be valid and enforceable; or, if such provision cannot be so amended without materially altering the intention of the parties, then, at the option of the party benefiting from such provision, such provision shall be

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stricken and the remainder of the Agreement shall continue in full force and effect. If any provision of this Agreement is rendered illegal by any present or future statute, law ordinance or regulation then such provision shall be curtailed or limited only to the minimum extent necessary to bring such provision into compliance with the law. All other terms and provisions of this Agreement shall continue in full force and effect without impairment or limitation.

(e) Arbitration. Except where it may relate to Section 7 hereof, any and all claims, controversies, disputes, or actions arising out of the provisions or subject matter of this Agreement shall be resolved exclusively by arbitration in accordance with the commercial law rules of the American Arbitration Association then in effect. The party seeking arbitration must provide written notice to the opposing party of the intent to arbitrate claims. Arbitration will take place in Wayne County, Michigan. The arbitration shall be concluded by a board of three arbitrators selected from a list provided by the American Arbitration Association, one selected by each party and the third selected by the two so appointed. The arbitrators shall apply the law of the State of Michigan or the federal law of the United States of America, or both, as applicable to the claims asserted. The arbitrators may assign and assess relative fault between the parties in making any award or order as they deem appropriate. The final order of the arbitrators shall be binding on all parties. Judgment upon the award rendered may be entered in any court having jurisdiction. The arbitrators shall allocate the parties legal fees and expenses and the arbitrators' fees and costs between the parties as the arbitrators deem appropriate. For any arbitration, the parties shall require a cause opinion (written explanation) as to the final decision. The cause opinion shall be made available to the Authorizer upon request.

(f) Notices. All notices, demands, and requests required or permitted to be given under the provisions of this Agreement shall be in writing and shall be deemed given (a) when personally delivered, email, or sent by facsimile transmission to the party to be given the notice or other communication or (b) on the business day following the day such notice or other communication is sent by overnight courier to the following:

- GWCA:
- Joseph Urban; 151 S. Old Woodward Ave., Suite 200, Birmingham, MI, 48009.
- Provision Business Solutions, 17336 W. 12 Mile Rd., Suite 200, Southfield, MI 48076.

(g) Headings. The section and other headings in this Agreement are for the convenience of the parties only and are not intended to be a part hereof or to affect the meaning or interpretation thereof.

(h) Counterparts. This Agreement may be executed and delivered by the parties hereto by facsimile and in counterpart, each of which shall be deemed to be an original, but all of which shall constitute one and the same instrument. A facsimile copy of this Agreement executed by both parties, including in counterpart, shall be deemed to be an original.

(i) Review. The parties hereto both acknowledge that they have reviewed this Agreement with their own independent counsel prior to entering into this Agreement.

(j) Authority. The parties acknowledge that the obligations of GWCA under this Agreement are conditioned upon the approval and ratification of this Agreement, as evidenced by duly adopted resolution of the Board. Each party represents and warrants to the other that it has the full authority, power and right to execute, deliver and perform its obligations under this Agreement

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and that the individual signing on its behalf is authorized to do so pursuant to the requirements of its organizational and governing documents.

(k) No provision of this Agreement is intended to or shall be construed as interfering with the Board's exercise of its statutory, contractual and fiduciary responsibilities governing the operation of GWCA, and no provision of this Agreement shall prohibit the Board from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with the Open Meetings Act.

(l) Compliance with Charter Contract. PBS agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with GWCA's obligations under the Charter Contract issued by the Bay Mills Community College Board of Regents. The provisions of the Charter Contract shall supersede any competing or conflicting provisions contained in this Agreement.

(m) GWCA designates the employees of PBS as agents of GWCA having legitimate educational interest such that they are entitled access to educational records under 20 U.S.C. Section 1232g, the Family Educational Rights and Privacy Act ("FERPA").

(n) If GWCA intends to enter into a lease, execute promissory notes or other negotiable instruments or enter into a lease-purchase agreement or other financing relationships with PBS, then such agreements must be seperately documented, seperately approved, and not be a part of or incorporated into this Agreement. All such agreements must comply with the Charter Contract, as well as any applicable College Board and CSO policies.

[Signatures appear on next page following.]

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IN WITNESS WHEREOF, the parties have executed this Agreement on the date first above written.

PROVISION BUSINESS SOLUTIONS, LLC,
a Michigan limited liability company

By: Vanessa Gadley
Name: Vanessa Gadley
Its: CEO/Director of Operations

GEORGE WASHINGTON CARVER ACADEMY, a Michigan non-profit corporation

By:
Name:
Its:

CONTRACT SCHEDULE 6

PHYSICAL PLANT DESCRIPTION

Physical Plant

Page

Physical Plant Description 6-1

Site Plan 6-3

Occupancy Approval 6-4

Mortgage Agreement 6-5

SCHEDULE 6

PHYSICAL PLANT DESCRIPTION

1. Applicable Law requires that a public school academy application and contract must contain a description of and the address for the proposed physical plant in which the public school academy will be located. See, MCL 380.502(3)(j); 380.503(5)(d).

2. The address and a description of the proposed physical plant (the "Proposed Site") of the George Washington Carver Academy ("Academy") is as follows:

Address: 14510 2nd Ave
Highland Park, MI 48203

Description: The building is a one-story brick schoolhouse.

Term of Use: Term of Contract.

Configuration of Grade Levels: Kindergarten through eighth grade

Name of School District and Intermediate School District:

Local: Highland Park Public Schools
ISD: Wayne RESA

3. It is acknowledged and agreed that the following information about this Proposed Site is provided on the following pages, or must be provided to the satisfaction of the College Board, before the Academy may operate as a public school in this state.

A. Size of building
B. Floor Plan
C. Description of Rooms
D. Copy of lease or purchase agreement

4. In addition, the Academy and the College Board hereby acknowledge and agree that this Contract is being issued to the Academy with the understanding that the Academy cannot conduct classes as a public school academy in this state until it has obtained the necessary fire, health and safety approvals for the above-described proposed physical facility. These approvals must be provided and be acceptable to the College Board or its designee prior to the Academy operating as a public school. In cases of disagreement, the Academy may not begin operations without the consent of the College Board.

5. If the Proposed Site described above is not used as the physical facilities for the Academy, then Schedule 6 of this Contract between the Academy and the College Board must be amended pursuant to Article IX of the Terms and Conditions of Contract, to designate, describe, and agree upon the Academy's physical facilities. The Academy must submit to the College Board or its designee complete information about the new site to be actually used. This

information includes that described in paragraphs 2, 3 and 4 of this Schedule 6. It is acknowledged and agreed that the public school academy cannot conduct classes as a public school in this state until it has submitted all the information described above, to the satisfaction of the College, and the amendment regarding the new site has been executed.

6. The Academy agrees to comply with the single site restrictions contained in this Schedule 6 for the configuration of grade levels identified at the site. Any change in the configuration of grade levels at the site requires an amendment to this Schedule 6 pursuant to Article IX of the Terms and Conditions of Contract set forth above.

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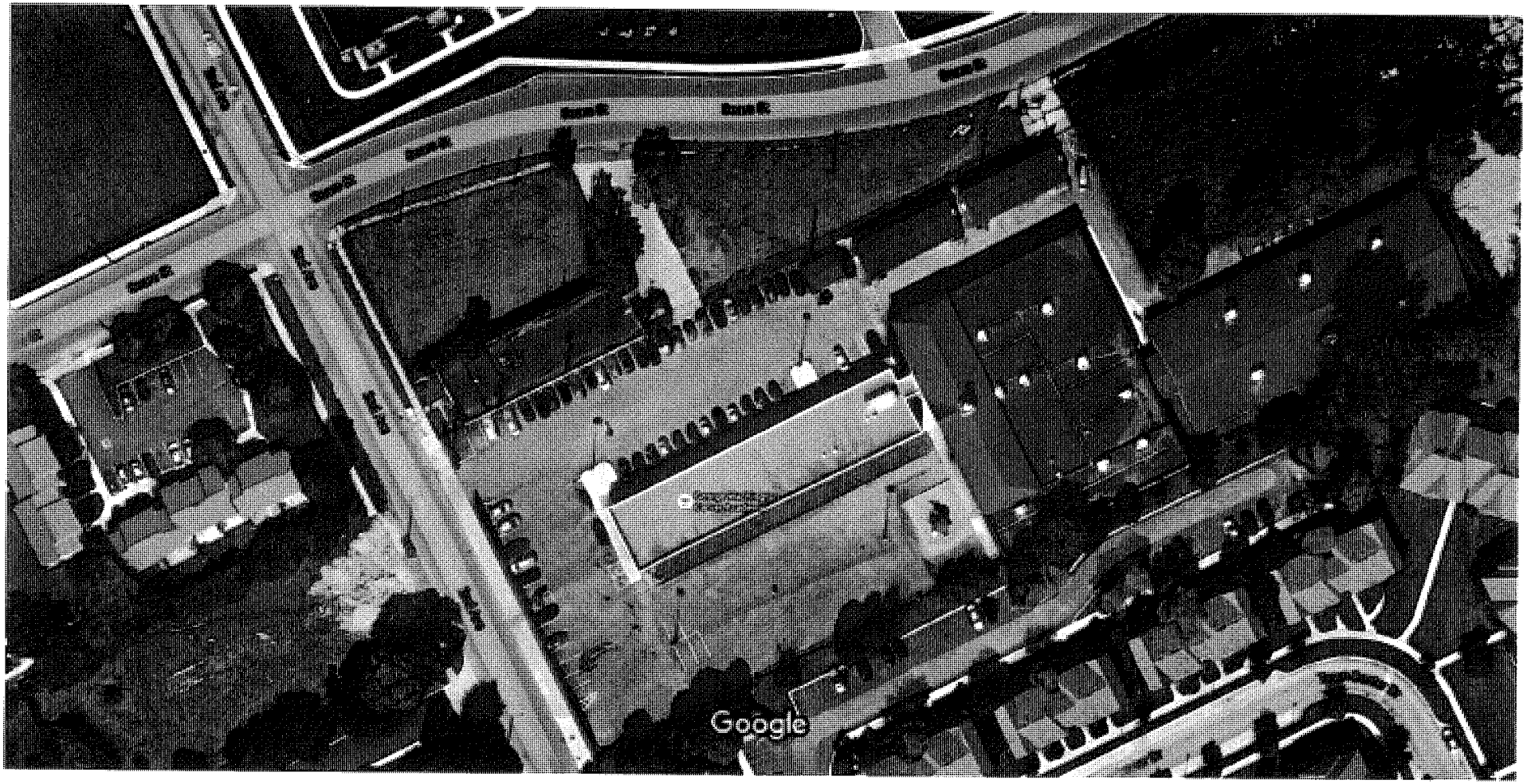
George Washington Carver Academy



CERTIFICATE OF USE AND OCCUPANCY

PERMANENT

Michigan Department of Labor & Economic Growth
Bureau of Construction Codes & Fire Safety/Building Division
P. O. Box 30254
Lansing, MI 48909
(517) 241-9317

Building Permit No. LB018743
George Washington Carver Academy
14510 2nd Ave
Highland Park, MI
Wayne County

The above named building of Use Group E and Construction Type 2B is approved for use and occupancy.

THIS APPROVAL IS GRANTED UNDER THE AUTHORITY OF SECTIONS 13 OF ACT 230 OF THE PUBLIC ACTS OF 1972, AS AMENDED, BEING §125.1513 OF THE MICHIGAN COMPILED LAWS, AND, IN ACCORDANCE WITH SECTION 110.0 OF THE STATE BUILDING CODE. THIS SHALL SUPERSEDE AND VOID ANY PREVIOUS APPROVAL OF USE AND OCCUPANCY.

Larry Lehman, Chief
Charles E. Curtis, Assistant Chief
Building Division

September 24, 2004

Execution

MORTGAGE AGREEMENT

from

GEORGE WASHINGTON CARVER ACADEMY, AS MORTGAGOR

to

MJK CAPITAL CORPORATION, AS MORTGAGEE

Dated as of September 1, 2000

This Mortgage contains after-acquired property provisions.

Tax Statement for the real property described in this instrument should be sent to:

George Washington Carver Academy
14510 Second Avenue
Highland Park, Michigan 48203-5715

Inquiries directed to:

Robert Weyhing, Esq.
Clark Hill P.L.C.
500 Woodward Avenue
Suite 3500
Detroit, Michigan 48226

This instrument was drafted by:

Dorsey & Whitney LLP
220 South Sixth Street
Minneapolis, Minnesota 55402

THIS MORTGAGE AGREEMENT, dated as of September 1, 2000, from George Washington Carver Academy (being herein called the "Mortgagor"), a public school academy operating under the laws of the State of Michigan, to MJK Capital Corporation, a corporation duly organized and existing under the laws of the State of Minnesota (together with any successor to its interest hereunder being herein called the "Mortgagee");

W I T N E S S E T H

WHEREAS, the Mortgagor is the owner of certain real property located in the County of Wayne, State of Michigan, legally described in Exhibit A attached hereto and made a part hereof (the "Land"), and Mortgagee has financed the Land and the buildings, structures and improvements located thereon for the Mortgagor by a Financing Agreement dated as of the date hereof (the "Agreement") providing for monthly payments (the "Purchase Payment Deposits") and semi-annual payments (the "Purchase Payments"); and

WHEREAS, each Purchase Payment is allocated as between a payment of principal and a payment of interest (the aggregate of unpaid principal payments being the "Unpaid Principal Component" and the accrued and unpaid interest thereon being the "Unpaid Interest Component") and the Unpaid Principal Component is initially equal to $7,100,000; and

WHEREAS, this Mortgage is being entered into to provide Mortgagee with a lien on the Land to secure the payment of the Unpaid Principal Component and the Unpaid Interest Component under the Agreement; and

WHEREAS, the Mortgagee has required, as a condition to the issuance of the Agreement, that the Agreement be secured by this Mortgage;

NOW, THEREFORE, THIS MORTGAGE WITNESSETH:

SECTION 1

GRANTING CLAUSES

In consideration of the funds to be made available to the Mortgagor by the Mortgagee, and to secure the payment of the Unpaid Principal Component and the Unpaid Interest Component (which amounts shall remain secured hereby even upon a termination of the Agreement for any reason) and the performance and observance by the Mortgagor of all covenants, agreements and conditions on the Mortgagor's part to be performed and observed herein and in the Agreement, the Mortgagor does hereby grant, bargain, sell, convey, mortgage,

grant, a security interest in, assign and pledge unto the Mortgagee and the Mortgagee's successors and assigns forever all of the right, title and interest of the Mortgagor in and to the following described premises and property (hereinafter collectively referred to as the "Mortgaged Property"):

(a) the Land and all buildings, structures and improvements now on or that may hereafter be placed hereafter on the Land (the "Facilities");

(b) any and all items of fixtures owned by the Mortgagor now or hereafter attached to or installed within or used in connection with the Land and the Facilities, including, but not limited to, any and all partitions, screens, awnings, motors, engines, boilers, furnaces, pipes, plumbing, elevators, cleaning, call and sprinkler systems, fire extinguishing apparatus and equipment, water tanks, gasoline pumps and related equipment, heating, ventilating, air conditioning and air cooling equipment, refrigeration equipment, and gas and electric machinery, appurtenances and equipment, whether or not permanently affixed to the real estate (all such items being referred to herein as the "Fixtures");

(c) all additions, accessions, increases, parts, fittings, accessories, renewals, replacements, substitutions, betterments, repairs and proceeds (including insurance proceeds and condemnation awards) of all and any of the foregoing;

(d) all rents, issues, income and profits from any and all of the foregoing and the right to collection thereof.

TO HAVE AND TO HOLD the Mortgaged Property together with the privileges, hereditaments and appurtenances thereunto belonging or appertaining unto the Mortgagee and the Mortgagee's successors and assigns forever;

SUBJECT TO Permitted Encumbrances (as defined in the Agreement);

PROVIDED, NEVERTHELESS, that these presents are upon the express condition that if the Mortgagor shall pay or cause to be paid the Unpaid Principal Component and the Unpaid Interest Component, and all other amounts due or to become due under the Agreement or the Trust Agreement, at the times and in the manner specified therein according to the true intent and meaning thereof, and the Mortgagor shall well and truly keep, perform and observe all of the covenants and conditions on its part to be kept, performed and observed under this Mortgage and

the Agreement, then this Mortgage and the rights hereby granted shall cease, terminate and be void; otherwise, this Mortgage shall be and remain in full force and effect.

THE MORTGAGOR and THE MORTGAGEE further agree as follows:

SECTION 2

DEFINITIONS AND GENERAL PROVISIONS

2.1 Definitions. Unless the context hereof clearly requires otherwise, the terms defined in the Agreement shall, when used with initial capital letters herein, have the meanings ascribed to them in the Agreement.

2.2 Exhibit. Attached to and by reference made a part of this Mortgage is Exhibit A, a legal description of the Land and a list of Permitted Encumbrances.

2.3 Rules of Interpretation.

(a) This instrument shall be interpreted in accordance with and governed by the laws of the State of Michigan.

(b) The words "herein" and "hereof" and words of similar import, without reference to any particular section or subdivision, refer to this instrument as a whole rather than to any particular section or subdivision hereof.

(c) References herein to any particular section or subdivision hereof are to the section or subdivision of this instrument as originally executed.

(d) The headings of sections herein are for convenience only and are not a part of this instrument.

(e) Unless the context hereof clearly requires otherwise, the singular shall include the plural and vice versa, and the masculine shall include the feminine and vice-versa.

SECTION 3

REPRESENTATIONS OF THE MORTGAGOR

The Mortgagor represents and warrants that the Mortgagor is the lawful owner of and has good and marketable title to the Mortgaged Property, free of all liens and encumbrances, other than Permitted Encumbrances, and has good right and lawful authority to grant, bargain, sell, convey, mortgage, grant a security interest in, assign and pledge the same as provided herein.

SECTION 4

COVENANTS OF THE MORTGAGOR

The Mortgagor covenants and agrees as follows:

4.1 Further Instruments of Assurance. The Mortgagor shall do, execute, acknowledge and deliver or cause to be done, executed, acknowledged and delivered, such mortgages or instruments supplemental hereto and such further acts, instruments and transfers as the Mortgagee may reasonably require for the better assuring, transferring, assigning and confirming unto the Mortgagee an of the Mortgaged Property; and the Mortgagor shall not make, do, execute or suffer any act or thing whereby the Mortgagor's estate or interest in or title to the Mortgaged Property or any part thereof shall or may be impaired or charged or encumbered in any manner whatsoever without the written consent of the Mortgagee, except as permitted by the Agreement and except by Permitted Encumbrances.

4.2 Compliance with Laws. The Mortgagor shall comply with all laws, ordinances, rules and regulations of any governmental authority affecting the Mortgaged Property to which the Mortgagor or the Mortgaged Property is subject.

4.3 Payment of Purchase Payments and Purchase Payment Deposits. The Mortgagor shall promptly pay or cause to be paid the Purchase Payments and Purchase Payment Deposits due under the Agreement in accordance with the terms and provisions of the Agreement.

4.4 Governmental Reports. The Mortgagor shall file or cause to be filed or furnished all reports, returns or other information that may from time to time be required to be filed or furnished with respect to the Project or the Mortgaged Property by a governmental authority.

SECTION 5

RELEASE OF AND ADDITIONS TO MORTGAGED PROPERTY

5.1 Release of Mortgaged Property. The Mortgagee shall have the right at any time, and from time to time, at its discretion, to release from the lien of this Mortgage all or any part of the Mortgaged Property without in any way prejudicing its rights with respect to all of the Mortgaged Property not so released.

5.2 Additions to Mortgaged Property. In the event any additional improvements or fixtures owned by the Mortgagor, or not herein specifically identified shall be or in the future become a part of the Mortgaged Property by location or installation on the Land or otherwise, then this Mortgage shall immediately attach and to and constitute a lien or security interest against such additional items without further act or deed of the Mortgagor.

SECTION 6

INSURANCE PROCEEDS AND CONDEMNATION AWARDS

6.1 Application of Insurance Proceeds. Should any of the Mortgaged Property be damaged or destroyed, all proceeds of insurance maintained pursuant to the Agreement and payable with respect to the Mortgaged Property so damaged or destroyed shall be collected and applied in accordance with the Agreement.

6.2 Application of Condemnation Awards. Should any of the Mortgaged Property be taken by exercise of the power of eminent domain, any award or consideration for the property so taken shall be collected and applied in accordance with the Agreement.

SECTION 7

DEFAULTS AND REMEDIES

7.1 Events of Default. If any of the following events occurs, it is hereby defined as and declared to be and to constitute an Event of Default:

(a) an Event of Default shall occur under the Agreement;

(b) the Mortgagor shall fail to pay, when due, any other indebtedness imposed by this Mortgage and such failure to pay continues for thirty (30) days after written notice of such failure to pay given by the Mortgagee to the Mortgagor,

(c) the Mortgagor shall fail to perform any other covenant to be performed by the Mortgagor under this Mortgage or the Agreement and such failure to perform continues for thirty days after written notice thereof given by the Mortgagee to the Mortgagor, unless such default is incapable of being cured within 30 days, in which case Mortgagor shall be allowed such additional time as is reasonably necessary to cure the default with diligence;

(d) any warranty of title made by the Mortgagor in this Mortgage shall be breached;

(e) any representation or warranty made by the Mortgagor in any financial statements or reports submitted to the Mortgagee by or on behalf of the Mortgagor shall prove false or materially misleading;

(f) any representations made by or on behalf of the Mortgagor under the Agreement, this Mortgage or in any document or certificate furnished to the Mortgagee in connection herewith or pursuant hereto shall prove at any time to be incorrect or misleading in any material respect as of the date made;

(g) the Mortgagor shall abandon the Mortgaged Property: or

(h) the Mortgagor shall sell, transfer, convey or dispose of all or any part of or interest in the Mortgaged Property, or shall grant or permit any lien or encumbrance upon all or any part thereof or interest therein (except as permitted under the Agreement and the Trust Agreement).

7.2 Acceleration. Upon the occurrence of an Event of Default, the Mortgagee may declare the Unpaid Principal Component and the Unpaid Interest Component under the Agreement, together with all sums advanced hereunder with interest thereon, to be forthwith due and payable, and thereupon the indebtedness under the Agreement, including the Unpaid Principal Component and the Unpaid Interest Component, and together with all sums advanced hereunder and interest thereon, shall be and become immediately due and payable without presentment, demand or notice of any kind.

7.3 Remedies of Mortgagee. Upon the occurrence and continuance of an Event of Default entitling the Mortgagee to accelerate the maturity of the Agreement, or in case the indebtedness under the Agreement shall have become due and payable, whether by lapse of time or by acceleration, then and in every such case the Mortgagee may (a) proceed to protect and enforce the Mortgagee's rights by a suit or suits in equity or at law, either for the specific performance of any covenant or agreement contained herein, or in the Agreement or in aid of the execution of any power herein or therein granted, or for the foreclosure of this Mortgage, or for the enforcement of any other appropriate legal or equitable remedy, or (b) sell the Mortgaged Property as one parcel at public auction and convey the same to the purchaser in fee simple in the manner provided by law.

In case of any sale of the Mortgaged Property pursuant to any judgment or decree of any court or otherwise in connection with the enforcement of any of the terms of this Mortgage, the Mortgagee, or the Mortgagee's successors or assigns, may become the purchaser, and for the purpose of making settlement for or payment of the purchase price, shall be entitled to use indebtedness under the Agreement and any claims for interest matured and unpaid thereon, together with additions to the mortgage debt, if any, accrued in order that there may be credited as paid on the purchase price the sums then due under the Agreement, including the Unpaid Principal Component and the Unpaid Interest Component, and any accrued additions to the mortgage debt.

Each and every power or remedy herein specifically given shall be in addition to every other power or remedy, existing or implied, given or now or hereafter existing at law or in equity, and each and every power and remedy herein specifically given or otherwise so existing may be exercised from time to time and as often and in such order as may be deemed expedient by Mortgagee, and the exercise or the beginning of the exercise of one power or remedy shall not be deemed a waiver of the right to exercise at the same time or thereafter any other power or remedy.

7.4 Appointment of Receiver. After the happening of any Event of Default and during its continuance or upon the commencement of any proceedings to foreclose this Mortgage or to enforce the specific performance hereof or in aid thereof or upon the commencement of any other judicial proceeding to enforce any right of the Mortgagee, the Mortgagee shall be entitled, as a matter of right, if the Mortgagee shall so elect, without the giving of notice hereunder to any other party and without regard to the adequacy or inadequacy of any security for the mortgage indebtedness, forthwith either before or after declaring the indebtedness under the Agreement and the Trust Agreement to be due and payable, to the appointment of a receiver or receivers in accordance with Michigan law.

7.5 Application of Proceeds. The purchase money proceeds and avails of any sale of the Mortgaged Property or any part thereof, and the proceeds and avails of any other remedy hereunder, shall be paid to and applied in the following order:

(a) first, to the payment of costs and expenses of foreclosure and of such sale and of all proper expenses (including maximum attorney's fees permitted by law), and all liabilities incurred or advances made hereunder by the Mortgagee;

(b) second, to the payment to the Mortgagee of the amount then owing or unpaid under the Agreement and this Mortgage for principal and interest and in case any such proceeds shall be insufficient to pay the whole amount so due, then first to the payment of interest and then to the payment of principal; and

(c) third, to the payment of any excess to the Mortgagor, its successors and assigns, or to whomsoever may be lawfully entitled to receive the same.

7.6 Termination of Proceedings . In case the Mortgagee shall have proceeded to enforce any right under this Mortgage by foreclosure, sale, entry or otherwise, and such proceedings shall have been discontinued or abandoned for any reason or shall have been determined adversely, then and in every such case the Mortgagor and the Mortgagee shall be restored to their former positions and rights hereunder with respect to the property subject to the lien hereof.

7.7 Protection of Mortgagee's Security. If the Mortgagor fails to perform any of the covenants and agreements contained in this Mortgage or if any action or proceeding is commenced which does or may adversely affect the Mortgaged Property or the interest of either of the Mortgagor or the Mortgagee therein, or the title of the Mortgagor thereto, then the Mortgagee, at the Mortgagee's option, may perform such covenants and agreements, defend against and/or investigate such action or proceeding, and take such other action as the Mortgagee deems necessary to protect the Mortgagee's interest, as provided in, and subject to the limitations of, the Agreement. The Mortgagee is hereby given the power of attorney (which power is coupled with an interest and is irrevocable), to enter upon the Mortgaged Property as the Mortgagor's agent and in the Mortgagor's name to perform any and all covenants and agreements to be performed by the Mortgagor as herein provided. All amounts disbursed or incurred by the Mortgagee pursuant to this Section 7.7 shall be payable upon demand, and shall bear interest from the date of disbursement or incurrence at the rate specified in the Agreement. Nothing contained in this Section 7.7 shall require the Mortgagee to incur any expense or do any act

hereunder, and the Mortgagee shall not be liable to the Mortgagor for any damages or claims arising out of action taken by the Mortgagee pursuant to this Section 7.7.

7.8 Waiver of Default. The Mortgagee may in the Mortgagee's discretion waive any Event of Default hereunder and its consequences and rescind any declaration of acceleration of principal.

7.9 Forbearance not Waiver. Any delay by the Mortgagee in exercising any right or remedy under this Mortgage, or otherwise afforded by law or equity shall not be a waiver of or preclude the exercise of such right or remedy or any other right or remedy. The Mortgagee's receipt of any awards, proceeds or damages under Sections 6.1 and 6.2 shall not operate to cure or waive an Event of Default by the Mortgagor hereunder.

SECTION 8

FURTHER RIGHTS AND PROTECTION OF MORTGAGEE

8.1 Right of Inspection. Mortgagor hereby agrees that Mortgagee and Mortgagee's assigns (including, without limitation, the Trustee and the Beneficial Owner) shall have the right at all reasonable times to examine and inspect the Project. Mortgagor further agrees that Mortgagee and Mortgagee's assigns (including, without limitation, the Trustee) shall have such rights as may be reasonably necessary to cause the proper maintenance of the Project in the event of failure by Mortgagor to perform its obligations hereunder.

8.2 Right of Mortgagee to Pay Taxes and Other Charges. If the Mortgagor shall fail to comply with the terms, covenants and conditions hereof, of the Agreement, of the Trust Agreement or any other documents relating thereto with respect to the procuring of insurance, the payment of taxes, assessments and other charges, the keeping of the Mortgaged Property in repair or any other term, covenant or condition herein or therein contained, the Mortgagee may make advances to perform the same and, where necessary, enter the Mortgaged Property for the purpose of performing any such term, covenant or condition. The Mortgagor agrees to repay all sums so advanced upon demand, with interest at the rate of 12% per annum or the maximum rate specified by law, whichever is lower, and all sums so advanced, with interest, shall be secured hereby in priority to the indebtedness evidenced by the Agreement and the Trust Agreement, but no such advance shall be deemed to relieve the Mortgagor from any default hereunder.

8.3 Mortgagee Protected in Relying Upon Resolutions, Etc. The resolutions, orders, requisitions, opinions, certificates, and other instruments provided for in this Mortgage may be accepted by the Mortgagee as conclusive evidence of the facts and conclusions stated therein.

8.4 Reimbursement of Mortgagee . If any action or proceeding be brought or threatened (except an action to foreclose this Mortgage), to which action or proceeding the Mortgagee is or would be made a party, or in which it is or would become necessary, in the Mortgagee's reasonable opinion, to defend or uphold the lien of this Mortgage, or to protect the Mortgaged Property or any part thereof, all reasonable sums paid by the Mortgagee to establish or defend the rights and lien of this Mortgage or to protect the Mortgaged Property or any part thereof (including reasonable attorney's fees, and costs and allowances) shall, irrespective of whether suit be brought or not, be paid, upon demand, to the Mortgagee by the Mortgagor, together with interest at the rate of 12% per annum, and any such sum or sums and the interest thereon shall be secured hereby in priority to the indebtedness evidenced by the Agreement and the Trust Agreement.

SECTION 9

MISCELLANEOUS

9.1 Supplements or Amendments to this Mortgage. This instrument may be supplemented or amended by written agreement between the Mortgagor and the Mortgagee, but solely in accordance with the provisions of the Agreement and the Trust Agreement.

9.2 Severability. If any provision of this Mortgage shall be held or deemed to be or shall, in fact, be inoperative or unenforceable as applied in any particular case in any jurisdiction or jurisdictions or in all jurisdictions or in all cases because it conflicts with any provisions or any constitution or statute or rule of public policy, or for any other reason, such circumstances shall not have the effect of rendering the provision in question inoperative or unenforceable in any other case or circumstance, or of rendering any other provision or provisions herein contained invalid, inoperative, or unenforceable to any extent whatever.

The invalidity of any one or more phrases, sentences, clauses or paragraphs in this Mortgage contained shall not affect the remaining portions of this instrument or part thereof

9.3 Successors and Assigns . Whenever any of the parties hereto is referred to, such reference shall be deemed to include the heirs, representatives, successors and assigns of such party; and all covenants, promises, and agreements by or on behalf of the Mortgagor in this

Mortgage contained shall bind the Mortgagor and also the Mortgagor's successors and assigns, and shall inure to the benefit of the Mortgagee and the Mortgagee's successors and assigns, whether so expressed or not.

9.4 Notices. All notices, certificates or other communications hereunder shall be sufficiently given and shall be deemed given when mailed by registered mail, postage prepaid, to the proper party or parties, addressed as follows:

If to the Mortgagor: George Washington Carver Academy
14510 Second Avenue
Highland Park, Michigan 48203-5715

If to the Mortgagee: MJK Capital Corporation
5500 Wayzata Boulevard, Suite 800
Minneapolis, Minnesota 55416

or addressed to any such party at such other address as such party shall hereafter furnish key notice to the other party.

9.5 Execution Counterparts. This Mortgage may be simultaneously executed in several counterparts, each of which without production of the others shall be deemed an original and all of which shall constitute but one and the same instrument.

IN WITNESS WHEREOF, the Mortgagor has caused this Mortgage to be executed as of the day and year first above written.

GEORGE WASHINGTON CARVER ACADEMY

By _____
Its Board President

Witness:

By _____
Name: DAVID C. KOCAB

By _____
Name: SCOTT P. O'NEILL

STATE OF MICHIGAN)
) ss.
COUNTY OF ~~WAYNE~~ Oakland)

The foregoing instrument was acknowledged before me this 28th day of September, 2000, by Ivery Harvey, the Board President, of George Washington Carver Academy.

SCOTT P. O'NEILL
NOTARY PUBLIC, MACOMB COUNTY, MI
MY COMMISSION EXPIRES JANUARY 9, 2002

_____
Notary Public

MJK CAPITAL CORPORATION

By _____
Its Vice President

Witness:

By _____
Name: DAVID C. KOCAB

By _____
Name: SCOTT P. O'NEILL

STATE OF MICHIGAN)
) ss.
COUNTY OF ~~WAYNE~~ Oakland)

The foregoing instrument was acknowledged before me this 28th day of September, 2000, by Jay F. Hromatka, the Vice President, of MJK Capital Corporation.

SCOTT P. O'NEILL
NOTARY PUBLIC, MACOMB COUNTY, MI
MY COMMISSION EXPIRES JANUARY 9, 2002

_____
Notary Public

EXHIBIT A

Description of Land

The Land is described as:

Situated in the City of Highland Park, Wayne County, Michigan:

All that part of Lot No. 8 in Quarter Section 5 of the ten thousand acre tract, in the City of Highland Park, County of Wayne and State of Michigan, described as follows: Beginning at the intersection of the North line of the ten thousand acre tract with the easterly line of Second Avenue, (60 feet wide); thence southerly along the easterly line of Second Avenue, which line is also the westerly line of Detroit Terminal Railroad Company property, 203.20 feet more or less, to a point in the southerly line of Detroit Terminal Railroad Company property; thence easterly along the said southerly line of Detroit Terminal Railroad Company property 453.5 feet to a point; thence northerly at right angles to last described course 201.33 feet, more or less, to a point in the North line of the ten thousand acre tract; thence westerly along the North line of the ten thousand acre tract, which line is also the northerly line of Detroit Terminal Railroad Company property, 453.5 feet, more or less to the point of beginning.

Also the westerly 453.05 feet on the southerly line and the westerly 452.99 feet on the northerly line of Lot 2, "Assessor's Highland Park Plat No. 1", of part of fractional Sections 13 and 14, Town 1 South, Range 11 East, as recorded in Liber 66 of Plats, on page 24, Wayne County Records.

Tax Item No. 43-006-01-0002-002

All that part of Lot 8 in quarter Section 5 of the ten thousand acre tract in the City of Highland Park, County of Wayne and State of Michigan, described as follows: Commencing at the intersection of the North line of the ten thousand acre tract with the easterly line of Second Avenue (60 feet wide); thence southerly along the easterly line of Second Avenue, which line is also the westerly line of Detroit Terminal Railroad Company property, South 26°23'50" East 203.20 feet, to a point in the southerly line of Detroit Terminal Railroad Company property; thence North 63°25'21" East 453.50 feet to the point of beginning; thence South 26°23'49" East 121.36 feet; thence North 63°25'21" East 192.03 feet; thence North 26°23'49" West 121.36 feet; thence North 63°25'21" East 192.03 feet to the point of beginning.

The Improvements consist of:

An approximately 36,000 square foot, single story building including twenty-three (23) classrooms, six (6) administrative offices, conference room, restrooms, media room, teachers' work room, multipurpose/gymnasium, kitchen, storage and mechanical rooms, as well as additional expansion thereof currently projected to be four (4) additional classrooms and gymnasium.

CONTRACT SCHEDULE 7

REQUIRED INFORMATION FOR PUBLIC SCHOOL ACADEMY

SCHEDULE 7

REQUIRED INFORMATION FOR PUBLIC SCHOOL ACADEMY

Required Information for Public School Academy. This Schedule contains information required by Part 6A of the Revised School Code ("Code"). The required information for the Academy is contained in this Schedule 7.

Section a. Governance Structure. The governance structure of the Academy is set forth in Section a of this Schedule.

Section b. Educational Goals. The educational goals of the Academy are set forth in Section b of this Schedule.

Section c. Educational Programs. The educational programs of the Academy are set forth in Section c of this Schedule.

Section d. Curriculum. The curriculum of the Academy is set forth in Section d of this Schedule.

Section e. Methods of Pupil Assessment. The methods of pupil assessment of the Academy are set forth in Section e of this Schedule.

Section f. Application and Enrollment of Students. The application and enrollment of students criteria of the Academy are set forth in Section f of this Schedule.

Section g. School Calendar and School Day Schedule. The school calendar and school day schedule procedures are set forth in Section g of this Schedule.

Section h. Age or Grade Range of Pupils. The age or grade range of pupils to be enrolled by the Academy are set forth in Section h of this Schedule.

SECTION A

GOVERNANCE STRUCTURE

GOVERNANCE STRUCTURE

The College Board shall appoint the Board of Directors of the Academy ("Academy Board"). The Academy Board has all the powers and duties permitted by law to manage the business, property and affairs of the Academy. The Academy Board is responsible for assuring that the Academy operates according to the terms and conditions of this Contract and Applicable law. Contract Schedule 2: Bylaws, Articles IV and V, set forth a further description of the Academy Board's governance structure.

The Academy is incorporated as a non-stock, directorship nonprofit corporation. The Academy Board shall have at least five (5), but no more than nine (9) members, as determined by the College Board. The College Board shall select the members of the Academy Board according to the terms and conditions set forth by the Bay Mills Community College Board of Regents.

The Academy Board shall manage the business, property and affairs of the Academy. The Academy Board shall set all educational, fiscal and administrative policies for the Academy.

With the issuance of this Contract, the Academy Board may contract with a service provider to implement the Academy's educational program as set forth in Schedule 7 of this Contract. If the Academy Board retains a service provider, that service provider will be responsible for the performance of the Academy and will be accountable to the Academy Board. A service provider must report to the Academy Board at regularly scheduled times and upon any request by the Academy Board.

The Governance Structure of the Academy:

Academy Board of Directors

↓

Educational Service Provider

↓

Staff
Teachers, Secretary, Teacher Assistants

The Academy Board consists of five (5) members. Nominations and appointments of subsequent members shall be made in accordance with this Contract. Vacancies in office shall be determined and filled pursuant to the provisions set forth in the Bylaws. The current Academy Board Members are as follows:

Dr. Robert Bryant (Term ends 6/30/18)

Dr. Donald Wright (Term ends 6/30/18)

Ms. Deiadra Downes (Term ends 6/30/18)

SECTION B

EDUCATIONAL GOALS

EDUCATIONAL GOAL AND RELATED MEASURES

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Section 6.2, the Academy shall achieve or demonstrate measurable progress toward the achievement of the educational goal identified in this schedule. Upon request, the Academy shall provide Bay Mills Community College with a written report, along with supporting data, assessing the Academy's progress toward achieving this goal. In addition, the College expects the Academy will meet the State of Michigan's accreditation standards and achieve Adequate Yearly Progress ("AYP") pursuant to state and federal law.

Educational Goal to Be Achieved

Prepare students academically for success in college, work and life. During the Contract term, the Academy shall not fall within the lowest 20% of the low performing schools identified by the Michigan Department of Education.

Measures for Determining Goal Achievement

To determine whether the Academy is achieving or demonstrating measurable progress toward the achievement of this goal, the College will annually assess the Academy's performance using the following measures.

Measure 1: Student Achievement

Each student will demonstrate a minimum of one year's academic growth as measured by one of two nationally norm referenced tests, either Scantron's Performance Series or NWEA's Measure of Academic Performance. The academic achievement of all students in grades 2-11, who have been enrolled for three* or more years at the Academy, will be assessed using the following metrics and achievement targets:

Grade(s)	Metric	Achievement Targets
Grades 2-8	The average college readiness level based on scaled scores from the Performance Series® by Scantron® /NWEA® MAP® reading and math tests administered in the spring.	Students enrolled for three* or more years will on average achieve scaled scores equal to or greater than the grade-level achievement targets for reading and math identified in this schedule.
Grades 8-11	The average college readiness level based on subject scores from the Explore®, Plan® and ACT® tests by ACT, Inc. administered in the spring.	Students enrolled for three* or more years will on average achieve Explore, Plan and ACT subject scores equal to or greater than the achievement targets for reading, math, science, and English identified in this schedule.

*If the cohort of students enrolled for three or more years is not sufficient in size to conduct a valid analysis, the cohort of students enrolled for two or more years will be used.

Achievement Targets

Scantron Performance Series (PS) and NWEA MAP College Readiness Targets

Grade	PS Reading Spring Target	MAP Reading Spring Target	PS Math Spring Target	MAP Math Spring Target
2	2265	190	2191	191
3	2504	201	2380	204
4	2691	208	2497	214
5	2843	215	2615	224
6	2921	218	2733	229
7	2948	222	2800	236
8	3012	227	2890	242

EXPLORE, PLAN and ACT College Readiness Targets

Grade/Test	READING	MATH	SCIENCE	ENGLISH
8- EXPLORE	15	17	20	13
9 - EXPLORE	16	18	20	14
10 - PLAN	17	19	21	15
11 – ACT	21	22	24	18

Measure 2: Student Growth

The academic growth of all students in grades 2 through 11 at the Academy will be assessed using the following metrics and growth targets:

Grade(s)	Metric	Growth Targets
Grades 2-8	Growth made by students from fall-to-spring in reading and math as measured by scaled scores on the Performance Series by Scantron /NWEA MAP.	Students' fall-to-spring academic growth on average will demonstrate measurable progress toward the grade-level achievement targets for reading and math identified in the schedule.
Grade 8-11	Growth made by students in reading, math, science, and English as measured by subject scores on the Explore, Plan and ACT tests.	Students' academic growth between tests on average will demonstrate measurable progress toward the achievement targets for the grade-level subject scores in reading, math, science, and English identified in the schedule.

SECTION C

EDUCATIONAL PROGRAMS

George Washington Carver Academy

14510 Second Avenue • Highland Park, MI 48203
Tel (313)865-6024 • Fax (313) 865-6658

EXHIBIT-F

CURRICULUM

George Washington Carver Academy has adopted and implemented the Curriculum Crafter Tool as a component in aligning and creating a viable curriculum. Curriculum crafter is available electronically and is accessible through:

- **KC4 - Curriculum Crafter Tool** **http://curriculum**crafter.org/

Elementary/Middle School

The following subjects/courses are offered at the academy.

Course	K	1	2	3	4	5	6	7	8
ELA	X	X	X	X	X	X	X	X	X
Math	X	X	X	X	X	X	X	X	X
Science	X	X	X	X	X	X	X	X	X
S.S.	X	X	X	X	X	X	X	X	X
P.E.	X	X	X	X	X	X	X	X	X
Art	X	X	X	X	X	X	X	X	X
Computer Technology	X	X	X	X	X	X	X	X	X
Spanish	X	X	X	X	X	X	X	X	X
Learning.com									
Study Dog	X	X	X						
Aha Math	X	X	X	X	X	X			
21st Century Technology							X	X	X

CURRICULUM

The Academy is aligned to Michigan's Career and College Ready Standards (Common Core State Standards) and related state/national standards, and is developmentally sequenced based on grade level via a universal curriculum pacing map for K-8 Math and English Language Arts.

In addition, George Washington Carver Academy uses the Kent County Collaborated Core Curriculum (KC4) as an articulated K-8 standards-based curriculum in Science, Social Studies, Physical Education, Computers and Art. Each subject is aligned to grade-level content expectations and the Michigan Curriculum Framework. KC4 contains approximately ten standards per grade in each content area and provides a suggested sequence of instruction, assessments and resources. The curriculum and Instruction alignment is with the Michigan Curriculum Framework and National Math-NCTM, and Science AAAS Project 2061. It is used to inform instruction, and it meets the Michigan 1-5 testing mandate.

The curriculum reflects the academic components students should know and be able to do. Curriculum outcomes are derived from the mission of the school, long-range student goals (adult roles), a MEAP Item Analysis and Scantron performance analysis was completed in each of the core subjects, along with disaggregated data with regards to race, gender, economically disadvantaged and special education. In conjunction with this process teachers are provided with on-site training in core content areas.

The Academy uses the following process for curriculum development and delivery:

- The core curriculum defines student outcomes by specific demonstrable levels of achievement for each subject area and grade level.
- Instruction is geared towards achieving these outcomes.
- Student outcomes are assessed using a variety of Alternative and Authentic tools including, MEAP, Scantron Performance/Achievement Series, STAR Pre and Post Tests, Standards-Based Portfolios, Demonstrations, Projects, Teacher Observations, Service Learning and Science Fair projects.
- Programs have been adopted that provide for smooth integration of cross-curricular content across the grade levels.
- Teachers are provided with on-going, updated professional development activities.
- Curriculum materials provide students with a variety of opportunities to explore, investigate and apply desired skills.

The curriculum is individually adapted to meet the needs of students at all levels of achievement including high and low achievers. Each student was given a pre test for Reading and Math

utilizing the STAR Diagnostic Testing Program. The test gives a portfolio on each student listing their strengths and weaknesses in Reading and Math. The test gives the Zone of Proximal Development, Standard Score, Grade Equivalent, Percentile Ranking and Percentile Range. Each student is given a written synopsis of what he/she needs to work on to improve in Reading and Math. This information is shared with students and parents and placed in their portfolio. Accelerated Reading, Kidspiration/Inspiration and Study Island are used to assess students on an ongoing basis. A post-test is given in the spring to note growth.

MATH

George Washington Carver Academy currently utilizes Pearson's Scott Forseman series as the elementary Math Curriculum.

Kindergarten and 1st Grade (Diamond Edition)

The Scott Foresman math approach in the Diamond Edition is designed to make "connections" to other school subjects and to use a variety of teaching elements so that differing types of students can all be successful at math. Each chapter incorporates elements such as the "Instant Check System: Diagnosing Readiness," so that teachers can get a sense of whether students have a firm grasp of the foundation necessary for the new concept. Additional "Diagnostic Checkpoints" and the like ensure teachers always have a good feel for where students are at. "Cumulative Reviews" and "Test Prep" sections are designed to keep past material fresh in students' minds. The reading and other outside subject connections built into the curriculum mean that there are periodic cute stories for students to read, or pages with illustrations and bits of trivia about butterflies or the Roman Coliseum, with math exercises built around that theme.

There are many ancillary resources to assist with teaching the material from the main Scott Foresman math textbook. For worksheets, there are Practice Masters and Enrichment Masters books (answers are not in the books, so they can also be used as a workbook), for teaching help, there are the Teaching Tool Masters, the Assessment Sourcebook, Chapter File Folders, and Answer Key. Other helps are Every Student Learns, and the Home-School Connection book.

2nd Grade (Diamond Edition)

The approach to math in the Scott Foresman math Diamond Edition incorporates many "connections" to non-math subjects and teaches a variety of approaches to math. The books have many assessment options such as the "Instant Check System: Diagnosing Readiness." This gives teachers the opportunity to see if students have firm grasp of the foundation necessary for the

new concept. There are also other assessments, such as the "Diagnostic Checkpoints," thus ensuring teachers always know just what level students are at. To help keep students fresh on previous concepts, "Cumulative Reviews" and "Test Prep" sections provide problems for study and review.

Scott Foresman math builds "connections" to reading and other outside subjects by having periodic short stories or poems about numbers or counting for the children to read, as well as sections with pictures and a bit of trivia about things like frogs or butterflies or history of the Roman Coliseum, and a few word problems of that theme.

There is no shortage of supplements to the basic Scott Foresman math text. Teachers can choose from Practice or Enrichment Masters book/workbook (reproducible or can be used as a workbook); the Assessment Sourcebook, Teaching Tool Masters, Answer Key, or Chapter File Folders. Teachers can also assist their students through Every Student Learns resource or the Home-School Connection book.

3rd Grade (Diamond Edition)

The Scott Foresman approach to math is bright and colorful and includes many "connections" to other subjects, in what some term the new math approach. There are many frequent opportunities for quick assessment of student progress, like the "Instant Check System: Diagnosing Readiness" or the "Diagnostic Checkpoints." Additional comprehensive review sections and test preparation pages help students retain concepts and do well on tests.

The "connections" to other subjects consist of things like frequent short stories or poems to read. There are pages that include historical or nature trivia and combined with a few word problems built on that the given theme. There are also occasional instructions inviting students to "write a math story."

There are many ancillary materials teachers can choose from. There are books that can be used either as reproducible masters or as workbooks (Practice Masters book/workbook or Enrichment Masters book/workbook). There is an Assessment Sourcebook, a Teaching Tool Masters book, and an Answer Key. Further resources available to assist and support learning are Every Student Learns and the Home-School Connection book.

4th Grade (Diamond Edition)

The bright and colorful Scott Foresman math from Scott Foresman uses what some term a "new math" approach. This means that an understanding of the "why" arithmetic works is stressed before or along with the "how" to do it correctly and the curriculum stresses many "connections"

to other subjects. Frequent quick assessments keep teachers abreast of student progress, such as "Instant Check System: Diagnosing Readiness" regular "Diagnostic Checkpoints." There are also helpful comprehensive reviews and test preparation sections.

The curriculum includes many ancillary materials such as reproducible masters that can double as workbooks, teacher support such as Teaching Tools Masters book and Assessment Sourcebook, as well as Answer Key. Two more ancillaries that provide additional support are Every Student Learns and the Home-School Connection book.

5th Grade (Diamond Edition)

The Scott Foresman math curriculum from Pearson Education is a bright, colorful textbook based on something of a "new math" approach. The curriculum stresses "connections" with other non-math subjects. It takes the approach that an understanding of the "why" of arithmetic should be discussed and taught before or along with the "how" of working the problem correctly.

Strengths of the 5th grade math are frequent assessments, many ancillary materials, and much color and creativity. The chapters begin with "Diagnosing Readiness" assessment sections, and each section within a chapter ends with a "Diagnostic Checkpoint" assessment. There are nine different Scott Foresman math ancillary books plus an answer key available as a ten-book set or individually. The books have a lot of color in the headings and borders as well as many illustrations. Children are encouraged to creatively talk about explanations for why math works.

6th Grade (Diamond Edition)

The general approach of the Scott Foresman math curriculum tends toward what has been termed "new math." It's a very colorful textbook that stresses making "connections" to non-math subjects. There is an emphasis on having students discuss and think creatively about "why" arithmetic works the way it does before mastering "how" to perform it accurately and consistently, or at the same time as one learns to perform it.

In the 6th grade math book, some of the strengths teachers will note are frequent assessment opportunities, much color to draw the eye, creative opportunities, and a wide variety of ancillary materials available. There are assessment opportunities at the beginning ("Diagnosing Readiness") and the end ("Diagnostic Checkpoint") of each chapter. There are no less than ten Scott Foresman math ancillary books and materials (ten and an answer key). They are available as a set or individually. Some also consider it a strength that children are encouraged to creatively talk about why things work and to make frequent use of the calculator for simple problems.

7th Grade (Prentice Hall/Mathematics Course #2)

The Prentice-Hall mathematics series is designed to help students develop a deeper understanding of math through an emphasis on thinking, reasoning, and problem-solving. A mix of print and digital materials helps engage students with visual and dynamic activities alongside textbook instruction. Course 2 (Grade 7) presents a structured approach to a variety of topics such as ratios, percents, equations, inequalities, geometry, graphing, and probability.

In the Getting Ready to Learn portion of the textbook lesson, check your readiness exercises help students see where they might need to review before the lesson. Check skills you'll need list out the skills used in the lesson, and new vocabulary is listed before it's introduced. Sidebar helps tell students where to go for help in the textbook if they need to review, or note when an online tutor video is available. The lesson itself includes quick check problems for students to see if they understand the concept just introduced; key concepts boxes that summarize definitions, formulas, & properties, online activities for review and practice; vocabulary sidebars and features that help focus on the language of math; and multiple types of practice activities that feature new material, integrate older material, and provide challenges.

A homework video tutor for every lesson is provided online. Designed to especially help students prepare for high stakes tests like the SAT and ACT, as well as standardized tests, test-taking strategies are included in each chapter. Skills handbook, Spanish/English glossary, instant check answers, and selected answers are included in the student textbook. The workbook provides complete daily support for the lesson, and includes a daily note taking guide, guided problem solving exercises, and additional practice for every lesson. For each chapter vocabulary and study skills are emphasized.

8th Grade (Prentice Hall/Mathematics Course #3)

The Prentice-Hall mathematics series is designed to help students develop a deeper understanding of math through an emphasis on thinking, reasoning, and problem solving. A mix of print and digital materials helps engage students with visual and dynamic activities alongside textbook instruction. Course 3 (Grade 8) provides a solid mathematical foundation in order to fully prepare students for algebra. Students will study solving equations, integers, how to perform operations with rational numbers, use the Pythagorean theorem, find the midpoint, examine proportional & non proportional relationships, use percentages and graphs, solve multistep equations, classify triangles and quadrilaterals, find the surface area and volume of prisms & cylinders, understand slope & functions, add & subtract polynomials, and more.

In the Getting Ready to Learn portion of the textbook lesson, check your readiness exercises help students see where they might need to review before the lesson. Check skills you'll need list out the skills used in the lesson, and new vocabulary is listed before it's introduced. Sidebar helps tell students where to go for help in the textbook if they need to review, or note when an online tutor video is available. The lesson itself includes quick check problems for students to see if they understand the concept just introduced; key concepts boxes that summarize definitions, formulas, & properties, online activities for review and practice; vocabulary sidebars and features that help focus on the language of math; and multiple types of practice activities that feature new material, integrate older material, and provide challenges.

A homework video tutor for every lesson is provided online. Designed to especially help students prepare for high stakes tests like the SAT and ACT, as well as standardized tests, test taking strategies are included in each chapter. Skills handbook, Spanish/English glossary, instant check answers, and selected answers are included.

ENGLISH LANGUAGE ARTS

Scott Forseman Reading Street (K-6) is a thematic-based reading program that opts for one main idea to connect all the texts in a unit. This is a popular concept, and one that is employed by many publishers, but it includes some more unique variations that help set this series apart. For instance, the publishers are aware that great teaching does not necessarily mean following everything that there is to do in the teacher's manual. As such, they provide alternative options for how you might want to customize or adapt the lessons to better meet the needs of your class. They also place a slightly greater emphasis on speaking and listening objectives. Lessons often start with a think-pair-share question that is related to the theme of the week.

In addition to its print and online texts, Pearson's *Reading Street* curriculum includes an unparalleled digital path with animations, games and downloadable APPs, all directly aligned to the new Common Core State Standards. The Common Core State Standards will require many changes by school districts and Pearson has created a long-term program for partnering with schools across the country to help them through the complicated transition to the new standards while also providing professional development for teachers to implement Common Core.

Reading Street is a preK-6th grade reading program based on the priority skills model, which incorporates phonemic awareness, phonics, fluency, vocabulary, and comprehension in appropriate amounts as each beginning reader progresses through subsequent grades. Because children approach text in various ways in accordance with their own abilities and purposes, reading instruction must be differentiated, ensuring success for students of varying ability levels and experiences. Award winning reading selections seek to motivate students to learn, with a focus on developing a Big Idea in each unit along with science and social studies concepts.

Reading Street also helps teachers achieve adequate yearly progress through integrated progress monitoring and assessment plans.

Glencoe Literature Course

A new literature program that provides the highest quality literature and presents it to students in a way that connects and bridges to broader ideas.

A. Connects outstanding literature through single-focus meaningful questions and ideas

B. Seamlessly integrates skills and strategies with the literature to provide a real context for student learning

C. Points students back to the text for close-reads with skills that are highlighted and color-coded, and that link to probing, critical thinking questions on the page

D. Ensures that instruction is targeted with differentiated instruction in the teacher book and ancillaries

E. Ensures that all students succeed by providing re-teaching suggestions throughout the program

Glencoe Literature is a series covering grades 6-12 and World Literature. It contains a comprehensive collection of outstanding literature and connected, relevant nonfiction. Throughout the program, there is strong, integrated skill instruction in literary analysis, literary elements, reading, writing, grammar, and vocabulary.

7th / 8th Grade Course #2 and #3

Glencoe Literature is a series covering grades 6-12 and World Literature. It contains a comprehensive collection of outstanding literature and connected, relevant nonfiction. Throughout the program, there is strong, integrated skill instruction in literary analysis, literary elements, reading, writing, grammar, and vocabulary.

SOCIAL STUDIES

Scott Foresman (K-5) Social Studies

Scott Foresman Social Studies, Kindergarten through Grade 6 - the social studies program that helps every child become an active, involved, and informed citizen. The *Social Studies* content covers the key social studies strands: **Citizenship, Culture, Economics, Geography, Government, History and Science/Technology**. *The Social Studies* content is organized for a flexible teaching plan. If time is short, teachers may use the Quick Teaching Plan to cover the core content and skills or to add depth, teachers may use the wealth of information in each unit.

Scott Foresman Social Studies provides systematic instruction to improve comprehension and to reach out to all learners. In every unit, reading skills are developed through built-in lessons. Target comprehension skills are pre-taught and then applied throughout the unit for sustained practice. Graphic organizers provide support for every skill.

PROGRAM COMPONENTS:

➢ Kindergarten	Here We Go
➢ 1st Grade	All Together
➢ 2nd Grade	People and Places
➢ 3rd Grade	Meet Michigan
➢ 4th Grade	Region
➢ 5th Grade	United States

6th, 7th and 8th Grade World Culture, Geography and US History (McDougal-Littell)

George Washington Carver Academy currently utilizes McDougal-Littell, World Cultures and Geography, for the Social Studies Curriculum for 6th/7th grade and use McDougal-Littell, American History, for 8th grade. The study of the Western and Eastern Hemispheres during ancient and modern times, is the content of grades six and seven. Instruction over these two years includes geography, economics, government, inquiry, public discourse and decision making, citizen involvement, and World History and Geography - Eras 1, 2, and 3.

Sixth grade students explore the tools and mental constructs used by historians and geographers. They will develop an understanding of Ancient World History, Eras 1 – 3, of the Western Hemisphere and study contemporary geography of the Western Hemisphere. Contemporary civics/government and economics content is integrated throughout the year. As a capstone, the students conduct investigations about past and present global issues. Using significant content knowledge, research, and inquiry, they analyze an issue and propose a plan for the future.

Seventh grade students review the tools and mental constructs used by historians and geographers. They develop an understanding of Ancient World History, Eras 1 – 3, of the Eastern Hemisphere and will study contemporary geography of the Eastern Hemisphere. Contemporary civics/government and economics content is integrated throughout the year. As a capstone, the students conduct investigations about past and present global issues. Using significant content knowledge, research, and inquiry, they analyze the issue and propose a plan for the future. As part of the inquiry, they compose civic, persuasive essays using reasoned argument.

Eighth grade students continue their study of United States History from the writing of the Constitution through Reconstruction. Geographic, civics/government, and economics content is integrated within the historical context. Using significant content knowledge, research, and inquiry, the students analyze an issue and propose a plan for civic action. They develop reasoned arguments and write a persuasive civic essay addressing issues from the past within a historical context.

SCIENCE

Scott Forseman (K-5) Science – Diamond Edition

The Kindergarten – 5th grade curriculum is hands-on, inquiry based and is designed to allow students to understand the natural world around them and themselves. The curriculum covers all three areas in science: Earth, Life and Physical. In Earth Science students will learn about the Earth materials, weather, the solar system, Earth's history, water and the environment. In Physical Science students will learn about force, physical properties, states of matter, energy and material composition. In Life Sciences students will learn about the basic life requirements of organisms, life cycles, evolution, adaptation and heredity.

The science curriculum at GWCA is currently aligned to the Michigan GLCEs. With the introduction of the Next Generation Science Standards (NGSS) our Curriculum Director is in the process of realigning the science program to meet the new standards and incorporate engineering into the program for K-5.

Grade	Earth Science	Physical Science	Life Science
Kindergarten	Earth materials	Position Gravity Force	Life requirements
1st Grade	Solar Energy Weather Weather Measurement	Physical Properties States of Matter Magnets	Life requirements Life Cycles Observable characteristics
2nd Grade	Surface Changes Water Water Movement	Physical Properties Material Composition	Life requirements Life Cycles Observable Characteristics
3rd Grade	Natural Resources Human Impact Earth's Materials Surface Changes Using Earth's Materials	Gravity Force Speed Forms of Energy Light properties Sound Conductive and Reflective Properties	Structures and Functions Classification Evolution Environmental Adaptation
4th Grade	Characteristics of Objects in the Sky Patterns of Objects in the Sky Fossils	Forms of Energy Energy and Temperature Electrical Circuits Physical Properties States of Matter Magnets Conductive and Reflective Properties	Life Requirements Evolution Survival Interactions Changed Environment Effects
5th Grade	Seasons Solar Systems Solar System Motion	Forces in Action Force Speed	Animal Systems Inherited and Acquired Traits Species and Adaptation Survival Relationships among Organisms

6th, 7th and 8th Grade Earth, Physical and Life Science (Holt Science & Technology)

Holt, Rinehart and Winston's provide the science curriculum for George Washington Carver Middle School. A number of resources are utilized to support for understanding difficult concepts. All materials extend, enrich, and apply topics to the real world to challenge students and further their interest in science. Each chapter begins with a brief introduction designed to pique student's interest. Visuals are integrated into the narrative and clearly reveal macro to micro relationships. Holt Science incorporates a strong and flexible lab program, which provides procedures, demonstration of scientific concepts and clears understanding of scientific methods. Finally, tools such as conversion charts are available for reference to aid in the communication of scientific data.

The Holt Science & Technology series targets middle school students with courses for Earth Science, Life Science, and Physical Science. The science curriculum at GWCA is currently aligned to the Michigan GLCEs. With the introduction of the Next Generation Science Standards (NGSS) our Curriculum Coordinator is in the process of realigning the science program to meet the new standards and incorporate engineering into the program for K-8. As we move forward, George Washington Carver is in the process of reviewing possible implementation of **BCAMSC**. The Battle Creek Area Mathematics and Science Center has developed a Kindergarten through Seventh grade inquiry-based science curriculum that is aligned with the Michigan Grade Level Content Expectations. The purpose of the program is to provide good, inquiry-based science instruction in the classroom with opportunities for students to engage in all four strands of science proficiency (physical science, life science, earth science, and inquiry and technology). The curriculum provides teachers with classroom instruction that includes opportunities for interaction in the classroom, where students carry out investigations, talk and write about their observations and emerging understandings, and discuss ways to test them. Each unit undergoes an extensive development and evaluation process.

ELECTIVES

Art	Physical Educational
Computers	Foreign Languages (Mandarin/Spanish)
Academic Games**	Music**
Possible Implementation in 2013/14	

Instructional Model

Strategies	Meaning
INSTRUCTION	Content Specialization helps teachers become more skilled
GUIDED PRACTICE	Students are led through the learning process
INDEPENDENT PRACTICE	Students grow academic skills through whole and small group discussion. Also, computer learning is utilized
ASSESS	Daily assessments provide teachers with valuable information on student progress
INTERVENE	Response to Intervention: RTI tutoring program will help build low performing students academic skills
EXTEND	Teachers encourage students to think critically (Higher Order Thinking Questions)

DIGITAL TECHNOLOGY ASSESSMENT

George Washington Carver Academy promotes the continuous use of technology, individual student data and continuous assessment (formative, interim, and summative) to inform and differentiate all instruction to meet individual student needs. Academic goals driven by data are reviewed and evaluated to both State standardized tests and internal Scantron Performance and Achievement assessments guide our data-based implementation efforts.

Learning.com

George Washington Carver Academy is proud to announce our recent launch and the subsequent full implementation of the award-winning Learning.com digital curriculum platform in the 2013 academic school year. Learning.com empowers George Washington Carver Academy and other schools within the Highland Park school district to integrate technology into the core curriculum with proven content, powerful tools, and practical services. The addition of this digital curriculum resource features a Custom Curriculum Publishing tool which means users can better support our districts key initiatives such as: project-based learning, digital readiness, Common Core State Standards alignment, and preparation for PARCC and Smarter Balanced Assessment with differentiated and customized digital content.

George Washington Carver Academy's use of the Learning.com platform provides our school with one place to organize and access existing and new curriculum content via single sign-on. Our administrators, teachers, and students only need one password to access content from

existing digital assets, more than 300,000 learning objects from 60-plus providers in the Learning.com catalog, or curriculum resources collected from the Web.

Specifically, all George Washington Carver Academy students in grades K-5 utilize the Study Dog Reading curriculum and Aha! Math curriculum to build foundational Math skills, provide immediate data (which our teachers use to make informed instructional decisions) and provides prescriptive recommendation to differentiate instruction effectively. Lastly, use of these curriculum resources includes all the components for implementing Response to Intervention (RTI) for K-2 Reading and K-5 Math. Lastly, students in grades 6-8 utilize the 21st Century Technology curriculum to develop our students' 21st Century Technology skills and prepare them for the PARCC and Smarter Balanced Assessment.

Scantron Performance Testing

The Scantron Performance Series is a computer adaptive test to measure the proficiency level of Students. The Performance Series assesses four areas: reading, mathematics, life sciences and scientific inquiry, and language arts. The Performance Series has four primary uses: "more accurate student placement; diagnosis of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods. Scantron has developed own reading passages and test items, based on an analysis of the skills required to meet various national and state standards. George Washington Carver Academy currently uses test items for grades 2nd through 8th grade.

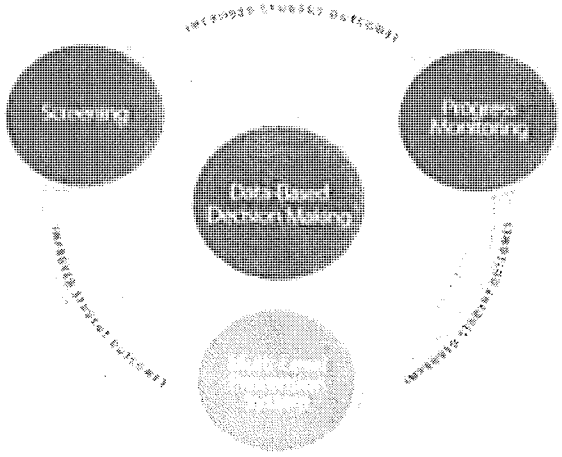
RTI (RESPONSE TO INTERVENTION)

The Response to Intervention (RTI) at George Washington Carver Academy (GWCA) was designed with the belief that all students at GWCA will be at least on grade level and/or reach their full potential with diverse and real world meaningful learning experiences. At GWCA it is our goal that students will become independent learners committed to achieving academic excellence in a globally competitive world and become socially responsible leaders in society. The RTI program at GWCA was designed to ensure that through documented researched based interventions that our vision for our students will become a reality.

GWCA is committed to providing a comprehensive system of tiered interventions to ensure student success. Response to Intervention (RTI) at GWCA is utilized to meet the needs of all students. With the RTI model students are provided with explicit evidence based inventions at each of the three tiers. In the RTI model student progress is carefully measured and the instructional interventions are adjusted to teach the skills necessary for the student to make progress toward age or group level standards (GLCEs and Common Core). Based on the

student's response to the interventions provided at each tier the RTI Team will make recommendation on how to proceed.

The RTI program at GWCA will be implemented in two phases. In the initial phase students will be pulled for reading and math intervention utilizing the following summative assessments for the selection of students: MEAP data and Scantron data. The initial phase for RTI will began in February 2013 with reading and April 2013 with math. For the second phase students will still be pulled from class to work in small groups with a Teaching Assistants (TA) however the way students are placed in RTI will change. The second phase of RTI will begin September 2013 at the beginning of the 2013-2014 school year. Students will be placed in RTI Tier II and III for reading and/or math one of two ways:1) Data obtained from the beginning of the year assessments from MEAP, Scantron and AIMS web and/or 2) Teacher recommendation with documented proof of a series of Tier I interventions and evidence of scaffolding and differentiated instruction.



RTI Reading Phase I: System 44

In the first year of RTI implementation GWCA will use MEAP and Scantron data to select students to be tested for RTI small groups in reading. Initially any student with a (3 or 4) in reading on the MEAP test was considered for the program. Data from the Scantron test will also be used to determine which students need to receive more intensive interventions. The assessment program that will be used to determine if those students are eligible for RTI small group instruction utilizing System 44 is the Scholastic Reading Inventory (SRI). If a student takes the SRI test and scores a Lexile of below 400 they are eligible to be in System 44. The student would then be given the Scholastic Phonic Inventory (SPI). The data from both the SPI and the SRI is utilized by System 44 to create an individual learning path for each student. GWCA currently has 35 licenses for System 44.

RTI Reading Phase II: Expanding System 44 and Read 180

GWCA will utilize the end of the year Scantron data to determine how many licenses need to be purchased for the 2013-2014 school year. It is the goal of GWCA to ensure that all students that need interventions in reading receive them. In addition, to expanding the System 44 program GWCA will also purchase the READ 180 program. The READ 180 program will assist struggling readers in grades 4-8. It is designed to meet the needs of students reading two or more years below grade level. READ 180 like System 44 is a computer based adaptive program that uses test data to individualize each student's learning path.

RTI Math Phase I: Pilot RTI math program for 2nd-6th Grade

The RTI team will use the data from the March Scantron and MEAP test to place students in Tier II of RTI. Students selected for Tier II interventions will receive small group (6-8 students) instruction for 45 minutes daily in addition to the 90 minutes of whole group instruction. To ensure that the Tier II small group instruction is individualized to meet the needs of each student the RTI Team and Teaching Assistants (TA) will use the data from Scantron and the MEAP test to select the Common Core and GLCEs that each student needs to master. Each student will receive a pre-test and a post-test weekly to determine if the interventions used were successful. The TA will use both Scantron and Study Island to create individualized learning paths for each student. Each TA will design lessons that are hands-on, differentiated, scaffolded and student centered.

RTI Math Phase II: School-Wide Implementation

Beginning in the Fall 2013 the RTI math program would expand to the entire school K-8. The RTI Team will utilize the data from Scantron and AIMS web to initially place students in Tier II interventions. Teachers will be able to begin referring students for Tier II interventions only after 4-6 weeks of Tier I instruction are unsuccessful. To ensure that the Tier II small group instruction is individualized to meet the needs of each student the RTI Team and Teaching Assistants (TA) will use the data from Scantron and Aims web test to select the Common Core and GLCEs that each student needs to master. Each student will receive a pre-test and a post-test weekly to determine if the interventions used were successful. The TA will use both Scranton and Study Island to create individualized learning paths for each student. Each TA will design lessons that are hands-on, differentiated, scaffolded and student centered.

Average Daily Schedule for Math Tier II Intervention Groups

Time	Activity
5 minutes	Warm – Up
15-20 minutes	Instruction – TAs will use the I Do, We Do and You Do framework to create lesson plans
15-20 minutes	Hands-On Activities/ Games/ Study Island • Aha Math is required for use on Monday and Wednesday • Study Island is required for use on Tuesday and Thursday
5 minutes	Closing- Exit Tickets, Give me 5, Reflective writing
Weekly Assessments	Pre-Test and Post – Test created by Scantron or Study Island

The schedule below is a sample schedule for the TA's. Since so many of our students are red in Scantron we used the beginning scaled score as the cut off for each grade level to select students for Tier II pull-outs. Below is what the 2nd and 3rd grade schedule would look like for RTI pull-outs. This would change the current way the TA's are utilized at GWCA. The change would be needed to provide the interventions for math.

RTI Math Pull-Out Schedule: Support

Student Name	Math Scantron Score	Grade Level		Groups	Time
Student	1586	2		1	8:30-9:30 am
Student	1610	2		1	8:30-9:30 am
Student	1706	2		1	8:30-9:30 am
Student	1733	2		1	8:30-9:30 am
Student	1774	2		1	8:30-9:30 am
Student	1796	2		1	8:30-9:30 am
Student	1860	2		1	8:30-9:30 am
Student	1886	2		1	8:30-9:30 am
Student	1904	2		2	9:40-10:40am
Student	1786	2		2	9:40-10:40am
Student	1804	2		2	9:40-10:40am
Student	1832	2		2	9:40-10:40am
Student	1833	2		2	9:40-10:40am

Student	1857	2	2	9:40-10:40am
Student	1867	2	2	9:40-10:40am
Student	1895	2	2	9:40-10:40am
Student	1816	3	3	12:00-1:00pm
Student	1870	3	3	12:00-1:00pm
Student	1890	3	3	12:00-1:00pm
Student	1943	3	3	12:00-1:00pm
Student	1987	3	3	12:00-1:00pm
Student	1990	3	3	12:00-1:00pm
Student	2006	3	3	12:00-1:00pm
Student	2024	3	3	12:00-1:00pm
Student	2047	3	4	1:05-2:05pm
Student	2062	3	4	1:05-2:05pm
Student	2067	3	4	1:05-2:05pm
Student	1750	3	4	1:05-2:05pm
Student	1893	3	4	1:05-2:05pm
Student	1986	3	4	1:05-2:05pm
Student	2040	3	4	1:05-2:05pm
Student	2065	3	4	1:05-2:05pm
Student	[illegible]	[illegible]	[illegible]	2:10-3:10pm
Student	[illegible]	[illegible]	[illegible]	2:10-3:10pm
Student	[illegible]	[illegible]	[illegible]	2:10-3:10pm
Student	[illegible]	[illegible]	[illegible]	2:10-3:10pm
Student	[illegible]	[illegible]	[illegible]	2:10-3:10pm
Student	[illegible]	[illegible]	[illegible]	2:10-3:10pm
Student	[illegible]	[illegible]	[illegible]	2:10-3:10pm
Student	[illegible]	[illegible]	[illegible]	2:10-3:10pm
Student	[illegible]	[illegible]	[illegible]	2:10-3:10pm

Academic Interventions

Teacher Mentors	Extended Summer Learning Program
PLC	SMART Boards
Instructional Coach	Document Cameras
Teachscape	Danielson's Framework
Classroom Computers	Computer Carts with laptops
Academic Games	Google Chrome Books
Vertical/Horizontal Alignment	Thin Client

Student Interventions

K-1 At-Risk Teacher Aides	2-5 Paraprofessionals
Grade Level Content Meetings	2-6 Academic Interventionist
Accelerated Math/Reading	Study Island
Scantron Performance Series	Learning.com
Double Block K-8 Math	Double Block K-8 ELA
Co-Teaching with Special Education	Implementation of Electives

MEAP (Motivational Extended Achievement Program

Program History, Summary and Overview

Within the last two decades, extended learning time has emerged as a research-based, 'Best Practice' in the modern-day American educational system. The traditional school year has been called a 'relic of the agrarian age of past centuries, when children were needed at home in the afternoons and during the summer to work by education researchers, policy analysts and program evaluators who agree that education is an economic necessity of today's global society.
As early as 2011, George Washington Carver Academy proudly embraced a six-week, Extended School-Year calendar format as an integral part of an innovative 'pilot' program to increase student achievement. The success and value of our initial year 'pilot' program – is evident in our schools' improved 2012 MEAP performance results. As such, we wish to formally propose a high quality, MEAP intensive and core academic driven Extended School Year component aptly entitled the George Washington Carver Academy Motivational Extended Achievement Program.

I. Summer Learning Loss

An area of particular concern to researchers has been the learning loss that can occur over the long summer break. Several prominent studies have shown that summer vacation has a disproportionately negative impact on learning for students from lower socio-economic backgrounds, and to make matters worse, this impact may be cumulative. What this means is that while all children tend to lose Math and ELA skills over the summer, children from lower socio-economic levels lose the equivalent of several months of Math and Reading instruction during the summer months, which sadly impacts and is sustained throughout the course of the school year. Consequently, children from middle and upper socio-economic levels are able to maintain and often even improve their reading skills due to enrollment in costly summer enrichment opportunities.

The unequal impact of summer break upon students of varying backgrounds is undoubtedly attributed to the fact that advantaged students have greater access to summer learning and enrichment opportunities, such as access to books and encouragement to read, summer camps and/or classes, and cultural outings or international travel, than their less advantaged peers. Realizing that GWCA is designated as a Title I school with more than a 90%, majority percentage of low socio-economic and disadvantaged students, our joint academic, service learning and cultural enrichment Extended School Year "MEAP" Program, effectively aims to prevent such documented summer learning losses.

II. Extended School Year "Motivational Extended Achievement Program"

The Extended School Year (MEAP) Program is designed as a powerful (6) six-week, full-day program to bridge essential proficiencies for students in literacy and mathematics. Eligible George Washington Carver Academy students are those who will enter grades K - 8 this fall. In addition to a MEAP intensive academic curriculum, all student participants will participate in fun, targeted learning activities with our highly skilled GWCA teachers, staff and (possibly) high school/college interns, on a daily basis:

- Date(s): Monday, July 8th – Friday, August 16th, 2013
- Time(s): 8:00 – 3:30 PM, Monday – Friday
- MEAP intensive, Common Core aligned Math & ELA curriculum
- Weekly field trips and Service Learning Projects offered (Fridays)
- Daily breakfast and lunch offered (at no cost), to all participants
- Early care (7:00-8:00) and/or After-school (3:30-5:00), for an additional fee

The GWCA Extended School Year experience will help to prepare our students for success in the traditional school year and prevents the summer regression in basic skills that was referenced earlier in the program proposal.. Success in our program is dependent upon strong parental support and daily student attendance. In other words, a commitment to attend the entire 6-week program is a required component for successful enrollment.

III. Why Embrace a MEAP Intensive Curriculum?

The state-mandated Michigan Educational Assessment Program (MEAP) tests are administered every October to students in grades 3-9. All students in grades 3-8 take the Reading and Mathematics tests. Students in grades 5 and 8 also take the Science test, and students in grades 6 and 9 also take the Social Studies test. The tests are based on Michigan's Common Core State Standards (CCSS) and Grade Level Content Expectations (GLCE's) for each subject area. Performance levels on the tests are as follows:

E. Level 1 - Advanced Proficient
F. Level 2 - Proficient
G. Level 3 - Partially Proficient
H. Level 4 - Not Proficient

Scores are typically summarized as the percentage of students scoring at each level. The percentage of students scoring at levels 1 and 2 has, in the past, served as the basis for calculating a school's Adequate Yearly Progress, as required by the federal No Child Left Behind legislation.

IV. **Extended School Year Curriculum**

George Washington Carver Academy's "Motivational Extended Achievement Program" plans to deliver a high quality, core academic learning environment driven by data and a targeted, differentiated ELA and Math curriculum. The resources outlined below are proposed, as our Extended School Year "MEAP" curriculum:

ELA & Math Curriculum (Morning) *(Please reference attachment 'B' for specific curriculum materials)*

- Reading Eggspress, "Do the Math" (Grades K-2)
- MEAP Focus, Triumph Learning Series (Grades 3-8)
- Study Island (Grades K-8)
- Scantron Achievement Series (Grades K-1, Assessments)
- Scantron Performance Series (Grades 2-8, Assessments)
- Read 180, System 44 (Grades 2-6, Intervention)
- Accelerated Reading & Math (Grades K-8, Intervention)

Elective Classes (Afternoon)

- Physical Education
- Academic Games
- Foreign Language (2) – Spanish & Chinese
- Computer Science
- Science, Technology, Engineering and Math (STEM)

Daily Schedule (Monday – Thursday)
Breakfast/School-Wide Reading - 7:30-8:30 AM

ELA	Math
8:30-10:00 AM	10:05-11:35 AM

Lunch -11:40-12:10 PM
Elective Classes and/or Academic Intervention(s)
12:15-1:00 PM
1:05-1:50 PM
1:55-2:40 PM
2:45-3:30 PM

Weekly Friday Schedule

FIELD TRIPS	SERVICE LEARNING PROJECTS
1. Spring Valley Trout Farm	**1. Urban Gardening Project**
2. DIA/Charles H. Wright Museum	**2. Highland Park Community Outreach**
3. Cedar Point	**3. Food, Goods & Clothes Drive**
4. Joe Dumar's Fieldhouse (?)	
5.Tigers Game (Possible)	

Weekly Field Trip Proposed Requirements

- Students must have perfect attendance (for that week)
- Students must maintain good behavior (no disciplinary referrals)
- Possible Field Trip GWCA T-shirts reserved as an incentive-based option

Student Enrollment

- Targeted # of enrolled students = 300
- 18-30 students or 1 class-sized population, per 9 core classes (Grades K-8)
- Projected enrollment and 'cap' on class size ensures personalized attention and predicted growth amongst our high-need and academically low-performing student population
- Average teacher to student ratio at optimal levels of 1 to 24

Budget

- Projected budget of $75,000 ($42,000 has been set-aside in Title I budget)
- $48,000 for 16 Instructional Staff @ $25.00 hour x 120 hours
- $5,400 for 3 Paraprofessional Staff @ $15.00 hour x 120 hours
- $3,600 for 3 high school/college interns @ $10.00 hour x 120 hours
- $3,000 for 1 Special Education Teacher
- $5,000 Field Trip projected budget
- $8,000 Curriculum and Classroom Supplies & Materials
- $5,000 – Lunch Staff and Administrative Assistant projected budget
- Total - $75, 000 projected costs
- Early and Latchkey Programs are at additional cost, per participant ($)

Staffing *(Please reference attachment 'A' for specific open, posted positions)*

- Stipend- $3,000 for all teachers during the six week period "MEAP" program
- Any absences detract from above stipend, no sick days and/or substitute budget
- 16 teachers working – ½ day (4 hours) @ $25.00; 12 K-8 teachers (9 Core Academic teachers, 1 Special Education, 4 Elective teachers, 2 Intervention and/or Instructional support personnel)
- Daily schedule 8:00 AM -3:30 PM
- Six week program format
- Part-time, mandatory employment model
- Approximately 16 Staff members: 7/8/13- 8/9/13
- Instructional Days: Mon-Fri.
- Friday -Service Learning Project/Field Trip

SECTION D

CURRICULUM

Building minds for success

George Washington
Carver Academy

14510 Second Avenue • Highland Park, MI 48203
Tel. (313)865-6024 • Fax (313) 865-6658

ATTACHMENT EXHIBIT-6

CURRICULUM

CURRICULUM

George Washington Carver Academy is in the process of adopting and implementing the **Oakland Scope Curriculum** tool as a component in aligning and creating a viable curriculum. The Oakland Schools Literacy Team is made up of consultants with expertise in English language arts, special education, and content-area literacy. The shifting landscape of the 21st century places new demands on students, teachers, and schools, and impacts the definition of effective literacy instruction. GWCA is a supporter of literacy instruction. **Oakland Scope** is available electronically and is accessible through:

- **Oakland Scope** https://oaklandk12-public.rubiconatlas.org

Elementary/Middle School

The following subjects/courses are offered at the academy.

Course	K	1	2	3	4	5	6	7	8
ELA	X	X	X	X	X	X	X	X	X
SFA	X	X	X	X	X	X	X	X	X
Math	X	X	X	X	X	X	X	X	X
Science	X	X	X	X	X	X	X	X	X
S.S.	X	X	X	X	X	X	X	X	X
P.E.	X	X	X	X	X	X	X	X	X
Music	X	X	X	X	X	X	X	X	X
Computer Tech	X	X	X	X	X	X	X	X	X
Spanish	X	X	X	X	X	X	X	X	X
Music	X	X	X	X	X	X	X	X	X

The Academy is aligned to Michigan's Career and College Ready Standards (Common Core State Standards) and related state/national standards, and is developmentally sequenced based on grade level via a universal curriculum pacing map for K-8 Math and English Language Arts.

In addition, George Washington Carver Academy uses the **Oakland Scope** as an articulated K-8 standards-based curriculum in Science, Social Studies, Physical Education, Computers and Art. Each subject is aligned to grade-level content expectations and the Michigan Curriculum

Framework. The curriculum and Instruction alignment is with the Michigan Curriculum Framework and National Math-NCTM, and Science AAAS Project 2061. It is used to inform instruction, and it meets the Michigan 1-5 testing mandate.

The curriculum reflects the academic components students should know and be able to do. Curriculum outcomes are derived from the mission of the school, long-range student goals (adult roles), standardized test Item Analysis and Scantron performance analysis was completed in each of the core subjects, along with disaggregated data with regards to race, gender, economically disadvantaged and special education. In conjunction with this process teachers are provided with on-site training in core content areas.

The Academy uses the following process for curriculum development and delivery:

- The core curriculum defines student outcomes by specific demonstrable levels of achievement for each subject area and grade level.
- Instruction is geared towards achieving these outcomes.
- Student outcomes are assessed using a variety of Alternative and Authentic tools including, M-Step, NWEA, STAR Pre and Post Tests, Standards-Based Portfolios, Demonstrations, Projects, Teacher Observations, Service Learning and Science Fair projects.
- Programs have been adopted that provide for smooth integration of cross-curricular content across the grade levels.
- Teachers are provided with on-going, updated professional development activities.
- Curriculum materials provide students with a variety of opportunities to explore, investigate and apply desired skills.

The curriculum is individually adapted to meet the needs of students at all levels of achievement including high and low achievers. Each student was given a pre test for Reading and Math utilizing the STAR Diagnostic Testing Program. The test gives a portfolio on each student listing their strengths and weaknesses in Reading and Math. The test gives the Zone of Proximal Development, Standard Score, Grade Equivalent, Percentile Ranking and Percentile Range. Each student is given a written synopsis of what he/she needs to work on to improve in Reading and Math. This information is shared with students and parents and placed in their portfolio. Accelerated Reading and Study Island are used to assess students on an ongoing basis. A post-test is given in the spring to note growth.

George Washington Carver Academy currently utilizes the following curriculums for each grade level:

Kindergarten – 5th Grade

GRADE	MATH	SCIENCE	SOCIAL STUDIES	ELA
KINDERGARTEN	SFA	SFA and TLC- Science Alive	SFA and TLC- Social Studies Alive	SFA
1ST GRADE	Everyday Math	TLC- Science Alive	TLC-Social Studies Alive	SFA
2ND GRADE	Everyday Math	TLC- Science Alive	TLC-Social Studies Alive	SFA
3RD GRADE	Everyday Math	TLC- Science Alive	TLC- Social Studies Alive	SFA
4TH GRADE	Everyday Math	TLC- Science Alive	TLC- Social Studies Alive	SFA
5TH GRADE	Everyday Math	TLC- Science Alive	TLC- Social Studies Alive	SFA

6TH Grade – 8th Grade

GRADE	MATH	SCIENCE	SOCIAL STUDIES	ELA/READING
6th Grade	McGraw-Hill Glencoe Mathematics Course 1	HMD Science Fusion – Earth Science	Houghton Mifflin- World Cultures- Western Hemisphere	SFA
7th Grade	McGraw-Hill Glencoe Mathematics Course 2	HMD Science Fusion- Cells and Heredity	Houghton Mifflin- World Cultures and Geography- Eastern Hemisphere	SFA
8th Grade	McGraw-Hill Glencoe- Mathematics Course 3	HMD Science Fusion- Matter and Energy	Houghton Mifflin- American History- Beginnings to 1914	SFA

Kindergarten (Success for All)

SFA's Early Childhood programs are built around a cooperative-learning framework that engages students in rich discussion and motivating challenges every day. Lessons are enriched with multimedia, puppet skits, and videos to keep the focus on fun and learning

KinderCorner:

This is a comprehensive kindergarten program based on research indicating that young children learn best when material is delivered holistically rather than in isolation. Using a thematic approach to learning, KinderCorner addresses all key developmental domains for early learners. KinderCorner helps children make sense of the world around them, fostering the development of children's language, literacy, math, and interpersonal and self-help skills and science and social studies concepts.

KinderCorner provides kindergartners with the same type of experiential and child-centered curriculum that is the foundation of the Curiosity Corner curriculum. Ideally suited for a full-day classroom, KinderCorner provides a balance between child-initiated activities and teacher-directed instruction, with emphasis given to oral-language and literacy development. This curriculum consists of sixteen thematic units that are designed to relate to children's lives, interests, and surroundings and introduce them to concepts that are then explored and reviewed through concrete, integrated, theme-related activities.

KinderCorner specifically targets language and literacy development through the discussion of thematic concepts to promote the children's phonological awareness, phonemic awareness, and oral-language development. These activities include interactive story reading and storytelling, action songs and rhymes, and verbal guessing games. Each day, children choose learning labs and engage in reflection activities to promote their problem-solving skills. Students also read KinderCorner concepts-of-print books, which helps them to develop phonics and other reading-readiness skills.

Beginning halfway through the school year, formal reading instruction is introduced through KinderRoots. Through fun lessons and shared stories, students are exposed to the use of sound blending and strategies for word recognition and text comprehension as they read phonetically controlled text.

1st - 8th Grade (Success for All)

SFA's elementary programs combine a cooperative-learning framework with detailed lessons that guide effective instruction in critical academic and social skills. Lessons incorporate multimedia, puppet skits, and videos to support classroom instruction and keep students engaged. Interactive lessons are fully aligned to the Common Core State Standards:

Roots:

Reading Roots 4th Edition is a ninety-minute comprehensive program that targets the needs of beginning readers. Reading Roots is a research-based beginning-reading

program that provides a strong base for successful reading through systematic phonics instruction supported by decodable stories, along with instruction in fluency and comprehension. Reading Roots also fosters students' love of reading by providing rich literature experiences, extensive oral-language development, and thematically focused writing instruction. These objectives are embedded in a fast-paced, engaging, and highly effective instructional process. Students are assessed and regrouped according to their reading level every quarter to ensure that they receive the most focused instruction.

Reading Roots is built around forty-eight lessons. Separated into four levels, it supports concept development in oral-language development, phonemic awareness, phonics, word skills, fluency, and writing. Second and third grade nonreaders can be regrouped into Reading Roots classes.

Reading Roots provides a strong base for successful reading due to its emphasis on systematic phonics instruction through FastTrack Phonics. This phonics instruction is supported by decodable stories, and instruction in fluency and comprehension. In addition to providing the necessary basis for strong reading, Reading Roots fosters students' love of reading by providing rich literary experiences, extensive oral-language development, and thematically focused writing instruction.

Wings:

Reading Wings 4th Edition is a research-based reading curriculum that provides ninety-minute daily lessons over a period of five days and targets the needs of students reading on a second- through sixth-grade level who have successfully learned to decode but need to develop more sophisticated reading skills. To ensure that students become proficient readers, Reading Wings uses Success for All's core instructional structures to target vocabulary development, reading comprehension, fluency, oral-language development, and written expression by providing students ample opportunities with both narrative and expository text.

Targeted Treasure Hunts, a key component of the Reading Wings program, provides instruction focused on targeted reading skills and strategies. All the instruction accompanying each five- or six-day lesson cycle centers around a narrative or expository trade book or basal selection, allowing for background building, specific and technical vocabulary development, utilization of targeted skills, team discussion, relevant writing activities, and assessment.

Reading Wings further supports reading comprehension through the Savvy Reader. The Savvy Reader provides intensive, engaging introductions to each of the four core comprehension strategies—clarifying, questioning, predicting, and summarizing.

Additional Savvy Reader lessons provide comprehension strategy instruction throughout the year, and this instruction is reinforced through Targeted Treasure Hunts.

Middle School (Success for ALL).

SFA's middle and high school programs extend cooperative learning and detailed, effective lessons into the upper grades. Students learn the skills and strategies they need to read, comprehend, and analyze the complex content area texts they encounter in middle and high school. These programs are also designed to accelerate the academic development of struggling older students until they are achieving at, or above, grade level.

Edge:

Daily lessons in the Reading Edge 2nd Edition use a cycle of effective instruction. All parts of the cycle may be present during the course of one day's lesson, or the cycle may be developed over the course of several days. During the first portion of each lesson, teachers prepare students for learning. Through questioning and modeling, they lead students through the new content they need to complete the rest of the day's activities, whether reading a novel, conducting research, or working on a team product. Background videos are used to introduce new books.

This part of the lesson entails students take control of their learning, working as partners or teams while teachers circulate through the room checking with individuals or small groups of learners to monitor comprehension and to clarify misunderstandings. This is a teacher's chance to meet with students one-to-one for targeted instruction.

1st – 5th Grade Math (Everyday Math)

Educators, at the University of Chicago School Mathematics Project (UCSMP), develop Everyday Mathematics. This group is dedicated to helping children learn mathematics using a research-based approach. A rich body of research about children learning mathematics has influenced the Everyday Mathematics curriculum. Many sources have informed the development of lessons, activities, and teaching suggestions. Children in the early grades are capable of much more than had been previously thought.

Manipulatives facilitate modeling mathematical concepts and communication about those concepts, thus promoting the development of children's thinking. Through a comprehensive approach to differentiating instruction, Everyday Math provides a variety of ways to help students and teachers manage different backgrounds, learning styles and pacing needs.

Everyday Math employs cooperative learning activities, such as Explorations and projects to help students acquire language, communication and social interaction skills. The content provides all students with a balanced mathematics curriculum that is rich in real-world problem solving opportunities. The routines and algorithms the students use to complete computation and to problem solve have spiraled since kindergarten. Critical thinking skills, calculators and Excel spreadsheets are all part of the curriculum. Everyday Math structures content into grade level goals.

6th – 8th Grade Math (McGraw-Hill/Glencoe Mathematics)

Glencoe Math makes math real for students by empowering you to understand Common Core Math, which engages every student, and develops a classroom of critical thinkers. Rigor is built-in and supported throughout the program. The three components of rigor—conceptual understanding, application, and procedural skill and fluency—are embedded in resources, lessons, and even assessments.

Proficiency for all students is the goal □Meet students wherever they are in their learning. Assessments help you determine proficiency before, during and after lessons. Differentiated instruction resources ensure approaching-level students master concepts before moving on, while beyond-level students are continually challenged.

1st – 5th Grade Social Studies (Social Studies Alive)

TCI's online Social Studies Alive! programs teach students about the world around them in ways that make them excited to learn every day. Activities like the Revolutionary War tug-of-war capture their imagination and help them long remember key content. With TCI's elementary programs, students don't just learn social studies. They learn to love social studies.

The TCI approach is based on theory-and research-based active instruction: standards-based content; multiple intelligence teaching strategies; preview assignments; considerate text; graphically organized reading notes; processing assignments; and, multiple intelligence assessments.

6th – 8th Grade Social Studies (Houghton-Mifflin/World Cultures/American History

World Cultures and Geography provide a clean, navigable design and is accentuated by an art program that is both engaging and instructional. Its strong skills program ensures that middle school students learn the Essential Elements and Themes of World Geography. The program ensures success for all learners and addresses state standards by integrating the content and skills necessary to meet them.

World Geography infuses the study of geography with streaming video, instructive games, and interactive features. With innovative learning assets like these, you can fundamentally change the way students experience social studies in general and world geography in particular.
World Geography not only revolutionizes and enhances instruction, but it also engages, inspires, and encourages the love of learning. We provide tools that help students connect with geography, see its relevance and importance in their lives, and integrate strategies and support to help them experience success.

United States History utilizes standards-based content and research-based reading instruction to teach American history. The U.S. history textbook program is infused with HISTORY streaming video, instructive games, and interactive features. In keeping with the Common Core State Standards, the program exposes students to a wealth of primary sources and develops critical skills, while requiring them to analyze a variety of perspectives and investigate key historical topics.

1st – 5th Grade Science (Science Alive)

Exploring Science Practices guides students in understanding the role of decomposers, consumers, and producers in a healthy ecosystem. Students study the geosphere, hydrosphere, atmosphere, and biosphere and learn how these systems interact. Students develop models to examine patterns caused by the relative positions of Earth and the sun, and identify matter as particles of matter too small to be seen.

6th – 8th Grade Science (Houghton Mifflin ScienceFusion)

ScienceFusion is a state-of-the-art science program designed for building inquiry, STEM, and optimized for learning in the classroom, at home, on a laptop, a tablet, or using a science textbook. The digital curriculum, virtual labs and hands-on activities, and write-in science textbook develops important critical thinking skills that prepare students for success in future science courses and in the workplace.

Physical Education

George Washington Carver Academy utilizes **Oakland Scope** for Health and Physical Education school-wide curriculum. It is aligned to Michigan's grade level content expectations.

DIGITAL TECHNOLOGY ASSESSMENT

George Washington Carver Academy promotes the continuous use of technology, individual student data and continuous assessment (formative, interim, and summative) to inform and differentiate all instruction to meet individual student needs. Academic goals driven by data are reviewed and evaluated to both State standardized tests and internal Scantron Performance and Achievement assessments guide our data-based implementation efforts.

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George Washington Carver Academy

CURRICULUM

George Washington Carver Academy has adopted and implemented the Curriculum Crafter Tool as a component in aligning and creating a viable curriculum. Curriculum crafter is available electronically and is accessible through:

- **KC4 - Curriculum Crafter Tool** **http://curriculum**crafter.org/

Elementary/Middle School

The following subjects/courses are offered at the academy.

Course	K	1	2	3	4	5	6	7	8
ELA	X	X	X	X	X	X	X	X	X
Math	X	X	X	X	X	X	X	X	X
Science	X	X	X	X	X	X	X	X	X
S.S.	X	X	X	X	X	X	X	X	X
P.E.	X	X	X	X	X	X	X	X	X
Art	X	X	X	X	X	X	X	X	X
Computer Technology	X	X	X	X	X	X	X	X	X
Spanish	X	X	X	X	X	X	X	X	X
Learning.com									
Study Dog	X	X	X						
Aha Math	X	X	X	X	X	X			
21st Century Technology							X	X	X

CURRICULUM

The Academy is aligned to Michigan's Career and College Ready Standards (Common Core State Standards) and related state/national standards, and is developmentally sequenced based on grade level via a universal curriculum pacing map for K-8 Math and English Language Arts.

In addition, George Washington Carver Academy uses the Kent County Collaborated Core Curriculum (KC4) as an articulated K-8 standards-based curriculum in Science, Social Studies, Physical Education, Computers and Art. Each subject is aligned to grade-level content expectations and the Michigan Curriculum Framework. KC4 contains approximately ten standards per grade in each content area and provides a suggested sequence of instruction, assessments and resources. The curriculum and Instruction alignment is with the Michigan Curriculum Framework and National Math-NCTM, and Science AAAS Project 2061. It is used to inform instruction, and it meets the Michigan 1-5 testing mandate.

The curriculum reflects the academic components students should know and be able to do. Curriculum outcomes are derived from the mission of the school, long-range student goals (adult roles), a MEAP Item Analysis and Scantron performance analysis was completed in each of the core subjects, along with disaggregated data with regards to race, gender, economically disadvantaged and special education. In conjunction with this process teachers are provided with on-site training in core content areas.

The Academy uses the following process for curriculum development and delivery:

- The core curriculum defines student outcomes by specific demonstrable levels of achievement for each subject area and grade level.
- Instruction is geared towards achieving these outcomes.
- Student outcomes are assessed using a variety of Alternative and Authentic tools including, MEAP, Scantron Performance/Achievement Series, STAR Pre and Post Tests, Standards-Based Portfolios, Demonstrations, Projects, Teacher Observations, Service Learning and Science Fair projects.
- Programs have been adopted that provide for smooth integration of cross-curricular content across the grade levels.
- Teachers are provided with on-going, updated professional development activities.
- Curriculum materials provide students with a variety of opportunities to explore, investigate and apply desired skills.

The curriculum is individually adapted to meet the needs of students at all levels of achievement including high and low achievers. Each student was given a pre test for Reading and Math

utilizing the STAR Diagnostic Testing Program. The test gives a portfolio on each student listing their strengths and weaknesses in Reading and Math. The test gives the Zone of Proximal Development, Standard Score, Grade Equivalent, Percentile Ranking and Percentile Range. Each student is given a written synopsis of what he/she needs to work on to improve in Reading and Math. This information is shared with students and parents and placed in their portfolio. Accelerated Reading, Kidspiration/Inspiration and Study Island are used to assess students on an ongoing basis. A post-test is given in the spring to note growth.

MATH

George Washington Carver Academy currently utilizes Pearson's Scott Forseman series as the elementary Math Curriculum.

Kindergarten and 1st Grade (Diamond Edition)

The Scott Foresman math approach in the Diamond Edition is designed to make "connections" to other school subjects and to use a variety of teaching elements so that differing types of students can all be successful at math. Each chapter incorporates elements such as the "Instant Check System: Diagnosing Readiness," so that teachers can get a sense of whether students have a firm grasp of the foundation necessary for the new concept. Additional "Diagnostic Checkpoints" and the like ensure teachers always have a good feel for where students are at. "Cumulative Reviews" and "Test Prep" sections are designed to keep past material fresh in students' minds. The reading and other outside subject connections built into the curriculum mean that there are periodic cute stories for students to read, or pages with illustrations and bits of trivia about butterflies or the Roman Coliseum, with math exercises built around that theme.

There are many ancillary resources to assist with teaching the material from the main Scott Foresman math textbook. For worksheets, there are Practice Masters and Enrichment Masters books (answers are not in the books, so they can also be used as a workbook), for teaching help, there are the Teaching Tool Masters, the Assessment Sourcebook, Chapter File Folders, and Answer Key. Other helps are Every Student Learns, and the Home-School Connection book.

2nd Grade (Diamond Edition)

The approach to math in the Scott Foresman math Diamond Edition incorporates many "connections" to non-math subjects and teaches a variety of approaches to math. The books have many assessment options such as the "Instant Check System: Diagnosing Readiness." This gives teachers the opportunity to see if students have firm grasp of the foundation necessary for the

new concept. There are also other assessments, such as the "Diagnostic Checkpoints," thus ensuring teachers always know just what level students are at. To help keep students fresh on previous concepts, "Cumulative Reviews" and "Test Prep" sections provide problems for study and review.

Scott Foresman math builds "connections" to reading and other outside subjects by having periodic short stories or poems about numbers or counting for the children to read, as well as sections with pictures and a bit of trivia about things like frogs or butterflies or history of the Roman Coliseum, and a few word problems of that theme.

There is no shortage of supplements to the basic Scott Foresman math text. Teachers can choose from Practice or Enrichment Masters book/workbook (reproducible or can be used as a workbook); the Assessment Sourcebook, Teaching Tool Masters, Answer Key, or Chapter File Folders. Teachers can also assist their students through Every Student Learns resource or the Home-School Connection book.

3rd Grade (Diamond Edition)

The Scott Foresman approach to math is bright and colorful and includes many "connections" to other subjects, in what some term the new math approach. There are many frequent opportunities for quick assessment of student progress, like the "Instant Check System: Diagnosing Readiness" or the "Diagnostic Checkpoints." Additional comprehensive review sections and test preparation pages help students retain concepts and do well on tests.

The "connections" to other subjects consist of things like frequent short stories or poems to read. There are pages that include historical or nature trivia and combined with a few word problems built on that the given theme. There are also occasional instructions inviting students to "write a math story."

There are many ancillary materials teachers can choose from. There are books that can be used either as reproducible masters or as workbooks (Practice Masters book/workbook or Enrichment Masters book/workbook). There is an Assessment Sourcebook, a Teaching Tool Masters book, and an Answer Key. Further resources available to assist and support learning are Every Student Learns and the Home-School Connection book.

4th Grade (Diamond Edition)

The bright and colorful Scott Foresman math from Scott Foresman uses what some term a "new math" approach. This means that an understanding of the "why" arithmetic works is stressed before or along with the "how" to do it correctly and the curriculum stresses many "connections"

to other subjects. Frequent quick assessments keep teachers abreast of student progress, such as "Instant Check System: Diagnosing Readiness" regular "Diagnostic Checkpoints." There are also helpful comprehensive reviews and test preparation sections.

The curriculum includes many ancillary materials such as reproducible masters that can double as workbooks, teacher support such as Teaching Tools Masters book and Assessment Sourcebook, as well as Answer Key. Two more ancillaries that provide additional support are Every Student Learns and the Home-School Connection book.

5th Grade (Diamond Edition)

The Scott Foresman math curriculum from Pearson Education is a bright, colorful textbook based on something of a "new math" approach. The curriculum stresses "connections" with other non-math subjects. It takes the approach that an understanding of the "why" of arithmetic should be discussed and taught before or along with the "how" of working the problem correctly.

Strengths of the 5th grade math are frequent assessments, many ancillary materials, and much color and creativity. The chapters begin with "Diagnosing Readiness" assessment sections, and each section within a chapter ends with a "Diagnostic Checkpoint" assessment. There are nine different Scott Foresman math ancillary books plus an answer key available as a ten-book set or individually. The books have a lot of color in the headings and borders as well as many illustrations. Children are encouraged to creatively talk about explanations for why math works.

6th Grade (Diamond Edition)

The general approach of the Scott Foresman math curriculum tends toward what has been termed "new math." It's a very colorful textbook that stresses making "connections" to non-math subjects. There is an emphasis on having students discuss and think creatively about "why" arithmetic works the way it does before mastering "how" to perform it accurately and consistently, or at the same time as one learns to perform it.

In the 6th grade math book, some of the strengths teachers will note are frequent assessment opportunities, much color to draw the eye, creative opportunities, and a wide variety of ancillary materials available. There are assessment opportunities at the beginning ("Diagnosing Readiness") and the end ("Diagnostic Checkpoint") of each chapter. There are no less than ten Scott Foresman math ancillary books and materials (ten and an answer key). They are available as a set or individually. Some also consider it a strength that children are encouraged to creatively talk about why things work and to make frequent use of the calculator for simple problems.

7th Grade (Prentice Hall/Mathematics Course #2)

The Prentice-Hall mathematics series is designed to help students develop a deeper understanding of math through an emphasis on thinking, reasoning, and problem-solving. A mix of print and digital materials helps engage students with visual and dynamic activities alongside textbook instruction. Course 2 (Grade 7) presents a structured approach to a variety of topics such as ratios, percents, equations, inequalities, geometry, graphing, and probability.

In the Getting Ready to Learn portion of the textbook lesson, check your readiness exercises help students see where they might need to review before the lesson. Check skills you'll need list out the skills used in the lesson, and new vocabulary is listed before it's introduced. Sidebar helps tell students where to go for help in the textbook if they need to review, or note when an online tutor video is available. The lesson itself includes quick check problems for students to see if they understand the concept just introduced; key concepts boxes that summarize definitions, formulas, & properties, online activities for review and practice; vocabulary sidebars and features that help focus on the language of math; and multiple types of practice activities that feature new material, integrate older material, and provide challenges.

A homework video tutor for every lesson is provided online. Designed to especially help students prepare for high stakes tests like the SAT and ACT, as well as standardized tests, test-taking strategies are included in each chapter. Skills handbook, Spanish/English glossary, instant check answers, and selected answers are included in the student textbook. The workbook provides complete daily support for the lesson, and includes a daily note taking guide, guided problem solving exercises, and additional practice for every lesson. For each chapter vocabulary and study skills are emphasized.

8th Grade (Prentice Hall/Mathematics Course #3)

The Prentice-Hall mathematics series is designed to help students develop a deeper understanding of math through an emphasis on thinking, reasoning, and problem solving. A mix of print and digital materials helps engage students with visual and dynamic activities alongside textbook instruction. Course 3 (Grade 8) provides a solid mathematical foundation in order to fully prepare students for algebra. Students will study solving equations, integers, how to perform operations with rational numbers, use the Pythagorean theorem, find the midpoint, examine proportional & non proportional relationships, use percentages and graphs, solve multistep equations, classify triangles and quadrilaterals, find the surface area and volume of prisms & cylinders, understand slope & functions, add & subtract polynomials, and more.

In the Getting Ready to Learn portion of the textbook lesson, check your readiness exercises help students see where they might need to review before the lesson. Check skills you'll need list out the skills used in the lesson, and new vocabulary is listed before it's introduced. Sidebar helps tell students where to go for help in the textbook if they need to review, or note when an online tutor video is available. The lesson itself includes quick check problems for students to see if they understand the concept just introduced; key concepts boxes that summarize definitions, formulas, & properties, online activities for review and practice; vocabulary sidebars and features that help focus on the language of math; and multiple types of practice activities that feature new material, integrate older material, and provide challenges.

A homework video tutor for every lesson is provided online. Designed to especially help students prepare for high stakes tests like the SAT and ACT, as well as standardized tests, test taking strategies are included in each chapter. Skills handbook, Spanish/English glossary, instant check answers, and selected answers are included.

ENGLISH LANGUAGE ARTS

Scott Forseman Reading Street (K-6) is a thematic-based reading program that opts for one main idea to connect all the texts in a unit. This is a popular concept, and one that is employed by many publishers, but it includes some more unique variations that help set this series apart. For instance, the publishers are aware that great teaching does not necessarily mean following everything that there is to do in the teacher's manual. As such, they provide alternative options for how you might want to customize or adapt the lessons to better meet the needs of your class. They also place a slightly greater emphasis on speaking and listening objectives. Lessons often start with a think-pair-share question that is related to the theme of the week.

In addition to its print and online texts, Pearson's *Reading Street* curriculum includes an unparalleled digital path with animations, games and downloadable APPs, all directly aligned to the new Common Core State Standards. The Common Core State Standards will require many changes by school districts and Pearson has created a long-term program for partnering with schools across the country to help them through the complicated transition to the new standards while also providing professional development for teachers to implement Common Core.

Reading Street is a preK-6th grade reading program based on the priority skills model, which incorporates phonemic awareness, phonics, fluency, vocabulary, and comprehension in appropriate amounts as each beginning reader progresses through subsequent grades. Because children approach text in various ways in accordance with their own abilities and purposes, reading instruction must be differentiated, ensuring success for students of varying ability levels and experiences. Award winning reading selections seek to motivate students to learn, with a focus on developing a Big Idea in each unit along with science and social studies concepts.

Reading Street also helps teachers achieve adequate yearly progress through integrated progress monitoring and assessment plans.

Glencoe Literature Course

A new literature program that provides the highest quality literature and presents it to students in a way that connects and bridges to broader ideas.

A. Connects outstanding literature through single-focus meaningful questions and ideas

B. Seamlessly integrates skills and strategies with the literature to provide a real context for student learning

C. Points students back to the text for close-reads with skills that are highlighted and color-coded, and that link to probing, critical thinking questions on the page

D. Ensures that instruction is targeted with differentiated instruction in the teacher book and ancillaries

E. Ensures that all students succeed by providing re-teaching suggestions throughout the program

Glencoe Literature is a series covering grades 6-12 and World Literature. It contains a comprehensive collection of outstanding literature and connected, relevant nonfiction. Throughout the program, there is strong, integrated skill instruction in literary analysis, literary elements, reading, writing, grammar, and vocabulary.

7th / 8th Grade Course #2 and #3

Glencoe Literature is a series covering grades 6-12 and World Literature. It contains a comprehensive collection of outstanding literature and connected, relevant nonfiction. Throughout the program, there is strong, integrated skill instruction in literary analysis, literary elements, reading, writing, grammar, and vocabulary.

SOCIAL STUDIES

Scott Foresman (K-5) Social Studies

Scott Foresman Social Studies, Kindergarten through Grade 6 - the social studies program that helps every child become an active, involved, and informed citizen. The *Social Studies* content covers the key social studies strands: **Citizenship, Culture, Economics, Geography, Government, History and Science/Technology**. *The Social Studies* content is organized for a flexible teaching plan. If time is short, teachers may use the Quick Teaching Plan to cover the core content and skills or to add depth, teachers may use the wealth of information in each unit.

Scott Foresman Social Studies provides systematic instruction to improve comprehension and to reach out to all learners. In every unit, reading skills are developed through built-in lessons. Target comprehension skills are pre-taught and then applied throughout the unit for sustained practice. Graphic organizers provide support for every skill.

PROGRAM COMPONENTS:

➢ Kindergarten	Here We Go
➢ 1st Grade	All Together
➢ 2nd Grade	People and Places
➢ 3rd Grade	Meet Michigan
➢ 4th Grade	Region
➢ 5th Grade	United States

6th, 7th and 8th Grade World Culture, Geography and US History (McDougal-Littell)

George Washington Carver Academy currently utilizes McDougal-Littell, World Cultures and Geography, for the Social Studies Curriculum for 6th/7th grade and use McDougal-Littell, American History, for 8th grade. The study of the Western and Eastern Hemispheres during ancient and modern times, is the content of grades six and seven. Instruction over these two years includes geography, economics, government, inquiry, public discourse and decision making, citizen involvement, and World History and Geography - Eras 1, 2, and 3.

Sixth grade students explore the tools and mental constructs used by historians and geographers. They will develop an understanding of Ancient World History, Eras 1 – 3, of the Western Hemisphere and study contemporary geography of the Western Hemisphere. Contemporary civics/government and economics content is integrated throughout the year. As a capstone, the students conduct investigations about past and present global issues. Using significant content knowledge, research, and inquiry, they analyze an issue and propose a plan for the future.

Seventh grade students review the tools and mental constructs used by historians and geographers. They develop an understanding of Ancient World History, Eras 1 – 3, of the Eastern Hemisphere and will study contemporary geography of the Eastern Hemisphere. Contemporary civics/government and economics content is integrated throughout the year. As a capstone, the students conduct investigations about past and present global issues. Using significant content knowledge, research, and inquiry, they analyze the issue and propose a plan for the future. As part of the inquiry, they compose civic, persuasive essays using reasoned argument.

Eighth grade students continue their study of United States History from the writing of the Constitution through Reconstruction. Geographic, civics/government, and economics content is integrated within the historical context. Using significant content knowledge, research, and inquiry, the students analyze an issue and propose a plan for civic action. They develop reasoned arguments and write a persuasive civic essay addressing issues from the past within a historical context.

SCIENCE

Scott Forseman (K-5) Science – Diamond Edition

The Kindergarten – 5th grade curriculum is hands-on, inquiry based and is designed to allow students to understand the natural world around them and themselves. The curriculum covers all three areas in science: Earth, Life and Physical. In Earth Science students will learn about the Earth materials, weather, the solar system, Earth's history, water and the environment. In Physical Science students will learn about force, physical properties, states of matter, energy and material composition. In Life Sciences students will learn about the basic life requirements of organisms, life cycles, evolution, adaptation and heredity.

The science curriculum at GWCA is currently aligned to the Michigan GLCEs. With the introduction of the Next Generation Science Standards (NGSS) our Curriculum Director is in the process of realigning the science program to meet the new standards and incorporate engineering into the program for K-5.

Grade	Earth Science	Physical Science	Life Science
Kindergarten	Earth materials	Position Gravity Force	Life requirements
1st Grade	Solar Energy Weather Weather Measurement	Physical Properties States of Matter Magnets	Life requirements Life Cycles Observable characteristics
2nd Grade	Surface Changes Water Water Movement	Physical Properties Material Composition	Life requirements Life Cycles Observable Characteristics
3rd Grade	Natural Resources Human Impact Earth's Materials Surface Changes Using Earth's Materials	Gravity Force Speed Forms of Energy Light properties Sound Conductive and Reflective Properties	Structures and Functions Classification Evolution Environmental Adaptation
4th Grade	Characteristics of Objects in the Sky Patterns of Objects in the Sky Fossils	Forms of Energy Energy and Temperature Electrical Circuits Physical Properties States of Matter Magnets Conductive and Reflective Properties	Life Requirements Evolution Survival Interactions Changed Environment Effects
5th Grade	Seasons Solar Systems Solar System Motion	Forces in Action Force Speed	Animal Systems Inherited and Acquired Traits Species and Adaptation Survival Relationships among Organisms

6th, 7th and 8th Grade Earth, Physical and Life Science (Holt Science & Technology)

Holt, Rinehart and Winston's provide the science curriculum for George Washington Carver Middle School. A number of resources are utilized to support for understanding difficult concepts. All materials extend, enrich, and apply topics to the real world to challenge students and further their interest in science. Each chapter begins with a brief introduction designed to pique student's interest. Visuals are integrated into the narrative and clearly reveal macro to micro relationships. Holt Science incorporates a strong and flexible lab program, which provides procedures, demonstration of scientific concepts and clears understanding of scientific methods. Finally, tools such as conversion charts are available for reference to aid in the communication of scientific data.

The Holt Science & Technology series targets middle school students with courses for Earth Science, Life Science, and Physical Science. The science curriculum at GWCA is currently aligned to the Michigan GLCEs. With the introduction of the Next Generation Science Standards (NGSS) our Curriculum Coordinator is in the process of realigning the science program to meet the new standards and incorporate engineering into the program for K-8. As we move forward, George Washington Carver is in the process of reviewing possible implementation of **BCAMSC**. The Battle Creek Area Mathematics and Science Center has developed a Kindergarten through Seventh grade inquiry-based science curriculum that is aligned with the Michigan Grade Level Content Expectations. The purpose of the program is to provide good, inquiry-based science instruction in the classroom with opportunities for students to engage in all four strands of science proficiency (physical science, life science, earth science, and inquiry and technology). The curriculum provides teachers with classroom instruction that includes opportunities for interaction in the classroom, where students carry out investigations, talk and write about their observations and emerging understandings, and discuss ways to test them. Each unit undergoes an extensive development and evaluation process.

ELECTIVES

Art	Physical Educational
Computers	Foreign Languages (Mandarin/Spanish)
Academic Games**	Music**
Possible Implementation in 2013/14	

Instructional Model

Strategies	Meaning
INSTRUCTION	Content Specialization helps teachers become more skilled
GUIDED PRACTICE	Students are led through the learning process
INDEPENDENT PRACTICE	Students grow academic skills through whole and small group discussion. Also, computer learning is utilized
ASSESS	Daily assessments provide teachers with valuable information on student progress
INTERVENE	Response to Intervention: RTI tutoring program will help build low performing students academic skills
EXTEND	Teachers encourage students to think critically (Higher Order Thinking Questions)

DIGITAL TECHNOLOGY ASSESSMENT

George Washington Carver Academy promotes the continuous use of technology, individual student data and continuous assessment (formative, interim, and summative) to inform and differentiate all instruction to meet individual student needs. Academic goals driven by data are reviewed and evaluated to both State standardized tests and internal Scantron Performance and Achievement assessments guide our data-based implementation efforts.

Learning.com

George Washington Carver Academy is proud to announce our recent launch and the subsequent full implementation of the award-winning Learning.com digital curriculum platform in the 2013 academic school year. Learning.com empowers George Washington Carver Academy and other schools within the Highland Park school district to integrate technology into the core curriculum with proven content, powerful tools, and practical services. The addition of this digital curriculum resource features a Custom Curriculum Publishing tool which means users can better support our districts key initiatives such as: project-based learning, digital readiness, Common Core State Standards alignment, and preparation for PARCC and Smarter Balanced Assessment with differentiated and customized digital content.

George Washington Carver Academy's use of the Learning.com platform provides our school with one place to organize and access existing and new curriculum content via single sign-on. Our administrators, teachers, and students only need one password to access content from

existing digital assets, more than 300,000 learning objects from 60-plus providers in the Learning.com catalog, or curriculum resources collected from the Web.

Specifically, all George Washington Carver Academy students in grades K-5 utilize the Study Dog Reading curriculum and Aha! Math curriculum to build foundational Math skills, provide immediate data (which our teachers use to make informed instructional decisions) and provides prescriptive recommendation to differentiate instruction effectively. Lastly, use of these curriculum resources includes all the components for implementing Response to Intervention (RTI) for K-2 Reading and K-5 Math. Lastly, students in grades 6-8 utilize the 21st Century Technology curriculum to develop our students' 21st Century Technology skills and prepare them for the PARCC and Smarter Balanced Assessment.

Scantron Performance Testing

The Scantron Performance Series is a computer adaptive test to measure the proficiency level of Students. The Performance Series assesses four areas: reading, mathematics, life sciences and scientific inquiry, and language arts. The Performance Series has four primary uses: "more accurate student placement; diagnosis of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods. Scantron has developed own reading passages and test items, based on an analysis of the skills required to meet various national and state standards. George Washington Carver Academy currently uses test items for grades 2nd through 8th grade.

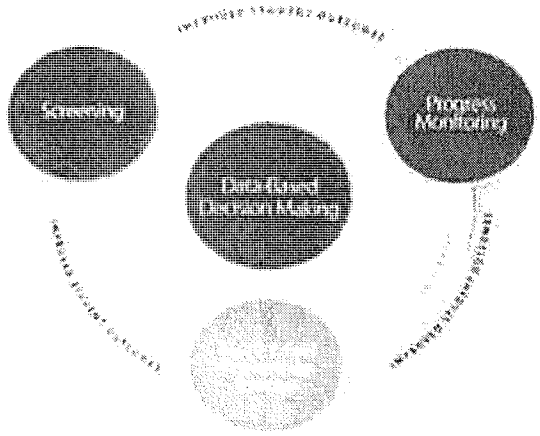
RTI (RESPONSE TO INTERVENTION)

The Response to Intervention (RTI) at George Washington Carver Academy (GWCA) was designed with the belief that all students at GWCA will be at least on grade level and/or reach their full potential with diverse and real world meaningful learning experiences. At GWCA it is our goal that students will become independent learners committed to achieving academic excellence in a globally competitive world and become socially responsible leaders in society. The RTI program at GWCA was designed to ensure that through documented researched based interventions that our vision for our students will become a reality.

GWCA is committed to providing a comprehensive system of tiered interventions to ensure student success. Response to Intervention (RTI) at GWCA is utilized to meet the needs of all students. With the RTI model students are provided with explicit evidence based inventions at each of the three tiers. In the RTI model student progress is carefully measured and the instructional interventions are adjusted to teach the skills necessary for the student to make progress toward age or group level standards (GLCEs and Common Core). Based on the

student's response to the interventions provided at each tier the RTI Team will make recommendation on how to proceed.

The RTI program at GWCA will be implemented in two phases. In the initial phase students will be pulled for reading and math intervention utilizing the following summative assessments for the selection of students: MEAP data and Scantron data. The initial phase for RTI will began in February 2013 with reading and April 2013 with math. For the second phase students will still be pulled from class to work in small groups with a Teaching Assistants (TA) however the way students are placed in RTI will change. The second phase of RTI will begin September 2013 at the beginning of the 2013-2014 school year. Students will be placed in RTI Tier II and III for reading and/or math one of two ways:1) Data obtained from the beginning of the year assessments from MEAP, Scantron and AIMS web and/or 2) Teacher recommendation with documented proof of a series of Tier I interventions and evidence of scaffolding and differentiated instruction.



RTI Reading Phase I: System 44

In the first year of RTI implementation GWCA will use MEAP and Scantron data to select students to be tested for RTI small groups in reading. Initially any student with a (3 or 4) in reading on the MEAP test was considered for the program. Data from the Scantron test will also be used to determine which students need to receive more intensive interventions. The assessment program that will be used to determine if those students are eligible for RTI small group instruction utilizing System 44 is the Scholastic Reading Inventory (SRI). If a student takes the SRI test and scores a Lexile of below 400 they are eligible to be in System 44. The student would then be given the Scholastic Phonic Inventory (SPI). The data from both the SPI and the SRI is utilized by System 44 to create an individual learning path for each student. GWCA currently has 35 licenses for System 44.

RTI Reading Phase II: Expanding System 44 and Read 180

GWCA will utilize the end of the year Scantron data to determine how many licenses need to be purchased for the 2013-2014 school year. It is the goal of GWCA to ensure that all students that need interventions in reading receive them. In addition, to expanding the System 44 program GWCA will also purchase the READ 180 program. The READ 180 program will assist struggling readers in grades 4-8. It is designed to meet the needs of students reading two or more years below grade level. READ 180 like System 44 is a computer based adaptive program that uses test data to individualize each student's learning path.

RTI Math Phase I: Pilot RTI math program for 2nd-6th Grade

The RTI team will use the data from the March Scantron and MEAP test to place students in Tier II of RTI. Students selected for Tier II interventions will receive small group (6-8 students) instruction for 45 minutes daily in addition to the 90 minutes of whole group instruction. To ensure that the Tier II small group instruction is individualized to meet the needs of each student the RTI Team and Teaching Assistants (TA) will use the data from Scantron and the MEAP test to select the Common Core and GLCEs that each student needs to master. Each student will receive a pre-test and a post-test weekly to determine if the interventions used were successful. The TA will use both Scantron and Study Island to create individualized learning paths for each student. Each TA will design lessons that are hands-on, differentiated, scaffolded and student centered.

RTI Math Phase II: School-Wide Implementation

Beginning in the Fall 2013 the RTI math program would expand to the entire school K-8. The RTI Team will utilize the data from Scantron and AIMS web to initially place students in Tier II interventions. Teachers will be able to begin referring students for Tier II interventions only after 4-6 weeks of Tier I instruction are unsuccessful. To ensure that the Tier II small group instruction is individualized to meet the needs of each student the RTI Team and Teaching Assistants (TA) will use the data from Scantron and Aims web test to select the Common Core and GLCEs that each student needs to master. Each student will receive a pre-test and a post-test weekly to determine if the interventions used were successful. The TA will use both Scranton and Study Island to create individualized learning paths for each student. Each TA will design lessons that are hands-on, differentiated, scaffolded and student centered.

Average Daily Schedule for Math Tier II Intervention Groups

Time	Activity
5 minutes	Warm – Up
15-20 minutes	Instruction – TAs will use the I Do, We Do and You Do framework to create lesson plans
15-20 minutes	Hands-On Activities/ Games/ Study Island • Aha Math is required for use on Monday and Wednesday • Study Island is required for use on Tuesday and Thursday
5 minutes	Closing- Exit Tickets, Give me 5, Reflective writing
Weekly Assessments	Pre-Test and Post – Test created by Scantron or Study Island

The schedule below is a sample schedule for the TA's. Since so many of our students are red in Scantron we used the beginning scaled score as the cut off for each grade level to select students for Tier II pull-outs. Below is what the 2nd and 3rd grade schedule would look like for RTI pull-outs. This would change the current way the TA's are utilized at GWCA. The change would be needed to provide the interventions for math.

RTI Math Pull-Out Schedule: Support

Student Name	Math Scantron Score	Grade Level		Groups	Time
Student	1586	2		1	8:30-9:30 am
Student	1610	2		1	8:30-9:30 am
Student	1706	2		1	8:30-9:30 am
Student	1733	2		1	8:30-9:30 am
Student	1774	2		1	8:30-9:30 am
Student	1796	2		1	8:30-9:30 am
Student	1860	2		1	8:30-9:30 am
Student	1886	2		1	8:30-9:30 am
Student	1904	2		2	9:40-10:40am
Student	1786	2		2	9:40-10:40am
Student	1804	2		2	9:40-10:40am
Student	1832	2		2	9:40-10:40am
Student	1833	2		2	9:40-10:40am

Student	1857	2	2	9:40-10:40am
Student	1867	2	2	9:40-10:40am
Student	1895	2	2	9:40-10:40am
Student	1816	3	3	12:00-1:00pm
Student	1870	3	3	12:00-1:00pm
Student	1890	3	3	12:00-1:00pm
Student	1943	3	3	12:00-1:00pm
Student	1987	3	3	12:00-1:00pm
Student	1990	3	3	12:00-1:00pm
Student	2006	3	3	12:00-1:00pm
Student	2024	3	3	12:00-1:00pm
Student	2047	3	4	1:05-2:05pm
Student	2062	3	4	1:05-2:05pm
Student	2067	3	4	1:05-2:05pm
Student	1750	3	4	1:05-2:05pm
Student	1893	3	4	1:05-2:05pm
Student	1986	3	4	1:05-2:05pm
Student	2040	3	4	1:05-2:05pm
Student	2065	3	4	1:05-2:05pm
[illegible]	[illegible]	[illegible]	[illegible]	2:10-3:10pm
[illegible]	[illegible]	[illegible]	[illegible]	2:10-3:10pm
[illegible]	[illegible]	[illegible]	[illegible]	2:10-3:10pm
[illegible]	[illegible]	[illegible]	[illegible]	2:10-3:10pm
[illegible]	[illegible]	[illegible]	[illegible]	2:10-3:10pm
[illegible]	[illegible]	[illegible]	[illegible]	2:10-3:10pm
[illegible]	[illegible]	[illegible]	[illegible]	2:10-3:10pm
[illegible]	[illegible]	[illegible]	[illegible]	2:10-3:10pm

Academic Interventions

Teacher Mentors	Extended Summer Learning Program
PLC	SMART Boards
Instructional Coach	Document Cameras
Teachscape	Danielson's Framework
Classroom Computers	Computer Carts with laptops
Academic Games	Google Chrome Books
Vertical/Horizontal Alignment	Thin Client

Student Interventions

K-1 At-Risk Teacher Aides	2-5 Paraprofessionals
Grade Level Content Meetings	2-6 Academic Interventionist
Accelerated Math/Reading	Study Island
Scantron Performance Series	Learning.com
Double Block K-8 Math	Double Block K-8 ELA
Co-Teaching with Special Education	Implementation of Electives

MEAP (Motivational Extended Achievement Program

Program History, Summary and Overview

Within the last two decades, extended learning time has emerged as a research-based, 'Best Practice' in the modern-day American educational system. The traditional school year has been called a 'relic of the agrarian age of past centuries, when children were needed at home in the afternoons and during the summer to work by education researchers, policy analysts and program evaluators who agree that education is an economic necessity of today's global society.
As early as 2011, George Washington Carver Academy proudly embraced a six-week, Extended School-Year calendar format as an integral part of an innovative 'pilot' program to increase student achievement. The success and value of our initial year 'pilot' program – is evident in our schools' improved 2012 MEAP performance results. As such, we wish to formally propose a high quality, MEAP intensive and core academic driven Extended School Year component aptly entitled the George Washington Carver Academy Motivational Extended Achievement Program.

I. Summer Learning Loss

An area of particular concern to researchers has been the learning loss that can occur over the long summer break. Several prominent studies have shown that summer vacation has a disproportionately negative impact on learning for students from lower socio-economic backgrounds, and to make matters worse, this impact may be cumulative. What this means is that while all children tend to lose Math and ELA skills over the summer, children from lower socio-economic levels lose the equivalent of several months of Math and Reading instruction during the summer months, which sadly impacts and is sustained throughout the course of the school year. Consequently, children from middle and upper socio-economic levels are able to maintain and often even improve their reading skills due to enrollment in costly summer enrichment opportunities.

The unequal impact of summer break upon students of varying backgrounds is undoubtedly attributed to the fact that advantaged students have greater access to summer learning and enrichment opportunities, such as access to books and encouragement to read, summer camps and/or classes, and cultural outings or international travel, than their less advantaged peers. Realizing that GWCA is designated as a Title I school with more than a 90%, majority percentage of low socio-economic and disadvantaged students, our joint academic, service learning and cultural enrichment Extended School Year "MEAP" Program, effectively aims to prevent such documented summer learning losses.

II. Extended School Year "Motivational Extended Achievement Program"

The Extended School Year (MEAP) Program is designed as a powerful (6) six-week, full-day program to bridge essential proficiencies for students in literacy and mathematics. Eligible George Washington Carver Academy students are those who will enter grades K - 8 this fall. In addition to a MEAP intensive academic curriculum, all student participants will participate in fun, targeted learning activities with our highly skilled GWCA teachers, staff and (possibly) high school/college interns, on a daily basis:

- Date(s): Monday, July 8th – Friday, August 16th, 2013
- Time(s): 8:00 – 3:30 PM, Monday – Friday
- MEAP intensive, Common Core aligned Math & ELA curriculum
- Weekly field trips and Service Learning Projects offered (Fridays)
- Daily breakfast and lunch offered (at no cost), to all participants
- Early care (7:00-8:00) and/or After-school (3:30-5:00), for an additional fee

The GWCA Extended School Year experience will help to prepare our students for success in the traditional school year and prevents the summer regression in basic skills that was referenced earlier in the program proposal.. Success in our program is dependent upon strong parental support and daily student attendance. In other words, a commitment to attend the entire 6-week program is a required component for successful enrollment.

III. Why Embrace a MEAP Intensive Curriculum?

The state-mandated Michigan Educational Assessment Program (MEAP) tests are administered every October to students in grades 3-9. All students in grades 3-8 take the Reading and Mathematics tests. Students in grades 5 and 8 also take the Science test, and students in grades 6 and 9 also take the Social Studies test. The tests are based on Michigan's Common Core State Standards (CCSS) and Grade Level Content Expectations (GLCE's) for each subject area. Performance levels on the tests are as follows:

E. Level 1 - Advanced Proficient
F. Level 2 - Proficient
G. Level 3 - Partially Proficient
H. Level 4 - Not Proficient

Scores are typically summarized as the percentage of students scoring at each level. The percentage of students scoring at levels 1 and 2 has, in the past, served as the basis for calculating a school's Adequate Yearly Progress, as required by the federal No Child Left Behind legislation.

IV. Extended School Year Curriculum

George Washington Carver Academy's "Motivational Extended Achievement Program" plans to deliver a high quality, core academic learning environment driven by data and a targeted, differentiated ELA and Math curriculum. The resources outlined below are proposed, as our Extended School Year "MEAP" curriculum:

ELA & Math Curriculum (Morning) *(Please reference attachment 'B' for specific curriculum materials)*

- Reading Eggspress, "Do the Math" (Grades K-2)
- MEAP Focus, Triumph Learning Series (Grades 3-8)
- Study Island (Grades K-8)
- Scantron Achievement Series (Grades K-1, Assessments)
- Scantron Performance Series (Grades 2-8, Assessments)
- Read 180, System 44 (Grades 2-6, Intervention)
- Accelerated Reading & Math (Grades K-8, Intervention)

Elective Classes (Afternoon)

- Physical Education
- Academic Games
- Foreign Language (2) – Spanish & Chinese
- Computer Science
- Science, Technology, Engineering and Math (STEM)

Daily Schedule (Monday – Thursday)
Breakfast/School-Wide Reading - 7:30-8:30 AM

ELA	Math
8:30-10:00 AM	10:05-11:35 AM

Lunch -11:40-12:10 PM
Elective Classes and/or Academic Intervention(s)
12:15-1:00 PM
1:05-1:50 PM
1:55-2:40 PM
2:45-3:30 PM

Weekly Friday Schedule

FIELD TRIPS	SERVICE LEARNING PROJECTS
1. Spring Valley Trout Farm	**1. Urban Gardening Project**
2. DIA/Charles H. Wright Museum	**2. Highland Park Community Outreach**
3. Cedar Point	**3. Food, Goods & Clothes Drive**
4. Joe Dumar's Fieldhouse (?)	
5.Tigers Game (Possible)	

Weekly Field Trip Proposed Requirements

- Students must have perfect attendance (for that week)
- Students must maintain good behavior (no disciplinary referrals)
- Possible Field Trip GWCA T-shirts reserved as an incentive-based option

Student Enrollment

- Targeted # of enrolled students = 300
- 18-30 students or 1 class-sized population, per 9 core classes (Grades K-8)
- Projected enrollment and 'cap' on class size ensures personalized attention and predicted growth amongst our high-need and academically low-performing student population
- Average teacher to student ratio at optimal levels of 1 to 24

Budget

- Projected budget of $75,000 ($42,000 has been set-aside in Title I budget)
- $48,000 for 16 Instructional Staff @ $25.00 hour x 120 hours
- $5,400 for 3 Paraprofessional Staff @ $15.00 hour x 120 hours
- $3,600 for 3 high school/college interns @ $10.00 hour x 120 hours
- $3,000 for 1 Special Education Teacher
- $5,000 Field Trip projected budget
- $8,000 Curriculum and Classroom Supplies & Materials
- $5,000 – Lunch Staff and Administrative Assistant projected budget
- Total - $75, 000 projected costs
- Early and Latchkey Programs are at additional cost, per participant ($)

Staffing *(Please reference attachment 'A' for specific open, posted positions)*

- Stipend- $3,000 for all teachers during the six week period "MEAP" program
- Any absences detract from above stipend, no sick days and/or substitute budget
- 16 teachers working – ½ day (4 hours) @ $25.00; 12 K-8 teachers (9 Core Academic teachers, 1 Special Education, 4 Elective teachers, 2 Intervention and/or Instructional support personnel)
- Daily schedule 8:00 AM -3:30 PM
- Six week program format
- Part-time, mandatory employment model
- Approximately 16 Staff members: 7/8/13- 8/9/13
- Instructional Days: Mon-Fri.
- Friday -Service Learning Project/Field Trip

METHODS OF ASSESSMENTS

Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Assessment affects decisions about grades, placement, advancement, instructional needs, curriculum, and, in some cases, funding. The Academy shall authorize the Authorizer through the Center for Educational Performance and Information and to the electronic reporting system administered by the Michigan Department of Education to access the Academy's Michigan Educational Assessment Program (MEAP) and other state assessment results, as applicable. The Academy shall ensure that those involved with the administration of these assessments are properly trained and adhere to the ethical standards and testing procedures associated with these assessments.

Academic Assessments To Be Administered:

Grade(s)	Academic Assessment(s)
Grade K-1	Scantron Achievement Series (Reading/Math)
Grade 2-8	Performance Series (Reading/Math)
Grade 3-8	Michigan Educational Assessment Program (MEAP)
Grade 8	EXPLORE by ACT

Updating Curriculum

The curriculum is continuously being revised in all content areas to be completely aligned with common core state standards (ELA/Math) and new generation science standards. We will be working over the summer to finalize the 2013-14 curriculum, which will be sound and viable to accommodate all students' learning levels.

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CURRICULUM

CRAFTER

OVERVIEW

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ELA

(K-8)

OVERVIEW
OF
UNITS
OF INSTRUCTION

Overview of Units of Instruction

KG ELA

Reading	1. TLW demonstrate understanding of Concepts of Print while reading or pretend reading a book to the teacher. 2. TLW activate prior knowledge to construct meaning from pictures and illustrations in order to sequence and tell a story. 3. TLW show the sound and symbol relationship between letters of the alphabet and their sounds in words. 4. TLW "read" and "spell" a district-selected list of frequently-encountered sight words. 5. TLW "read," view, and listen to a variety of genre in order to explore and respond to pattern, style, structure, and purpose in a guided and/or independent setting.
Writing	6. TLW write to communicate a message for a variety of purposes. 7. TLW share a personal experience and dictate/write that story for publication. 8. TLW approximate the reading and writing of poetry through singing, listening to, and viewing rhythms, rhymes, songs, and patterned literature.
Listening	9. TLW listen to and follow two-step directions. 10. TLW listen to and identify patterns and rhymes in a meaningful context to develop and apply phonemic awareness in oral, musical, pictorial, and/or written products.
Speaking	11. TLW convey a spoken message, using defined verbal and nonverbal communication in a one-to-one or group setting. 12. TLW observe, collect, classify, explain, and record objects and identify information sources.

Overview of Units of Instruction

1st Grade ELA

Reading	1. TLW demonstrate Concepts of Print in shared or individual settings for multiple purposes, using a variety of texts. 2. TLW increase fluency and construct meaning by incorporating phonetic skills to include selected word families, consonants, and vowel sounds while reading. 3. TLW read stories from various genres, focusing on setting, characters, problem, solution, and theme. 4. TLW read books to identify the author and illustrator and justify whether the texts are narrative or informational. 5. TLW read stories with fluency and expression from a leveled set of books, using selected reading strategies to construct meaning. 6. TLW locate and use selected parts of a book, including title page, table of contents, glossary, and front and back cover to find information, and compare the information to that found in other media.
Writing	7. TLW write a complete sentence for a purpose and an intended audience. 8. TLW process write in legible manuscript at least three related sentences about topics, both narrative and informational. 9. TLW read and write poetry. 10. TLW correctly spell words independently in written work. 11. TLW collaboratively research a topic using a variety of references, write a factual report, and individually create a visual response.
Listening	12. TLW listen to and retell short stories, using multiple responses.
Speaking	13. TLW speak in a clear, concise, and sequential manner on a selected topic.

Overview of Units of Instruction

2nd Grade ELA

Reading	1. TLW decode words to demonstrate reading fluency and comprehension. 2. TLW read to identify specific elements of various genres, including character traits. 3. TLW read and analyze narrative and informational texts, focusing on author's purpose and theme. 4. TLW read narrative and informational texts to construct meaning, using key strategies. 5. TLW read orally with fluency and expression from a leveled set of books, using selected reading strategies to construct meaning. 6. TLW alphabetize to the second letter to locate and organize information in the dictionary/glossary and other resources.
Writing	7. TLW process write a paragraph, incorporating a main idea sentence with three supporting detail sentences. 8. TLW process write titled stories, using the elements of various genres. 9. TLW process write and send a friendly letter, including date, greeting, body, closing, and signature. 10. TLW read and write poetry. 11. TLW correctly spell words independently in written work. 12. TLW produce a researched magazine article, using a variety of resources.
Listening	13. TLW listen to a variety of narrative texts, focusing on main ideas (gist), story elements, and theme.
Speaking	14. TLW present a researched report, using defined verbal and non-verbal communication. 15. TLW interpret, independently or cooperatively, selections from a variety of poetry, using appropriate verbal and non-verbal communication.

Overview of Units of Instruction

3rd Grade ELA

Reading	1. TLW read and analyze classic and contemporary realistic fiction and folktale selections to identify story elements. 2. TLW read informational selections and poetry, using a variety of reading strategies to construct meaning. 3. TLW read orally with fluency and understanding, using phonological and structural analysis skills and context clues. 4. TLW read, analyze, and summarize informational selections to identify central purpose, major ideas, and supporting details.
Writing	5. TLW write a letter to express appreciation, ask a question, or extend an invitation, using legible cursive handwriting. 6. TLW process write a poem and a personal narrative. 7. TLW write a summary, including a major idea and supporting details, based on informational text. 8. TLW correctly spell words independently in written work.
Listening	9. TLW critically listen to informational text and record key information. 10. TLW locate, select, retrieve, and present information on a topic, issue, or problem.
Speaking	11. TLW present a book talk, using verbal and nonverbal communication. 12. TLW present a researched report on an informational topic, using appropriate verbal and non-verbal communication.

Overview of Units of Instruction

4th Grade ELA

Reading	1. TLW read a variety of classic and contemporary literature, including myths/legends, fantasy, and adventure, to analyze, verify, and justify story elements. 2. TLW analyze various selections by reading, viewing, and listening to determine author's, illustrator's, or speaker's purpose, craft, and voice. 3. TLW read to analyze the characteristics, sequence of events, and cause and effect relationships of biographical and autobiographical selections. 4. TLW read and analyze narrative and informational texts, using reading strategies to identify theme or main idea. 5. TLW develop research skills using a world almanac to determine important information.
Writing	6. TLW compose business letters, using legible cursive writing or word processing and correct format. 7. TLW process write an informational report by analyzing and applying the structure and technique of exemplary writing. 8. TLW process write an extended response to a prompt, making connections to his/her own experiences. 9. TLW analyze and process write original poetry, focusing on ideas, vivid and varied language, form, and style. 10. TLW process write narratives, including myth/legend, fantasy, and adventure. 11. TLW correctly spell words independently in written work and correctly use content-related vocabulary words.
Listening	12. TLW listen to auditory text and construct meaning by predicting, generating questions, and summarizing. 13. TLW research issues using multiple and varied resources to discriminate importance and synthesize key ideas.
Speaking	14. TLW deliver a presentation on an informational topic, focusing on effective delivery techniques and using a visual aid.

Overview of Units of Instruction

5th Grade ELA

Reading	1. TLW read and analyze science fiction and fantasy texts to identify characteristics of the genre and analyze author's craft. 2. TLW identify elements and use organizational and conceptual structures to read and analyze informational text. 3. TLW read historical fiction and use a variety of strategies, including context clues, to determine the meaning of unfamiliar vocabulary in context. 4. TLW read a variety of tall tales, to analyze story elements, author's/ illustrator's craft, and themes. 5. TLW read a variety of classic and contemporary mystery selections to analyze, verify, and justify story elements.
Writing	6. TLW write historical fiction, including content-related dialogue between a historical American and a present-day individual, focusing on correct punctuation and paragraphing. 7. TLW research how individuals impact communities and/or the nation, using multiple and varied texts, and process write a report. 8. TLW respond to published poetry and write original poetry using figurative language that includes simile, metaphor, alliteration, and personification. 9. TLW compose persuasive business letters, using legible cursive writing or word processing and correct format. 10. TLW correctly spell words independently in written work and correctly use content-related vocabulary words.
Listening	11. TLW actively listen to and analyze drama, poetry, and short story genre for aesthetic quality, justifying preferences.
Speaking	12. TLW design and deliver a presentation to convey meaning through effective introduction, rich content, and insightful conclusion, using a visual aid.

Overview of Units of Instruction

6th Grade ELA

Reading	1. TLW read informational texts and write a summary and a personal reflection. 2. TLW read and analyze science fiction and fantasy texts to identify characteristics of the genre and theme. 3. TLW read realistic fiction and analyze a main character based on character traits, determine the theme, and make a personal connection. 4. TLW read and analyze a variety of classic and multicultural folktales for characteristics of the genre and for theme.
Writing	5. TLW respond to published poetry and write original poetry using meter, rhyme, and figurative language that includes simile, metaphor, alliteration, and personification. 6. TLW process write a short story or personal narrative, focusing on story elements and appropriate literary devices. 7. TLW process write an essay comparing thematically-linked texts, and write a personal response. 8. TLW process write a persuasive essay. 9. TLW correctly spell words independently in written work and correctly use content-related vocabulary words.
Listening	10. TLW employ listening strategies to analyze a variety of oral texts and presentations.
Speaking	11. TLW design and deliver a content-specific presentation, interacting with an audience. 12. TLW research a topic, problem, or issue, using a variety of resources to investigate and compare multiple perspectives.

Overview of Units of Instruction

7th Grade ELA

Reading	1. TLW read, view, and listen to classic and contemporary short stories to analyze plot, conflict, characterization, and theme. 2. TLW read and summarize informational text, using text structure and graphic organizers. 3. TLW read, view, and listen to multicultural narrative text to interpret elements of the author's craft, including flashback and foreshadowing. 4. TLW read a novel, short stories, and selected poetry, using text cues and affixes to determine the meaning of unknown vocabulary.
Writing	5. TLW process write a persuasive essay, intended for a specific audience, that contains a thesis statement related to a global, community, or school event. 6. TLW process write mystery, myth/legend, and drama, focusing on ideas, organization, voice, and conventions. 7. TLW read, listen to, view, perform, and create poetry using the poetic elements of form, sound, and theme, and figurative language such as onomatopoeia, hyperbole, and metaphor. 8. TLW write a response to a scenario prompt based on a universal theme, supporting ideas with examples from personal experience and related texts. 9. TLW process write a memoir using description, sensory words, dialogue, and authentic voice. 10. TLW correctly spell words independently in written work and correctly use content-related vocabulary words.
Listening	11. TLW critically listen to and/or view various media messages to differentiate and evaluate persuasive techniques.
Speaking	12. TLW design and deliver a presentation on a selected topic to influence an audience, using appropriate speaking strategies. 13. TLW collaboratively research a pertinent and timely issue/problem, generate questions, create a thesis, and gather data to individually evaluate, select, and justify a possible solution.

Overview of Units of Instruction

8th Grade ELA

Reading	1. TLW read selected classic and contemporary fiction to identify purpose, structure, elements, style, and theme. 2. TLW use multiple resources to research a global or community topic, issue, or problem and use the research to support a position. 3. TLW read informational and persuasive texts to construct meaning, using selected reading strategies. 4. TLW read and interpret technical materials for content, structure, and visual elements. 5. TLW read a variety of multicultural poetry, short stories, and drama, comparing and contrasting the social and historical contexts.
Writing	6. TLW process write a news article, using the appropriate form. 7. TLW process write a persuasive essay to include a thesis statement and a body supported with evidence based on multiple sources. 8. TLW use primary and secondary sources to research and process write a biography for publication. 9. TLW correctly spell words independently in written work and correctly use content-related vocabulary words.
Listening	10. TLW critically listen to an oral presentation and formulate a response.
Speaking	11. TLW plan, organize, and participate in a panel discussion on a contemporary issue and self/peer critique the discussion.

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MATH

(K-8)

OVERVIEW
OF
UNITS
OF INSTRUCTION

Overview of Units of Instruction

KG Math

Number and Operations	1. TLW count to 100 by ones and tens, count to 30 by twos and fives, and demonstrate that numbers up to 30 can be placed into groups of tens and ones. 2. TLW recognize, count, order, and compare numbers 0-30; display one-to-one correspondence within sets of 0-30 objects; write numerals to represent sets of 0-30 objects; and compare which is more than, less than, or the same when given two sets of up to 30 objects. 3. TLW recognize different representations of the same number, compose and decompose numbers from 2 to 10, represent situations/stories involving putting together and taking apart for totals up to 10, and write simple addition and subtraction sentences. 4. TLW describe, create, and extend simple number patterns and simple geometric patterns using attributes of color, shape, and size.
Measurement	5. TLW compare two or more objects by length, weight, and capacity and identify common measurement tools to determine the purpose for their use. 6. TLW read and record time to the hour using a digital clock and an analog clock, identify daily landmark times, and know and use common words for parts of the day and relative time. 7. TLW recognize and state the value of pennies, nickels, dimes, and quarters.
Geometry	8. TLW identify and name familiar two-dimensional and three-dimensional shapes and relate geometric shapes to objects inside and outside the classroom. 9. TLW use directional and positional words to describe the location of an object.
Data and Probability	10. TLW construct real and picture graphs and verbally answer questions by comparing data.

Overview of Units of Instruction

1st Grade Math

Number and Operations	1. TLW count, read, and write numbers by ones, twos, fives, and tens to 110 and relate them to the quantities they represent; count backward by ones from any number between 1 and 110; count to 500 by tens and hundreds; and use ordinals to identify position in a sequence. 2. TLW order and compare numbers to 110 and explore place value by composing and decomposing numbers to 30. 3. TLW understand the relationship between addition and subtraction, solve problems involving addition through 30, add three one-digit numbers, and write mathematical sentences. 4. TLW fluently recall addition facts to 10 + 10, solve related subtraction problems, mentally calculate sums and differences up to two-digit numbers without regrouping, and compute sums and differences through 30 using number facts and strategies. 5. TLW recognize fractions as being equal parts of a whole or set and use models to identify one-half, one-third, and one-fourth.
Measurement	6. TLW measure and compare lengths of objects in non-standard units, weigh common objects using a balance, determine capacity of containers, and solve simple word problems involving measurement. 7. TLW read, record, and relate time to the hour and half-hour using a digital clock and an analog clock in real-life situations, use a calendar to name months of the year and days of the week, and solve one-step word problems involving time. 8. TLW identify the different denominations of coins and bills, tell the total value of combinations of coins up to $1 and the total value of combinations of bills up to $100, represent equivalency of coins and bills, and solve simple word problems involving money.
Geometry	9. TLW differentiate among and create common two- and three-dimensional geometric shapes and describe their physical and geometric attributes. 10. TLW describe, identify, extend, and create patterns using number, shape, and size. 11. TLW describe relative position of objects on a plane and in space.
Data and Probability	12. TLW collect and organize data, and create, read, and interpret real and picture graphs.

Overview of Units of Instruction

2nd Grade Math

Number and Operations	1. TLW read and write numbers to 1000 in numerals and words, count to 1000 by ones, twos, fives, tens, and hundreds starting with any number, and count by threes and fours starting with 0. 2. TLW order numbers to 1000 and compare using > and < symbols, express the place value of numbers to 1000, and relate numbers to the quantities they represent. 3. TLW decompose 100 into addition pairs, fluently solve addition and subtraction problems using two two-digit numbers, find missing values in open addition and subtraction sentences, and find the distance between two numbers on a number line. 4. TLW estimate the sum of two numbers with three digits and mentally calculate sums and differences involving three-digit numbers and ones, tens, and hundreds. 5. TLW demonstrate the concepts of multiplication as repeated addition, division as repeated subtraction, and multiplication and division as inverse operations and recall multiplication facts to five times five using various strategies. 6. TLW recognize, name, and represent commonly used fractions with denominators 12 or less, explain the inverse relationship between the size of a unit fraction and the size of the denominator, and recognize that fractions with the same numerator and denominator are equal to the whole.
Measurement	7. TLW measure, compare, and add & subtract lengths of objects in meters, centimeters, yards, feet, and inches to solve problems. 8. TLW compute the perimeter of polygons, measure area of polygons using non-standard units, find the area of rectangles by covering with unit squares and write as a product, and solve applied problems. 9. TLW read and record time to five-minute intervals using a.m. and p.m. and find a time in the past or future (duration). 10. TLW add and subtract money in mixed units and solve simple word problems involving money. 11. TLW read and use the concept of temperature to solve real-life problems.
Geometry	12. TLW identify, describe, compare, and classify two-dimensional and three-dimensional shapes, distinguish between curves and straight lines and curved surfaces and flat surfaces, and demonstrate slides, flips, and turns using manipulatives. 13. TLW find and name locations using simple coordinate systems such as maps and first-quadrant grids.

Data and Probability	14. TLW make pictographs and interpret data given on a pictograph to solve problems.

Overview of Units of Instruction

3rd Grade Math

Number and Operations	1. TLW read and write numbers to 10,000 in numerals and words and relate numbers to the quantities they represent, identify place value, use expanded notation, compare and order numbers, and differentiate numbers as odd or even. 2. TLW add and subtract two numbers through 999 with regrouping and through 9,999 without regrouping and use mental strategies to add and subtract two-digit numbers. 3. TLW estimate the sum and difference of two three-digit numbers using various strategies. 4. TLW demonstrate the concepts of multiplication as repeated addition and multiplication and division as inverse operations, and recall multiplication facts through ten times ten. 5. Given a contextual situation, TLW use multiplication or division (including remainders) to solve problems. 6. TLW mentally calculate simple products and quotients up to a three-digit number involving multiples of 10 by a one-digit number. 7. Given problems that use any one of the four operations with appropriate numbers, TLW represent the problem with objects, solve, write a mathematical statement, and use the terms sum, difference, product, or quotient to describe the answer. 8. TLW explain that fractions may represent a portion of a whole unit; compare and order fractions with denominators 2, 4, and 8; use equivalent fractions with denominators 2, 4, and 8; and add and subtract fractions with like denominators.
Measurement	9. Using common units of measurement including mixed units, TLW measure length, weight, and capacity; explain the relationships between sizes of standard units; and solve addition and subtraction problems of like measures. 10. Using common units of time, TLW measure in mixed units for hours and minutes, minutes and seconds, and years and months; add and subtract mixed units of time; and solve applied problems. 11. TLW read thermometers and use the concept of temperature to compare to benchmark temperatures and to solve real-life problems. 12. TLW solve applied problems involving dollars and cents. 13. TLW distinguish between perimeter and area, estimate and calculate the perimeter of polygons and area of rectangles, use the appropriate unit of measure, and solve related contextual problems.
Geometry	14. TLW recognize the basic elements of geometric shapes; identify, compare, classify, compose, and decompose two-dimensional shapes. 15. TLW identify, describe, build and classify familiar three-dimensional solids based on their component parts (faces, parallel faces, surfaces, bases, edges,

	vertices).
)ata and Probability	16. TLW construct, read and interpret bar graphs and use information in bar graphs to solve problems.

Overview of Units of Instruction

4th Grade Math

Number and Operations	1. TLW read, write, order, and compare numbers through 999,999,999; relate numbers to the quantities they represent; and compose and decompose numbers using place value through millions. 2. TLW find all factors of a whole number through 50, list the first ten multiples of a given one-digit whole number, identify prime and composite numbers, and solve problems. 3. TLW demonstrate the use of the distributive property, multiply fluently any whole number by a one-digit number and a three-digit number by a two-digit number, and solve applied problems. 4. TLW divide numbers up to four digits by one-digit numbers and by ten, use the inverse operation (multiplication) to check solutions, find unknowns in division equations, and solve applied division problems. 5. TLW read, write, interpret and compare decimals through hundredths, relate decimals to money and place value decomposition, identify decimal equivalents for halves and fourths, and solve problems. 6. TLW understand fractions as parts of a set of objects, explain why equivalent fractions are equal, locate, compare, and order fractions on a number line, understand relationships among fractions, and write improper fractions as mixed numbers. 7. TLW solve problems involving the addition and subtraction of fractions with like denominators or where one denominator is a multiple of the other and solve for the unknown (variable) in addition and subtraction of fractions less than 1 with like denominators. 8. Using repeated addition and area or array models, TLW multiply fractions by whole numbers and solve applied problems. 9. TLW add and subtract decimals, multiply and divide decimals by a one digit whole number where the result is a terminating decimal, and solve applied problems. 10. TLW solve applied problems using the four basic arithmetic operations fluently; estimate sums, differences, products, and quotients; know when an estimation or approximation is appropriate and reasonable; and make estimations and calculations fluently using mental math strategies.
Measurement	11. TLW measure to a reasonable degree of precision using common tools, select appropriate units of measure, and convert one unit of measure to a larger or smaller unit of measure using simple calculations. 12. TLW use formulas to calculate perimeter and area of rectangles and combinations of rectangular shapes, measure surface area of cubes and rectangular prisms, and solve contextual problems.

Geometry	13. TLW identify right angles and compare angles to right angles, identify and draw perpendicular, parallel, and intersecting lines, identify basic geometric shapes, and identify and count the faces, edges, and vertices of basic three-dimensional geometric solids and describe their faces. 14. TLW recognize symmetry and transformations of two dimensional shapes and objects.
Data and Probability	15. TLW order a given set of data, find the median and specify the range of values, construct tables and bar graphs from given data, and solve problems using data represented in tables and bar graphs.

Overview of Units of Instruction

5th Grade Math

Number and Operations	1. TLW explain division of whole numbers with and without remainders, relate division to fractions and repeated subtraction, and write mathematical statements involving division for given situations. 2. TLW multiply a multi-digit number by a two-digit number, divide fluently up to a four-digit number by a two-digit number, and solve applied problems involving multiplication and division of whole numbers. 3. TLW find the prime factorization of numbers between 2 and 50, express numbers in exponential notation, and understand that every whole number is either prime or can be expressed as a product of primes. 4. TLW relate the relative magnitude of ones, tenths, and hundredths to place value, relate percentages to parts out of 100 and part of a whole as a percentage, express fractions and decimals as percentages and vice versa, and multiply whole numbers by decimals. 5. TLW multiply and divide whole numbers by powers of ten. 6. TLW add and subtract fractions using the common denominator that is the product of the denominators of the the two fractions. 7. TLW multiply unit fractions and divide a whole number by a fraction and a fraction by a whole number. 8. TLW solve applied problems involving fractions and decimals and solve for unknowns. 9. Given applied situations, TLW express ratios in several ways, recognize and find equivalent ratios, and find the unknown in a proportion.
Measurement	10. Using models, manipulatives, or illustrations, TLW show the relationship between areas of rectangles, triangles, and parallelograms and use area formulas. 11. TLW find the volume of cubes and rectangular prisms and solve applied problems. 12. TLW make conversions within customary or metric systems and apply the concepts of linear measurement, area, volume, weight/mass, and time to solve applied problems
Geometry	13. TLW identify, measure, and classify angles; find unknown angles using the properties of triangles, parallelograms, and trapezoids; and solve problems.
Data and Probability	14. TLW read, interpret, and construct line graphs and solve problems. 15. TLW find and interpret range, mean, median, and mode in a set of data and solve multi-step problems involving means.

Overview of Units of Instruction

6th Grade Math

Number and Operations	1. TLW demonstrate division of fractions as the inverse of multiplication, fluently multiply and divide any two fractions, write a mathematical statement to represent a situation involving division of fractions, and solve for the unknown. 2. TLW order, add, subtract, multiply, and divide positive rational numbers and translate between rational forms (fractions and decimals). 3. TLW estimate and calculate sums, differences, products, and quotients of positive rational numbers in applied situations. 4. TLW explain the meaning of integers, absolute values, and fractions (including positive and negative fractions) and compute with integers to solve problems. 5. TLW understand and use integer exponents and express numbers in scientific notation. 6. TLW find equivalent ratios, percentages of numbers, and use rates, ratios, percentages, and proportions to solve real-life situations.
Algebra	7. TLW write an algebraic expression or equation related to a given situation, simplify expressions of the first degree, and evaluate expressions using specific values. 8. TLW understand and use properties of equations to solve equations of the form $ax + b = c$ and solve contextual problems. 9. TLW plot ordered pairs, use ordered pairs to graph linear equations, write equations for linear functions of the form $y = mx$, and represent simple relationships between quantities.
Measurement	10. TLW convert between basic units of measurement within the metric or customary systems. 11. TLW construct circles with given diameters or radii, measure the diameter and radius of given circles, determine circumferences, and use a grid to determine areas. 12. TLW construct nets for cubes and rectangular prisms and compute the surface area and volume of cubes and rectangular prisms using formulas.
Geometry	13. TLW understand and apply basic properties of lines, angles, triangles, and congruence of polygons; use paper folding for geometric construction; and solve problems. 14. TLW perform the basic rigid motions in the plane (transformations such as rotations, reflections, translations), relate them to congruence, and apply them to solve problems.

Data and Probability	15. TLW read and interpret circle graphs, gather data, construct graphs, and formulate sentences to state conclusions which will include the use of mean, median, mode, and range in real-life situations. 16. TLW express probabilities as fractions, decimals, and percentages between 0 and 1, inclusive; determine probabilities empirically from simple experiments; and compute probabilities theoretically by listing all possibilities.

Overview of Units of Instruction

7th Grade Math

Number and Operations	1. TLW apply ratios, rates, proportions, and percents in problem solving situations. 2. TLW solve problems involving derived quantities such as density, velocity, and weighted averages. 3. TLW apply the concepts of square root and cube root, simplify expressions using order of operations, and estimate square roots and cube roots. 4. TLW solve problems involving operations with integers and estimate and perform computations involving rational numbers.
Algebra	5. TLW understand and apply linear relationships of the form $y=mx + b$, directly proportional relationships of the form $y = mx$, and solve applied problems. 6. TLW calculate the slope as a ratio from the graph of a linear function, and know that the solution to a linear equation corresponds to the point at which the graph of its related function crosses the x-axis. 7. TLW recognize inversely proportional relationships in contextual situations, explain that the graph of $y = k/x$ never crosses the x- nor the y-axis, and solve simple problems. 8. TLW use the associative, commutative, identity, inverse, zero, and distributive properties; simplify algebraic expressions of the first degree; and generate and solve linear equations of the form $ax + b = c$ and $ax + b = cx + d$.
Geometry	9. TLW use appropriate tools to perform basic geometric constructions. 10. TLW use the concepts of similarity and congruence relating to angles and sides of polygons to solve problems and understand that when two-dimensional shapes are similar with a scale factor of r, their areas are related by a factor of r squared.
Data and Probability	11. TLW calculate and interpret relative and cumulative frequencies, and create, represent and interpret data in various graphs and plots.

Overview of Units of Instruction

8th Grade Math

Number and Operations	1. TLW estimate square roots and cube roots, relate square roots to areas of squares and cube roots to volumes of cubes, and solve problems. 2. TLW apply the concepts of zero and negative integer exponents, express rational numbers as terminating or repeating decimals, and approximate rational and irrational numbers on a number line. 3. TLW solve problems in real-life situations involving percent increase or decrease, compound interest, and multiple discounts. 4. TLW solve problems in real-life situations involving weighted averages and ratio units.
Algebra	5. TLW identify and represent linear functions, quadratic functions, and other simple functions using tables, graphs, and equations; describe how changes in one variable affect other variable(s); and solve problems. 6. TLW find products of two simple binomials, recognize and apply common formulas, and factor simple quadratic expressions. 7. TLW relate quadratic equations and functions to their graphs, graph quadratic functions and find roots of the related equation, solve factorable quadratic equations, and solve applied problems. 8. TLW determine whether a given value(s) is a solution to an equation, and graph and solve applied problems involving simultaneous linear equations and linear inequalities involving one and two variables.
Geometry	9. TLW use the Pythagorean Theorem and distance formula to solve problems. 10. TLW develop and use formulas for the circumference and area of a circle, find area and perimeter of complex figures by subdividing into basic shapes, and solve applied problems involving area and perimeter. 11. TLW sketch a variety of two-dimensional representations of three-dimensional solids, develop and use formulas for surface area and volume of common three-dimensional shapes and solve problems. 12. TLW use transformations (dilations, reflections, translations, and rotations) to solve problems involving similar and congruent polygons.
Data and Probability	13. TLW justify conclusions based on data, determine which measure of central tendency best represents a data set, and recognize potential bias in presenting or analyzing data. 14. TLW compute relative frequency, explain the relationship of probability to relative frequency, and apply the Basic Counting Principle to find total number of possible outcomes for independent and dependent events.

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SCIENCE

(K-8)

OVERVIEW
OF
UNITS
OF INSTRUCTION

Overview of Units of Instruction

KG Science

Science Processes	1. TLW demonstrate an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems by using their five senses to explore the natural world.
Physical Science	2. TLW describe the position and motion of an object in relation to other objects. 3. TLW explain that a force is a push or pull, demonstrate those forces on objects that can move, and observe how objects fall toward the Earth.
Life Science	4. TLW compare living and nonliving things and identify the basic requirements for life.
Earth Science	5. TLW identify earth materials that occur in nature (rocks, sand, soil and water).

Overview of Units of Instruction

1st Grade Science

Science Processes	1. TLW demonstrate an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems by using measurement tools to investigate the natural world.
Physical Science	2. TLW explain all objects and substances have physical properties that can be measured.
Life Science	3. TLW identify characteristics of animals that are passed from parents to young animals based on those characteristics. 4. TLW identify the needs and life cycles of animals.
Earth Science	5. TLW describe weather conditions, identify tools for observing and recording weather change, and describe how the Sun warms the Earth and causes weather to change over the seasons.

Overview of Units of Instruction

2nd Grade Science

Science Processes	1. TLW demonstrate an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems by using measurement tools to investigate the natural world.
Physical Science	2. TLW describe objects and substances according to their properties. 3. TLW recognize that some objects are composed of a single substance and others are composed of more than one substance.
Life Science	4. TLW identify the needs of plants, describe the life cycle of flowering plants, and identify characteristics of plants that are passed from parents to young.
Earth Science	5. TLW describe the major landforms and bodies of water on the Earth's surface and the movement of water on the Earth's surface. 6. TLW identify sources, uses, and properties of water.

Overview of Units of Instruction

4th Grade Science

Science Processes	1. TLW demonstrate an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems by estimating and measuring weight, mass and volume.
Physical Science	2. TLW compare different forms of energy, describe how temperature relates to energy, and classify objects as good or poor conductors of heat and electricity. 3. TLW demonstrate a magnetic field and explain how objects are affected by the strength of the magnet and the distance from the magnet. 4. TLW demonstrate how electric energy is transferred and changed through the use of simple circuits and demonstrate magnetic effects in a simple electric circuit. 5. TLW compare and contrast states of matter and explain how matter can change from one state to another.
Life Science	6. TLW explain how variations in physical characteristics can give organisms an advantage and how environmental changes can produce changes in food webs.
rth Science	7. TLW explain how fossils provide evidence of the history of the Earth. 8. TLW compare and contrast characteristics and predictable patterns of movement of the Sun, Moon, and Earth.

Overview of Units of Instruction

5th Grade Science

Science Processes	1. TLW demonstrate an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems by comparing and contrasting the impact of contact and non-contact forces on the motion of an object.
Physical Science	2. TLW describe what happens when two forces (balanced or unbalanced) act upon an object. 3. TLW describe the motion of an object in terms of distance, time, and direction and illustrate how motion can be represented on a graph.
Life Science	4. TLW identify selected body systems and explain how they work together to perform specific activities. 5. TLW classify organisms based on anatomical features. 6. TLW distinguish between inherited and acquired traits and explain the influence of the environment and genetics on the individual. 7. TLW explain how physical characteristics, behavioral characteristics, and environmental events affect survival of organisms.
Earth Science	8. TLW explain how the Earth's position and motion cause the seasons and define a year. 9. TLW design a model that describes the position and relationship of the Sun, the planets, and other objects of the solar system and explain how gravity affects them.

Overview of Units of Instruction

6th Grade Science

Science Processes	1. TLW demonstrate an understanding that scientific inquiry and reasoning involves observing, questioning, recording, communicating, and developing solutions to problems by identifying kinetic and potential energy and explaining the transformation between the two in simple mechanical systems.
Physical Science	2. TLW explain radiation, conduction, and convection and how heat is transferred from one place to another. 3. TLW describe and illustrate changes in states of matter in terms of relative motion of atoms and molecules and explain conservation of mass as matter changes from state to state in a closed system.
Life Science	4. TLW classify organisms based on their source of energy and describe patterns of relationships between organisms within an ecosystem. 5. TLW identify the interactions and interdependence of populations, communities, and ecosystems and explain the factors that affect ecosystems.
Earth Science	6. TLW explain plate tectonic movement, layers of the Earth, and how a compass relates to the magnetic field of the Earth. 7. TLW use minerals and the rock cycle to compare and contrast the formation of rock types, compare and classify soils, explain how soils are formed, and relate the importance of soil to people. 8. TLW will explain how fossils provide important evidence of how life and environmental conditions have changed over time.
Science and Technical Subjects Reading	9. TLW utilize key ideas and details when reading Science and Technical Subjects texts. 10. TLW use the craft and structure of the text to help understand the science and technical subjects related text. 11. TLW demonstrate an integration of knowledge and ideas to understand the selected science and technical subjects related text. 12. By the end of the year, read and comprehend science and technical subjects related text in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
History Social Studies Science and Technical Subjects Writing	13. TLW write a variety of History/Social Studies, Science, and Technical Subjects related text for different purposes. 14. TLW demonstrate the production and distribution of writing. 15. TLW participate in shared research to build and present knowledge.

16. TLW write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Overview of Units of Instruction

7th Grade Science

Science Processes	1. TLW demonstrate an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems by identifying evidence of chemical change.
Physical Science	2. TLW classify substances by their physical and chemical properties, and explain the relationship of elements to the periodic table. 3. TLW identify examples of waves and explain how waves transfer energy when they interact with matter.
Life Science	4. TLW explain that organisms are made of cells that may specialize for a particular purpose and that cells function in similar ways in all organisms. 5. TLW compare sexual and asexual reproduction of organisms for the continuation of genetic characteristics. 6. TLW explain the process of photosynthesis.
Earth Science	7. TLW describe weather conditions and explain the influence of the atmosphere and oceans on weather and climate. 8. TLW explain the water cycle and analyze the flow of water in the environment. 9. TLW explain how human activities have consequences on the environment.
Science and Technical Subjects Reading	10. TLW utilize key ideas and details when reading Science and Technical Subjects texts. 11. TLW use the craft and structure of the text to help understand the science and technical subjects related text. 12. TLW demonstrate an integration of knowledge and ideas to understand the selected science and technical subjects related text. 13. By the end of the year, read and comprehend science and technical subjects related text in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
History Social Studies Science and Technical Subjects Writing	14. TLW write a variety of History/Social Studies, Science, and Technical Subjects related text for different purposes. 15. TLW demonstrate the production and distribution of writing. 16. TLW participate in shared research to build and present knowledge. 17. TLW write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Overview of Units of Instruction

Earth Science Science

Inquiry, Reflection, and Social Implications	1. TLW understand the nature of science and demonstrate an ability to practice scientific reasoning by applying it to the design, execution, and evaluation of scientific investigations and to generate new questions based on those investigations. (Instructional Sequence 1)
Earth Systems	2. TLW describe the interactions within and between Earth systems and explain how these systems are interrelated. (Instructional Sequence 2) 3. TLW describe the impact of humans on Earth's systems as renewable and nonrenewable resources are utilized and explain how energy exists in multiple forms which can be transformed and transferred from one reservoir to another. (Instructional Sequence 11)
Earth in Space and Time	4. TLW use geologic dating processes (relative age, index fossils, and radioactive dating) to explain how the Earth has changed through time. (Instructional Sequence 3) 5. TLW explain how the Earth and universe formed and evolved, how celestial bodies impact the Earth, and how stars evolve and generate energy. (Instructional Sequence 6)
The Solid Earth	6. TLW describe the layers of the Earth, compare the composition and physical characteristics of each layer, describe the lithosphere as being made of mobile tectonic plates, and explain the relationship of plates to earthquakes and volcanoes. (Instructional Sequence 4) 7. TLW relate plate tectonics to the formation of rocks and minerals and use the rock cycle to explain weathering, erosion, the formation of sediments, and how rock types can change over time. (Instructional Sequence 5)
The Fluid Earth	8. TLW explain how water moves through the atmosphere, hydrosphere, and geosphere and how water resources are important to and impacted by humans. (Instructional Sequence 7) 9. TLW explain how the Sun and rotation of the Earth control global atmospheric and oceanic circulation and how matter and energy are redistributed through currents, waves, and interactions with other Earth systems. (Instructional Sequence 8) 10. TLW explain how the hydrosphere and atmosphere affect weather patterns and how changes in atmospheric conditions can lead to severe weather. (Instructional Sequence 9) 11. TLW describe the structure and composition of the atmosphere and explain how changes in environmental conditions can lead to climate change.

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S.S.

(K-8)

OVERVIEW
OF
UNITS
OF INSTRUCTION

Overview of Units of Instruction

KG SS

History	1. TLW use time and chronology as a means for understanding past, present, and future events. 2. TLW describe, analyze, and evaluate past events and the individuals involved.
Geography	3. TLW identify, describe, and compare the characteristics of environment around home and school.
Civics and Government	4. TLW establish personal responsibilities of citizenship.
Economics	5. TLW differentiate between needs and wants and goods and services.
Public Discourse, Decision Making, and Citizen Involvement	6. TLW identify a problem, analyze information to solve it, and present the solution to inform others.

Overview of Units of Instruction

1st Grade SS

History	1. TLW use time and chronology as a means for understanding past, present, and future events. 2. TLW investigate and compare life in the past to life in the present within families and schools.
Geography	3. TLW describe, compare, and explain relative and absolute location in the environment, constructing simple maps. 4. TLW describe and investigate human and physical (natural) characteristics of the school environment.
Civics and Government	5. TLW identify the purposes for home and school rules, and safety practices to establish personal responsibilities of citizenship.
Economics	6. TLW describe and explain how individuals and families identify needs and wants and how they are provided in both the neighborhood and global marketplace. 7. TLW identify and describe ways people earn and spend money.
Public Discourse, Decision Making, and Citizen Involvement	8. TLW identify a problem, analyze information to solve it, and present the solution to inform others.

Overview of Units of Instruction

2nd Grade SS

History	1. TLW construct a historical timeline and narrative, describe changes in the local community over time, and consider differing perspectives.
Geography	2. TLW construct maps to describe the physical and human characteristics of the local community and region. 3. TLW describe ways people interact with the environment in the local community. 4. TLW describe cultural diversity in the local community.
Civics and Government	5. TLW explain the purposes, structure, and function of government and how it serves its citizens. 6. TLW describe how the Pledge of Allegiance reflects the core democratic value of Patriotism.
Economics	7. TLW identify consumer and business activity in the local community, describing the production of and trade for goods and services.
Public Discourse, Decision Making, and Citizen Involvement	8. TLW identify a problem, analyze information to solve it, and present the solution to inform others.

Overview of Units of Instruction

3rd Grade SS

History	1. TLW use historical thinking and primary and secondary sources to construct a narrative of Michigan's history from American Indians to statehood. 2. TLW use historical thinking and primary and secondary sources to construct a narrative and create a timeline of Michigan's history from statehood to present day.
Geography	3. TLW describe diverse groups in Michigan, why they chose to live here, and how they have preserved and built upon their cultural heritage. 4. TLW identify physical (natural) and human characteristics of Michigan to describe regional classification(s) and human interaction with the environment.
Civics and Government	5. TLW identify and explain the purpose and function of Michigan's government.
Economics	6. TLW identify and explain economic activity in Michigan including interdependence and global connections. 7. TLW analyze how Michigan's location and natural resources influence entrepreneurial economic activity.
Public Discourse, Decision Making, and Citizen Involvement	8. TLW identify a public policy issue in Michigan, analyze information to solve it, and present the solution to inform others.

Overview of Units of Instruction

4th Grade SS

History	1. TLW use historical thinking and primary and secondary sources to construct a narrative and create a timeline of Michigan's history from statehood to present day.
Geography	2. TLW use geographic tools to identify, describe, and compare the physical and human characteristics of regions in the United States. 3. TLW investigate the stories of immigrants to the United States to describe the impact on culture and the physical environment.
Civics and Government	4. TLW identify and explain the purposes, values, and principles of American Constitutional Democracy. 5. TLW describe and explain the structure and function of the United States government.
Economics	6. TLW describe characteristics of a market economy, including relationships between incentives, prices, and competition. 7. TLW use the circular flow model to explain economic activity in the United States and the global economy.
Public Discourse, Decision Making, and Citizen Involvement	8. TLW identify a public policy issue in the U.S., analyze information to solve it, and present the solution to inform others.

Overview of Units of Instruction

5th Grade SS

History	1. TLW describe the life of peoples living in North America before European exploration. 2. TLW identify the causes and consequences of European exploration and colonization. 3. TLW describe the lives of people living in western Africa prior to the 16th century. 4. TLW describe the environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through 17th century. 5. TLW compare the regional settlement patterns and describe significant developments in Southern, New England, and Mid-Atlantic colonies. 6. TLW analyze the development of the slave system in the Americas and its impact on the life of Africans. 7. TLW distinguish among and explain the reasons for regional differences in colonial America. 8. TLW identify the major political, economic, and ideological reasons for the American revolution. 9. TLW explain the multi-faced nature of the American Revolution and its consequences. 10. TLW explain some of the challenges faced by the new nation under the Articles of Confederation and analyze the development of the United States Constitution.
Geography	
Civics and Government	
Economics	
Public Discourse, Decision Making, and Citizen Involvement	11. TLW identify a problem, analyze information to solve it, and present the solution to inform others.

Overview of Units of Instruction

6th Grade SS

History	1. TLW investigate how historians think and the processes, tools, and information they use to study and communicate historical knowledge. 2. TLW describe the development and movement of early man throughout the Western Hemisphere to 4000 B.C.E./B.C. 3. TLW describe the development of societies and culture of early man throughout the Western Hemisphere, 4000 to 1000 B.C.E./B.C. 4. TLW describe the development of empires and cultures throughout the Western Hemisphere, 1000 B.C.E./B.C. to 300 C.E./A.D.
Geography	5. TLW investigate how geographers think and the processes, tools, and information they use to study and communicate spatial thinking and geographic knowledge. 6. TLW use the five themes of geography to describe the physical characteristics of places in the Western Hemisphere. 7. TLW use five themes of geography to describe the human characteristics, systems, and patterns of settlement of places in the Western Hemisphere.
Civics and Government	8. TLW compare various forms of government in the Western Hemisphere and explain the challenges of interaction, cooperation, and conflict.
Economics	9. TLW explain economic activity in the Western Hemisphere, including systems of international interdependence and the role of governments.
Public Discourse, Decision Making, and Citizen Involvement	10. TLW identify and investigate a public issue in the Western Hemisphere, analyze information about it, and develop a solution to present to others. (Capstone project)
Reading History Social Studies	11. TLW utilize key ideas and details when reading History and Social Studies text. 12. TLW use the craft and structure of the text to help understand the history and social studies related text. 13. TLW demonstrate an integration of knowledge and ideas to understand the selected history and social studies related text. 14. By the end of the year, read and comprehend history and social studies related text in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
History Social Studies	15. TLW write a variety of History/Social Studies, Science, and Technical

Science and Technical Subjects Writing	Subjects related text for different purposes. 16. TLW demonstrate the production and distribution of writing. 17. TLW participate in shared research to build and present knowledge. 18. TLW write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Overview of Units of Instruction

7th Grade SS

History	1. TLW investigate how historians think and the processes, tools, and information they use to study and communicate historical knowledge. 2. TLW describe the development and movement of early man throughout the Eastern Hemisphere to 4000 B.C.E./B.C. 3. TLW describe the development of societies and culture of early man throughout the Eastern Hemisphere, 4000 to 1000 B.C.E./B.C. 4. TLW describe the development of empires and cultures throughout the Eastern Hemisphere, 1000 B.C.E./B.C. to 300 C.E./A.D.
Geography	5. TLW investigate how geographers think and the processes, tools, and information they use to study and communicate spatial thinking and geographic knowledge. 6. TLW use five themes of geography to describe the physical characteristics of places in the Eastern Hemisphere. 7. TLW use the five themes of geography to describe the human characteristics, systems, and patterns of settlement of places in the Eastern Hemisphere.
vics and Government	8. TLW compare various forms of government in the Eastern Hemisphere and explain the challenges of interaction, cooperation, and conflict.
Economics	9. TLW explain economic activity in the Eastern Hemisphere, including systems of international interdependence and the role of governments.
Public Discourse, Decision Making, and Citizen Involvement	10. TLW identify and investigate a public issue in the Eastern Hemisphere, analyze information about it, and develop a solution to present to other. (Capstone project)
HistorySocial Studies Reading	11. TLW utilize key ideas and details when reading History and Social Studies text. 12. TLW use the craft and structure of the text to help understand the history and social studies related text. 13. TLW demonstrate an integration of knowledge and ideas to understand the selected history and social studies related text. 14. By the end of the year, read and comprehend history and social studies related text in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
tory Social Studies	15. TLW write a variety of History/Social Studies, Science, and Technical

Science and Technical Subjects Writing	Subjects related text for different purposes. 16. TLW demonstrate the production and distribution of writing. 17. TLW participate in shared research to build and present knowledge. 18. TLW write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Overview of Units of Instruction

8th Grade SS

History	1. TLW describe the experiences and documents that led to the American Revolution and analyze the consequences of this event. 2. TLW explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing. 3. TLW analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges. 4. TLW describe and analyze the nature and impact of the territorial, demographic, and economic growth in the early years of the new nation using maps, charts, and other evidence. 5. TLW analyze the growth of antebellum American reform movements. 6. TLW analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence. 7. TLW evaluate the multiple causes, key events, and complex consequences of the Civil War. 8. TLW analyze the character and consequences of Reconstruction using evidence. 9. TLW analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in the last half of the 19th century. 10. TLW use historical perspective to investigate a significant historical topic from United States Eras 3-6 that continues to be an issue in the United States today.
Political and Intellectual Transformations	
Public Discourse, Decision Making, and Citizen Involvement	
History Social Studies Reading	11. TLW utilize key ideas and details when reading History and Social Studies text. 12. TLW use the craft and structure of the text to help understand the history and social studies related text. 13. TLW demonstrate an integration of knowledge and ideas to understand the selected history and social studies related text. 14. By the end of the year, read and comprehend history and social studies related text in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
tory Social Studies	15. TLW write a variety of History/Social Studies, Science, and Technical

Science and Technical Subjects Writing	Subjects related text for different purposes. 16. TLW demonstrate the production and distribution of writing. 17. TLW participate in shared research to build and present knowledge. 18. TLW write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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CURRICULUM

MAP

ELA/MATH

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George Washington Carver Academy

Curriculum Map - ELA

Level: Kindergarten
Grade and/or Course: ELA
Updated: January 28, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 28-Feb 1	K.RF.1a-c	1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page b. Recognize that spoken words are represented in written language by a specific sequence of letters. c. Understand that words are separated by spaces in print			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 4-8	K.RF.2a-b	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 11-15	K.RI.10	10. Actively engage in group reading activities with			

		purpose and understanding.			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 25-Mar 1	K.RI.5	5. Identify the front cover, back cover, and title page of a book.			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 4-8	K.RL.1-2	1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details.			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 11-15	K.RL.9-10	9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. 10. Actively engage in group reading activities with purpose and understanding.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 18-22	K.SL.1a	1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I**	**Vocabulary**

				Can" Statements)	
Mar 26-28	K.SL.1b	1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. b. Continue a conversation through multiple exchanges.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 8-12	K.L.1b	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use frequently occurring nouns and verbs.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 15-19	K.L.1f	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce and expand complete sentences in shared language activities.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 22-26	K.L.4a	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 29-May 3	K.L5a-c	5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g.,			

		shapes, foods) to gain a sense of the concepts the categories represent. c. Identify real-life connections between words and their use (e.g., note places at school that are colorful)			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 6-10	K.RI.1-2	1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 13-17	K.RL.6-7	6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 20-24	K.SL.2-3	2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I	Vocabulary

				Can" Statements)	
May 28-31	K.SL.4	4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 3-7	K.SL.5	5. Add drawings or other visual displays to descriptions as desired to provide additional detail.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 10-14	K.SL.6	6. Speak audibly and express thoughts, feelings, and ideas clearly.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 17-21	Review All	See Above			

Level: 1st
Grade and/or Course: ELA
Updated: January 28, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 28-Feb1	1.L.1a	3. Print all upper and lower case letters			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 4-8	1.L.4.a	4. Use context clues to determine meaning of word			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 11-15	1.L.5a-c	5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). 3. Identify real-life connections between words and their use (e.g., note places at home that are cozy).			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 25-Mar 1	1.L.6	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 4-8	1.RF.1a	1. Demonstrate understanding of the organization and basic features of print. 3. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 11-15	1.RF.2c-d	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable			

		words. 3. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 18-22	1.RI.10	10. With prompting and support, read informational texts appropriately complex for grade 1.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 26-28	1.RI.4	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 8-12	1.RI.6-7	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 7. Use the illustrations and details in a text to describe its key ideas.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 15-19	1.RL.10	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 22-26	1.SL.1a-b	1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. 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).			

		3. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 29-May 3	1.SL.5	5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 6-10	1.SL.6	6. Produce complete sentences when appropriate to task and situation.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 13-17	1.L.1g	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 20-24	1.L.2b	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 3. Use end punctuation for sentences.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 28-31	1.L.2e	e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 3-7	1.RF.2b	2. Demonstrate understanding of spoken words,			

		syllables, and sounds (phonemes). 3. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 10-14	1.RF.3g	3. Know and apply grade-level phonics and word analysis skills in decoding words. g. Recognize and read grade-appropriate irregularly spelled words.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 17-21	1.RF.4a	4. Read with sufficient accuracy and fluency to support comprehension. 3. Read on-level text with purpose and understanding.			

Level: 2ND
Grade and/or Course: ELA
Updated: January 28, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 28-Feb1	2.L.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. 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).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I	Vocabulary

				Can" Statements)	
Feb 4-8	2.L.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use commas in greetings and closing of letters.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 11-15	2.RL.1	1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 25-Mar 1	2.RL.2	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 4-8	2.RL.3-6	3. Describe how characters in a story respond to major events and challenges. 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 11-15	2.RL.5	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 18-22	2.RL.9	9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 26-28	2.SL.1a-c	1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. 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). b. Build on others' talk in conversations by linking their comments to the remarks of others. 3. Ask for clarification and further explanation as needed about the topics and texts under discussion.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 8-12	2.L.1a-c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). 3. Use reflexive pronouns (e.g., *myself, ourselves)*			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 15-19	2.L.2a	a. Capitalize holidays, product names, and geographic names.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 22-26	2.L.2d	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			

		3. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 29-May 3	2.L.4d	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. 3. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 6-10	2.RF.3a-b	Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 3. Know spelling-sound correspondences for additional common vowel teams.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 13-17	2.RI.2	2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 20-24	2.SL.2	2. Recount or Describe key ideas/details from a text presented through various presentations.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I	Vocabulary

				Can" Statements)	
May 28-31	2.SL.3	3. Ask questions for better understanding of the topic.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 3-7	2.W.1	1. Write an Opinion Piece with linking words, reasons, and a conclusion.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 10-14	2.L.1d	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 3. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, told, hid)*			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 17-21	2L.2c	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 3. Use an apostrophe to form contractions and frequently occurring possessives.			

Level: 3rd
Grade and/or Course: ELA
Updated: January 28, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 28-Feb1	3.L.1a-c	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.			

		b. Form and use regular and irregular plural nouns. 3. Use abstract nouns (e.g., childhood)			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 4-8	3.L.1c-d	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 11-15	3.L.1f-g	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Ensure a subject-verb and pronoun-antecedent agreement g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 25-Mar 1	3.L.1h-i	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. h. Use coordinating and subordinating conjunctions. I. Produce simple, compound, and complex sentences			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**

Mar 4-8	3.L.2a-c	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses c. c. Use commas and quotation marks in dialogue			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 11-15	3.L.2d-f	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Form and use possessives e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 18-22	3.L.2g	g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 26-28	3.L.3a-b	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between			

		the conventions of spoken and written standard English.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 8-12	3.L.4a	4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 15-19	3.L.5b	5. Demonstrate understanding of word relationships and nuances in word meanings. b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 22-26	3.L.5c	5. Demonstrate understanding of word relationships and nuances in word meanings. c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 29-May 3	3.RF.3a-b	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes b. Decode multi syllable words			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 6-10	3.RF.4c	4. Read with sufficient accuracy and fluency to			

		support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 13-17	3.RI.1	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 20-24	3.RI.10	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 28-31	3.RI.2-3	2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 3-7	3.RI.4	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 10-14	3.RI.5	5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I	Vocabulary

				Can" Statements)	
Jun 17-21	3.RI.6	6. Distinguish their own point of view from that of the author of a text.			

Level: 4TH
Grade and/or Course: ELA
Updated: January 28, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 28-Feb1	4.RF.3a	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 4-8	4.L.4b	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 11-15	4.RL.4	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 25-	4.RF.4c	4. Read with sufficient accuracy and fluency to			

Mar 1		support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 4-8	4.L.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 11-15	4.L.4a	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. c. 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.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 18-22	4.L.5c	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 26-28	4.L.6	6. 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., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when			

		discussing animal preservation).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 8-12	4.RI.1-2	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 15-19	4.RI.10	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 22-26	4.RI.7	7. 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.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 29-May 3	4.RF.4a	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 6-10	4.RL.5	5. 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.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I	Vocabulary

				Can" Statements)	
May 13-17	4.RL.10	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 20-24	4.RL.4	4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 28-31	4.L.5a	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 3-7	4.RI.5	5. 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.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 10-14	4.RI.8	8. Explain how an author uses reasons and evidence to support particular points in a text.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 17-21	4.RI.9	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.			

Level: 5th
Grade and/or Course: ELA
Updated: January 28, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 28-Feb1	5.RL.1	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 4-8	5.RL.2-3	2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 11-15	5.RL.4	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 25-Mar 1	5.RL.5	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 4-8	5.RL.6	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 11-15	5.L.1a-b	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 18-22	5.L.1c-d	c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense e. Use correlative conjunctions (e.g., either/or, neither/nor).			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 26-28	5.L.4a-c	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. 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.			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 8-12	5.W.10	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 15-19	5.RI.1	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 22-26	5.RI.2-3	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 3. 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.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 29-May 3	5.RI.4-5	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. 5. 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.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 6-10	5.RI.6-7	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			

		7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 13-17	5.RI.8	8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 20-24	5.RI.9-10	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 28-31	5.L.2a-c	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. 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			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 3-7	5.L.2d	d. Use underlining, quotation marks, or italics to indicate titles of works.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I**	**Vocabulary**

				Can" Statements)	
Jun 10-14	5.W.3a	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 17-21	5.W.3b	b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.			

Level: 6th
Grade and/or Course: ELA
Updated: January 28, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 7-11	6.RL.4	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 14-17	6.RL.6	6. Explain how an author develops the point of view of the narrator or speaker in a text.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 22-25	6.RI.3	3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 28-Feb1	6.W.3a-b	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 4-8	6.W.3c-e	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 11-15	6.W.4	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**

Feb 25-Mar 1	6.SL.6	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 4-8	6.L.1a-b	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves).			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 11-15	6.L.1c-e	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 18-22	6.RL.1	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**

Mar 26-28	6.RL.2	2. 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.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 8-12	6.RI.4	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 15-19	6.RI.7	7. 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.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 22-26	6.RI.8	8. 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.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 29-May 3	6.W.2a	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; 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.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**

May 6-10	6.W.2b-e	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 13-17	6.W.5	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 20-24	6.W.7	7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 28-31	6.SL.2	2. 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.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 3-7	6.L.2a	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses,			

		dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 10-14	6.L.6	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 17-21	Review All	See Above			

Level: 7th
Grade and/or Course: ELA
Updated: January 28, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 28-Feb 1	7.L.1a-c	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary

Feb 4-8	7.L.2a	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt). b. Spell correctly.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 11-15	7.L.4a-d	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 25-Mar 1	7.RI.4	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 4-8	7.RI.7	7. 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.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 11-15	7.RL.4	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 18-22	7.W.3a-e	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 26-28	7.L.5a-c	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			

		a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 8-12	7.RI.2	2. 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.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 15-19	7.RI.3	3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 22-26	7.RI.5	5. 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.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 29-May 3	7.RI.6	6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 6-10	7.RL.2	2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I**	**Vocabulary**

				Can" Statements)	
May 13-17	7.RL.3,5	3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). 5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 20-24	7.RL.6	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 28-31	7.RL.9	9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 3-7	7.L.3a	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 10-14	7.RI.1	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 17-21	7.RI.9	9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).			

Level: 8th
Grade and/or Course: ELA
Updated: January 28, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 28-Feb1	8.L.2a-c	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break b. Use an ellipsis to indicate an omission. c. Spell correctly.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 4-8	8.L.3a	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 11-15	8.L.5a-c	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 25-Mar 1	8.RI.1	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 4-8	8.RI.2	2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 11-15	8.RI.3	3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 18-22	8.RI.1	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 26-28	8.RI.2	2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 8-12	8.RI.3	3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary

Apr 15-19	8.RL.2	2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 22-26	8.RL.3	3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 29-May 3	8.RL.4	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 6-10	8.RL.7	7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 13-17	8.W.3a-e	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases,			

		and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 20-24	8.W.4	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 28-31	8.W.5	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3)			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 3-7	8.W.6	6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 10-14	8.W.7	7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 17-21	Review All	See Above			

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George Washington Carver Academy

Curriculum Map - Math

Level: Kindergarten
Grade and/or Course: Math
Updated: January 2, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 7-11	K.CC.4a-c	4. Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 14-17	K.CC.6-7	6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. 7. Compare two numbers between 1 and 10 presented as written numerals.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I	Vocabulary

				Can" Statements)	
Jan 22-25	K.OA.3	3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 28-Feb1	K.OA.4	4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 4-8	K.NBT.1	1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 +8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 11-15	K.OA.1	1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions or equations.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 25-Mar 1	K.OA.2	2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 4-8	K.CC.1-3	1. Count to 100 by ones and by tens. 2. Count forward beginning from a given number			

		within the known sequence (instead of having to begin at 1). 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 11-15	K.CC.5	5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 18-22	K.G.1	1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 26-28	K.G.2-3	2. Correctly name shapes regardless of their orientations or overall size. 3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 8-12	K.G.4	4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 15-19	K.G.5	5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 22-26	K.G.6	6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 29-May 3	K.MD.1	1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 6-10	K.MD.2	2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 13-17	K.MD.3	3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 20-24	K.OA.5	5. Fluently add and subtract within 5.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I**	**Vocabulary**

				Can" Statements)	
May 28-31	Review K.OA.1-5	See Above			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 3-7	Review K.CC.1-7	See Above			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 10-14	Review K.G.1-6	See Above			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 17-21	Review K.MD.1-3	See Above			

Level: 1st
Grade and/or Course: Math
Updated: January 2, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 7-11	1.OA.1-2	1. Use addition and subtraction within 20 to solve word problems 2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 14-17	1.OA.3-4	3. Apply properties of operations as strategies to add and subtract			

		4. Understand subtraction as an unknown-addend problem			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jan 22-25	1.OA.5-6	5. Relate counting to addition and subtraction (eg. counting on 2 to add 2) 6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jan 28-Feb1	1.NBT.2a-c	2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. Understand 10 can be thought of as a bundle of ten ones- called a "ten" b. Understand the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones c. Understand the numbers 10,20,30,40,50,60,70,80,90, refer to one, two, three, four, five, six, seven, eight or nine tens (& 0 ones)			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 4-8	1.NBT.3	3. Compare two two-digit numbers based on meanings of the tens and ones digits, using symbols >, =, >.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 11-15	1.NBT.4	4. Add within 100, including adding a 2-digit number and a 1-digit number, and adding a 2-digit and multiple of 10			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 25-Mar 1	1.NBT.5-6	5. Given a two-digit number, mentally find 10 more or 10 less without having to count			

		6. Subtract multiples of 10 in the range 10-90 from multiples of 10			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 4-8	1.OA.7	7. Understand the meaning of the equal sign, determine if equations involving addition and subtraction are true			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 11-15	1.G.1	1. Distinguish between defining attributes versus non-defining attributes			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 18-22	1.G.2	2. Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and new shapes			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 26-28	1.G.3	3. Partition circles and rectangles into two and four equal shares, describe using halves, fourths, quarters			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 8-12	1.MD.4	4. Organize, represent, and interpret data with up to three categories			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 15-19	1.NBT.1	1. Count to 120, read and write numerals			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary

Apr 22-26	1.MD.1	1. Order three objects by length, compare lengths of two objects			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 29-May 3	1.MD.2	2. Express the length of an object as a whole number of length units, by laying multiple copies of shorter objects end to end			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 6-10	1.MD.3	3. Tell and write time in hours and half-hours using analog and digital clocks			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 13-17	1.OA.8	8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 20-24	1.OA.2	2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 28-31	Review OA.1-8	See Above			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 3-7	Review NBT.1-6	See Above			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 10-14	Review	See Above			

	G.1-3				
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 17-21	Review 1.MD.1-3	See Above			

Level: 2ND
Grade and/or Course: Math
Updated: January 2, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 7-11	2.OA.3-4	3. Determine whether a group of objects has odd/even numbers 4. Use arrays to show repeated addition facts up to 5 by 5			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 14-17	2.NBT.1a-b	1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. Understand hundreds/tens/ones (1 hundred = 10 tens) b. Understand 100 = 1 hundred 0 tens 0 ones			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 22-25	2.NBT.2	2. Count within 1,000/ skip count by 5/10/100			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 28-	2.NBT.3	3. Read/write numbers to 1,000 in base 10/number			

Feb1		names/expanded form			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 4-8	2.NBT.4	4. Compare 2 three digit numbers with < > = symbols			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 11-15	2.NBT.8	8. Add/subtract 10 or 100 from numbers 100-900			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 25-Mar 1	2.OA.1-2	1. Add/subtract within 100 to solve 1 or 2 step word problems in varying situations using symbols as needed 2. Mentally +/- within 20. Memorize all + problems up to 20 by year's end			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 4-8	2.G.1	1. Recognize and draw shapes - recognize triangles/quadrilaterals/pentagons/hexagons/cubes			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 11-15	2.G.2-3	2. Partition a rectangle into equal parts and count each part 3. Partition shapes into halves/thirds/fourths; identify fractional parts of a whole			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 18-22	2.MD.7	7. Tell time to the nearest 5 minutes on analog/digital clocks			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 26-28	2.MD.8	8. Solve money word problems using dollar/cent signs			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 8-12	2.NBT.5	5. Add/subtract within 100 using various strategies			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 15-19	2.NBT.9	9. Explain +/- strategies (including place value) and how they work			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 22-26	2.NBT.6	6. Use place value/strategies to add up to 4 digit numbers			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 29-May 3	2.MD.1-2	1. Use tools to measure length 2. Measure length of object in 2 ways/make comparisons			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 6-10	2.MD.3-4	3. Estimate length in inches/feet/centimeters/meters 4. Measure to see how much longer one item is than another using a standard unit of measure			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 13-17	2.MD.5	5. Use +/- to 100 in word problems to find length;			

		use symbols or drawings			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 20-24	2.MD.6	6. Use a number line to add/subtract to 100 Represent lengths on a number line			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 28-31	2.NBT.6-7	6. Use place value/strategies to add up to 4 digit numbers 7. Add/subtract within 1,000 using drawings/symbols			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 3-7	2.MD.9-10	9. Create a line plot to share measurement data 10. Create picture/bar graphs to represent data			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 10-14	Review OA.1-4 & NBT.1-9	See Above			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 17-21	Review G.1-3 & MD 1-10	See Above			

Level: 3rd
Grade and/or Course: Math
Updated: January 2, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 7-11	3.OA.1	1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jan 14-17	3.OA.2	2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jan 22-25	3.OA.3	3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jan 28-Feb1	3.OA.4	4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ▯ ÷ 3, 6 × 6 = ?			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 4-8	3.G.1	1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**

Feb 11-15	3.G.2	2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area and describe the area of each part as 1/4 of the area of the shape.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 25-Mar 1	3.OA.5	5. Apply properties of operations as strategies to multiply and divide.2 Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 4-8	3.OA.6-7	6. Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8. 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 11-15	3.MD.1	1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 18-22	3.MD.2	2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 26-28	3.MD.3	3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 8-12	3.MD.4	4. 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.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 15-19	3.MD.5a-b	5. Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 22-26	3.MD.6	6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 29-May 3	3.MD.7a-b	7. Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show			

		that the area is the same as would be found by multiplying the side lengths b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 6-10	3.MD.7c-d	7. Relate area to the operations of multiplication and addition. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning. d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 13-17	3.MD.8	8. 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.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 20-24	3.NBT.1-3	1. Use place value understanding to round whole numbers to the nearest 10 or 100. 2. 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. 3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can"	Vocabulary

				Statements)	
May 28-31	3.NF.1,2a-b	1. Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quan 2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b number line			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 3-7	3.NF.3a-d	3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent f the fractions are equivalent, e.g., by using a c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 10-14	Review OA.1-7 & MD.1-8	See Above			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**

Jun 17-21	Review NF.1-3, G 1-2 & NBT.1-3	See Above			

Level: 4TH
Grade and/or Course: Math
Updated: January 2, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 7-11	4.G.1-2	1. Draw points, lines, segments, rays, angles (right, acute, obtuse), and parallel/perpendicular lines. Identify in a 2-D figure. 2. Classify 2-D figures based on the presence/absence of parallel/perpendicular lines, or the presence/absence of angles of a specified size. Recognize right triangles as a category and identify right angles.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jan 14-17	4.G.3	3. Classify 2-D figures based on the presence/absence of parallel/perpendicular lines, or the presence/absence of angles of a specified size. Recognize right triangles as a category and identify right angles.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jan 22-25	4.NBT.1	1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jan 28-Feb1	4.NBT.2	2. Read/write multi-digit whole numbers using base-ten numerals, number names and expanded form. Compare two multi-digit numbers based on			

		meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 4-8	4.NBT.3-4	3. Use place value understanding to round multi-digit whole numbers to any place. 4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 11-15	4.OA.3	3. Solve multi-step word problems posed with whole numbers and having whole number answers using addition and subtraction. Assess the reasonableness of the answers using mental computation and estimation strategies.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 25-Mar 1	4.OA.4	4. Find all factor pairs for a whole number in the range of 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range of 1-100 is a multiple of a given one digit number. Determine whether a given whole number in the range is prime or composite.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 4-8	4.OA.5	5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 11-15	4.OA.1	1. Interpret a multiplication equation as a comparison, e.g. interpret 35=5x7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of			

		multiplicative comparisons as multiplication equations.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 18-22	4.OA.2-3	2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. 3. Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 26-28	K.G.2-3	2. Correctly name shapes regardless of their orientations or overall size. 3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 8-12	4.NBT.6	6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 15-19	4.NBT.5	5. Multiply a whole number of up to 4 digits by a one digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 22-26	4.NF.1-2	1. Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. 2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and Justify the conclusions, e.g., by using a visual fraction model.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 29-May 3	4.MD.1	1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 6-10	4.MD.2	2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 13-17	4.MD.3	3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 20-24	4.MD.5a-b	5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. 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 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**

May 28-31	4.MD.6-7	6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. 7. 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. 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.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 3-7	4.NF.3a-d	3. Understand a fraction a/b with a > 1 as a sum of fractions 1/b. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8. c. 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 operations and the relationship between addition and subtraction. d. 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.			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 10-14	4.NF.4a-c	4. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection. a. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4). b. Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.) c. 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. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 17-21	4.NF.5-7	5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.4 For example, express 3/10 as 30/100, and add 3/10 +			

		4/100 = 34/100. 6. Use decimal notation for fractions with denominators 10 or 100. For example rewrite 0.62 as 62/100; describe a length a 0.62 meters; locate 0.62 on a number line diagram. 7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.			

Level: 5th
Grade and/or Course: Math
Updated: January 2, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 7-11	5.NBT.1-2	1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. 2. Multiplying by 10, 100, 1,000 etc.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jan 14-17	5.NBT.3a-b	3. Read, write, and compare decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). a. Expanded Form b. Comparing Decimals			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jan	5.NBT.4	4. Use place value understanding to round decimals to any place.			

22-25					
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 28-Feb1	5.NBT.5	5. Fluently multiply multi-digit whole numbers using the standard algorithm.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 4-8	5.NBT.6	6. Long Division-find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 11-15	5.NBT.7	7. Add, subtract, multiply, and divide decimals to hundredths, 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.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 25-Mar 1	5.NF.1	1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 4-8	5.NF.2	2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example,*			

		recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 11-15	5.NF.3	3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4.*			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 18-22	5.NF.4a-b	4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Multiplying fractions and whole numbers b. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 26-28	5.NF.5-7	5. Interpret multiplication as scaling (resizing), by: • Comparing the size of a product to the size of one factor on the basis of the size of the Other factor, without performing the indicated multiplication. 6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. • Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.*			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 8-12	5.MD.1	1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 15-19	5.MD.2	2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 22-26	5.MD.3a-b	Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 29-May 3	5.OA.1-2	1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. 2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 6-10	5.OA.3	3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 13-17	5.G.1	1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 20-24	5.G.2	2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 28-31	5.G.3	3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**

Jun 3-7	5.G.4	4. Classify two-dimensional figures in a hierarchy based on properties.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 10-14	Review NBT.1-7 & NF.1-7	See Above			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 17-21	Review MD.1-3, OA.1-3 & G.1-4	See Above			

Level: 6th
Grade and/or Course: Math
Updated: January 2, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 7-11	6.EE.1	1. Write and evaluate numerical expressions involving whole-number exponents.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jan 14-17	6.EE.3	3. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 22-25	6.EE.4	4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jan 28-Feb1	6.EE.5	5. 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? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 4-8	6.EE.6	6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 11-15	6.EE.7	7. Solve real-world and mathematical 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.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 25-Mar 1	6.EE.9	9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship			

		between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 4-8	6.NS.2	2. Fluently divide multi-digit numbers using the standard algorithm.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 11-15	6.NS.3	3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 18-22	6.NS.4	4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2).			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 26-28	6.NS.6a-c	6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the			

		opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 8-12	6.NS.1	1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 15-19	6.RP.1	1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."			
Days	Unit/Topic	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I**	**Vocabulary**

				Can" Statements)	
Apr 22-26	6.RP.2	2. Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 29-May 3	6.RP.3a-b	3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 6-10	6.RP.3c-d	3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately			

		when multiplying or dividing quantities.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 13-17	6.G.1	1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 20-24	6.G.2	2. 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. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 28-31	6.G.3	3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 3-7	6.G.4	4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I	Vocabulary

				Can" Statements)	
Jun 10-14	6.SP.3-4	3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. 4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 17-21	Review All	See Above			

Level: 7th
Grade and/or Course: Math
Updated: January 2, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 7-11	7.EE.1	1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 14-17	7.EE.2	2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 22-25	7.EE.3	3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess			

		the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jan 28-Feb1	7.EE.4a-b	4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 4-8	7.NS.1a-b	1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.			

		a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged. b. Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 11-15	7.NS.1c-d	1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. c. Understand subtraction of rational numbers as adding the additive inverse, p – q = p + (–q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. d. Apply properties of operations as strategies to add and subtract rational numbers.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 25-Mar 1	7NS.2a-d	2Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged. b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of			

		integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real world contexts. c. Apply properties of operations as strategies to multiply and divide rational numbers. d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 4-8	7.NS.3	3. Solve real-world and mathematical problems involving the four operations with rational numbers.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 11-15	7.RP.1	1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 18-22	7.RP.2a-b	2. Recognize and represent proportional relationships between quantities. a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Mar 26-28	7.RP.2c	2. Recognize and represent proportional relationships between quantities. c. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn. d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 8-12	7.RP.3	3. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 15-19	7.G.1	1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 22-26	7.G.2	2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I**	**Vocabulary**

				Can" Statements)	
Apr 29-May 3	7.G.3	3. Describe the two-dimensional figures that result from slicing three dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 6-10	7.G.4	4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 13-17	7.G.5	5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 20-24	7.G.6	6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 28-31	7.SP.1	1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.			
Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary

Jun 3-7	7.SP.2	2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 10-14	7.SP.3	3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 17-21	Review All	See Above			

Level: 8th
Grade and/or Course: Math
Updated: January 2, 2013

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jan 7-11	8.NS.1	1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats			

		eventually, and convert a decimal expansion which repeats eventually into a rational number.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jan 14-17	8.NS.2	2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π2). For example, by truncating the decimal expansion of √2, show that √2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jan 22-25	8.EE.2	2. Use square root and cube root symbols to represent solutions to equations of the form x2 = p and x3 = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jan 28-Feb1	8.EE.7b	7. Solve linear equations in one variable. b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 4-8	8.EE.7a	7. Solve linear equations in one variable. a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers).			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Feb 11-15	8.F.1	1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Feb 25-Mar 1	8.F.3	3. Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function A = s2 giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 4-8	8.F.4	4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 11-15	8.EE.5	5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**

Mar 18-22	8.EE.6	6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Mar 26-28	8.EE.8a-c	8. Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6. c. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 8-12	8.G.1a-c	1. Verify experimentally the properties of rotations, reflections, and translations a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines.			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Apr 15-19	8.G.2	2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 22-26	8.G.3	3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Apr 29-May 3	8.G.4	4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two dimensional figures, describe a sequence that exhibits the similarity between them.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 6-10	8.G.5	5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 13-17	8.EE.1	1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, 32 × 3–5 = 3–3 = 1/33 = 1/27.			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
May 20-24	8.EE.3	3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 × 108 and the population of the world as 7 × 109, and determine that the world population is more than 20 times larger.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
May 28-31	8.EE.4	4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 3-7	8.G.6-8	6. Explain a proof of the Pythagorean Theorem and its converse. 7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. 8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.			
Days	**Unit/Topic**	**Common Core Standard(s)**	**Activities**	**Learning Targets ("I Can" Statements)**	**Vocabulary**
Jun 10-14	8.G.9	9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.			

Days	Unit/Topic	Common Core Standard(s)	Activities	Learning Targets ("I Can" Statements)	Vocabulary
Jun 17-21	Review All	See Above			

SECTION E

METHODS OF PUPIL ASSESSMENT

SECTION E: METHODS OF PUPIL ASSESSMENT

Performance Series Scantron

To assess student academic performance, the Academy will administer the following:

- Performance Series by Scantron
  - For grades 1-8 in September, January, and May;
  - For Kindergarten in January and May;
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
  - For grades K-2 beginning in September/October

The results of the Performance Series assessments are directly accessible by the Charter Schools Office through Performance Series and Elevate 360.

Explore Assessment

The Academy will administer the Explore assessment by ACT to all eighth graders in the spring.

Mandated State Assessment

The Academy will administer such tests as are required by Michigan law to appropriate grade levels during the time dictated by the State.

Other Internal Assessments

In order to follow and assess student achievement, the Academy will also use Compass Learning Odyssey, Six-Minute Solution, Data for Student Success (D4SS), and results from teacher and Performance Series by Scantron generated tests.

The Academy will report assessment results to the Charter Schools Office during the end-of-the-year data collection for the annual education report.

SECTION F

APPLICATION AND ENROLLMENT OF STUDENTS

Application and Enrollment Requirements

George Washington Carver Academy

Enrollment Limits

The Academy will offer Kindergarten through eighth grade. The maximum enrollment shall be 800 students. The Academy will annually adopt maximum enrollment figures prior to its application and enrollment period.

Requirements

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district.

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.

- Academy admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan public school district.

- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils or children of Academy Board members or Academy employees.

- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.

- No student may be denied participation in the application process due to lack of student records.

- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

Application and Enrollment Requirements

George Washington Carver Academy

Application Process

- The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.

- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period.

- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.

- The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of approval from the Charter Schools Office.

Legal Notice

- The Academy shall provide legal notice of the application and enrollment process in a local newspaper of general circulation. A copy of the legal notice must be forwarded to the Charter Schools Office.

- At a minimum, the legal notice must include:

  A. The process and/or location(s) for requesting and submitting applications.

  B. The beginning date and the ending date of the application period.

  C. The date, time, and place the random selection drawing(s) will be held, if needed.

- The legal notice of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.

- The Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body.

Application and Enrollment Requirements

George Washington Carver Academy

Re-enrolling Students

- The Academy shall notify parents or guardians of all enrolled students of the deadline for notifying the Academy that they wish to re-enroll their child.

- If the Academy Board has a preference policy for siblings or children of employees and Academy Board members, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) or child(ren) of employees or Academy Board members seeks to enroll for the upcoming academic year.

- An enrolled student who does not re-enroll by the specified date can only apply to the Academy during the application period for new students.

- An applicant on the waiting list at the time a new application period begins must reapply as a new student.

- After collecting the parent or guardian responses, the Academy must determine the following:

  A. The number of students who have re-enrolled per grade or grouping level.

  B. The number of siblings or children of employees and Academy Board members seeking admission for the upcoming academic year per grade.

  C. If space is unavailable, the Academy must develop a waiting list for siblings of re-enrolled students.

  D. The number of spaces remaining, per grade, after enrollment of current students, siblings, and children of employees and Academy Board members.

Application and Enrollment Requirements

George Washington Carver Academy

Random Selection Drawing

A random selection drawing is required if the number of applications exceeds the number of available spaces.

Prior to the application period, the Academy shall:

- Establish written procedures for conducting a random selection drawing.
- Establish the maximum number of spaces available per grade or grouping level.
- Establish the date, time, place and person to conduct the random selection drawing.
- Notify the Charter Schools Office of both the application period and the date of the random selection drawing, if needed. The Charter Schools Office may have a representative on-site to monitor the random selection drawing process.

The Academy shall use a credible, neutral "third party" such as a CPA firm, government official, ISD official or civic leader to conduct the random selection drawing. Further, the Academy shall:

- Conduct the random selection drawing at a public meeting where parents, community members and the public may observe the process.
- Use numbers, letters, or another system that guarantees fairness and does not give an advantage to any applicant.

The Academy shall notify applicants not chosen in the random selection drawing that they were not selected and that their name has been placed on the Academy's official waiting list for openings that may occur during the academic year. Students shall appear on the official waiting list in the order they were selected in the random selection drawing.

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SECTION G

SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE

SECTION 7g: SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE

School Calendar

The Academy's school calendar shall comply with the Code and the School Aid Act of 1979. The Academy Board must submit a copy of the Academy's school calendar to the College Board.

School Day Schedule

The Academy Board must structure the Academy's school day schedule to meet the required number of instructional days and hours as set forth in the Code and the Act. The Academy Board must submit the school day schedule to the College Board prior to the commencement of each academic year.

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SECTION H

AGE OR GRADE RANGE OF PUPILS

SECTION 7h: AGE OR GRADE RANGE OF PUPILS

The Academy will enroll students in Kindergarten through eighth grade. The Academy may add grades with the prior written approval of the Charter Schools Office Director or the College Board.

Students of the Academy will be children who have reached the age of five (5) as set forth in MCL 380.1147.

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